University of the
Sunshine Coast
Queensland, Australia

Annual Report | 2007

Report of the Council of the University of the Sunshine Coast

For the period 1 January 2007 to 31 December 2007

31 March 2008

The Hon Rod Welford MP

Minister for Education and Training and Minister for the Arts

In accordance with the provisions of Section 46J(1) of the *Financial Administration and Audit Act 1997*, I have the honour to present to you, on behalf of the Council of the University of the Sunshine Coast, the Annual Report for the year ended 31 December 2007.

John Dobson OAM
Chancellor

Communication objectives

This Annual Report provides a comprehensive record of the University of the Sunshine Coast's performance in 2007 and outlines plans for the future. Achievements are documented against the goals of the University's Strategic Plan 2005–2010.

The Annual Report highlights teaching and research activities during the year and reflects the University's commitment to its students, staff, the region and its community. It presents the University's financial statements, and meets the reporting requirements of the Queensland Minister for Education, Training and the Arts.

Potential readers of the Annual Report include members of State Parliament, the University community (including staff, graduates and students), business and media, potential benefactors, international visitors and members of the public.

Copies of the Annual Report 2007 are available from the Office of Marketing and Communications, University of the Sunshine Coast, by telephoning <+61 7 5459 4558>. The Report is also available online at <www.usc.edu.au/reports>.

Cover image: USC Library at dusk... the buildings on campus have received more than 25 awards for planning, architecture and construction. In 1997 the Library was awarded the prestigious Sir Zelman Cowen Award for Public Buildings.

Contents

Standing

The Sunshine Coast University College was founded in 1994, with the first students starting at the Sippy Downs campus in 1996. Full university status was granted to the new institution in 1998 and it became the University of the Sunshine Coast. On opening, USC became the first greenfield university in Australia since 1971. It pursues distinctiveness through long-term strategies focused on two major themes: regional engagement and sustainability.

It is building a solid international reputation for local, national and international engagement; and a commitment to sustainability encompasses every aspect of University life—social inclusion, energy for the future, the effective and equitable use of natural resources, preservation of built and natural environments, preservation of cultural and social heritages, and the development of sustainability themes through academic programs.

Mission

The mission of the University of the Sunshine Coast is to be the major catalyst for the innovative and sustainable economic, cultural and educational advancement of the region, through the pursuit of international standards in teaching, research and engagement.

Values

In pursuing its mission and conducting daily operations, the University is committed to:

- the advancement, dissemination and preservation of knowledge through innovative and effective teaching and research of the highest quality;
- fostering freedom of inquiry and expression;
- the process of lifelong learning;
- engaging in and responding to the community's intellectual, cultural and economic needs;
- adopting consultative processes and ethical behaviour in all activities;
- engendering respect among students, staff and Council of the University for their diverse roles and contributions;
- fairness, openness, honesty, trust and effective communication as fundamental expectations of students, staff and all associated with the University;
- developing the University and its surrounds as an environmentally-sensitive exemplar; and
- the advancement of human rights within a tolerant and inclusive society, in which respect for Indigenous and international peoples is fundamental.

Highlights

- The University received 11 commendations for significant achievement in its first audit by the Australian Universities Quality Agency (AUQA—page 10), and the panel commented on "remarkable progress".

- A $3.6 million package was negotiated with the State Government to fund a Business Accelerator program (page 16).

- The new Science Building (page 16) won the Master Builders Project of the Year Award and Building C, home to the Chancellery (page 62), was a finalist for the Sustainable Development Award.

- USC is involved in three of 11 projects awarded national Collaboration and Structural Reform Fund grants this year. USC leads two of the three projects, awarded a total of $1.8 million (page 17).

- USC ranked first among Queensland's seven universities with a $1.51 million grant from the Federal Government's 2007 Learning and Teaching Performance Fund. This was triple the amount awarded USC in the 2006 round (page 17).

- The University won a $3.22 million grant from the Federal Government's Workplace Productivity Program to upgrade information technology software (page 18).

- The University placed first in Queensland (with 165 of 200 places available) and fourth nationally in a national allocation of 2,300 extra Commonwealth-supported undergraduate places for 2008 (page 22).

- The Australian General Practice Network recognised the University's nursing education programs with an award for "Innovation in Education in Support of General Practice". The partnership is credited with delivering the most affordable, flexible and accessible postgraduate qualifications available to nurses in Australia (page 28).

- The University's Innovation Centre ran the Enterprisers program in partnership with the University of Cambridge and the Massachusetts Institute of Technology (page 39).

- The Global Opportunities (GO) Program was commended in the AUQA audit and won a major State Government award at the Celebrating International Education and Training Industry Showcase (page 46).

- The Federal Government's Equal Opportunity for Women in the Workplace Agency named USC an Employer of Choice for Women for the third consecutive year (page 58).

- USC was one of only five Australian universities (among 49 surveyed) awarded best practice ratings in the Australasian Tertiary Education Facilities Management Association's annual Benchmark Report on Environmentally Sustainable Development (page 61).

- USC and the University of Southern Queensland, Hervey Bay Campus, were the only Australian representatives among 15 universities from 13 regions selected for an OECD study, with the publication launched in Valencia in September (page 61).

- Work began on a $5 million Compensatory Habitat cooperative venture (one of the largest environmental projects of its kind in Australia) with development company Stockland (page 62).

Vice-Chancellor's review

In 2007 the University continued to grow numerically, academically, physically and reputationally.

It achieved highly significant formal recognition nationally from the positive outcomes of the Australian Universities Quality Agency (AUQA) audit report, and internationally from its being chosen by the Organisation for Economic Cooperation and Development (OECD) to be part of their studies of fourteen regions and their universities around the world.

AUQA commented on USC's "remarkable progress", and the OECD featured USC in its publication *Higher Education and Regions*, released in Valencia in September.

From 1994 USC has pioneered an unswerving focus of its academic and innovation programs on engagement with and advancement of the region, and this commitment has been reflected in USC's mission statement. That focus is annually being vindicated, as the impact of the University in the region becomes more demonstrable quantitatively and qualitatively.

For example, the AUQA audit was a rigorous process which delivered 11 commendations for significant achievement. The University's commitment to the Sunshine Coast, and to the provision of innovative programs that enhance student experience, were among those achievements given special mention. The University continues to work on further improvements to meet community needs.

Our strong performance was further confirmed this year by the receipt of a series of national competitive grants. USC ranked first among Queensland's seven universities with a $1.5 million grant from the Federal Government's Learning and Teaching Performance Fund. The University was also successful in the 2007 round of the Collaboration and Structural Reform (CASR) grants. The University is involved in three CASR projects, with overall funding of $1.8 million. With only 11 grants awarded nationally, this outcome demonstrates the University's exceptional success.

The University's focus on conducting research in areas of regional importance was this year made explicit in the formation of two research groups. The GeneCology Research Group operates in the areas of genetics, ecology, genomics and physiology, while the Regional Sustainability Research Group focuses on sustainable communities and environments. The establishment of an online research repository makes the research output of the University accessible on local, national and international levels, maximising impact for USC researchers.

Accompanying these initiatives were professorial appointments to provide world-class leadership in the defined areas of academic focus.

From the outset, USC has had a deep concern with both economic and environmental sustainability of the region, as well as the quality of life for residents.

The University has invested heavily in its Innovation Centre in order to provide an enhanced level of support for small start-up businesses through its Incubator. In 2007 the University negotiated a $1 million grant and a $2.6 million interest-bearing loan package from the State Government to support a second-stage development of that economic strategy: an 'Accelerator', for larger, more mature businesses. The University also worked closely with Maroochy Shire Council to finalise the Sippy Downs Town Plan which accommodates a technology precinct, which is a third stage of the sustainable economic strategy for the region.

An 'Enterprisers' program, presented by USC in partnership with the University of Cambridge and the Massachusetts Institute of Technology, was delivered by the Innovation Centre for the first time. The program encourages the development of entrepreneurial skills among students and their ability to add to and advance the growth of a local knowledge economy. It is the first of its kind in Australia.

A further sustainable economic dimension is USC's focus on career placement and employer connections, providing skilled staff for local employers, and building graduate career opportunities, mainly on the Sunshine Coast but also overseas. The University's capacity to facilitate international experience was acknowledged when the USC Global Opportunities (GO) Program won a major Queensland Government award for promoting internationalisation.

Sustainability is also a recurring theme in the physical development of a campus that is deeply reflective of its environmental location, and the fragility of that environment.

On-campus developments in 2007 included the completion of a $10 million indoor sports stadium. The Chancellery (Building C), was nominated for the Master Builders Sustainable Development Award. The University reaffirmed its position as a regional exemplar and national leader in sustainable campus development when it became one of only five Australian universities (among 49 surveyed) awarded best practice ratings in the Australasian Tertiary Education Facilities Management Association's annual benchmarking report.

Also consistent with the sustainability theme was the completion of a 'Kangaroo Study', the commencement of a report on traffic management, and reconfirmation of USC as a signatory to the Talloires Declaration amongst the world's universities committed to sustainability practices.

The University's reputation continues to grow and parallel the growth and complexity of the University's academic pursuits, and its community engagement strategies. The momentum and the positive outcomes continue unabated and provide a secure platform for further development across this century.

Professor Paul Thomas AM
Vice-Chancellor
March 2008

Key five-year figures

Category	2003	2004	2005	2006	2007	Annual % change	Trend
Number of students[1]	**3,556**	**3,862**	**4,280**	**4,760**	**5,246**	10.21%	↑
Female	2,023	2,191	2,469	2,807	3,163	12.68%	↑
Male	1,533	1,671	1,811	1,953	2,083	6.66%	↑
On-campus students	3,262	3,455	3,768	4,267	4,750	11.32%	↑
Undergraduate	3,011	3,060	3,295	3,494	3,811	9.07%	↑
Postgraduate coursework	293	408	549	773	867	12.16%	↑
Higher degree by research	61	65	72	71	100	40.85%	↑
Non-award	191	329	365	427	469	9.84%	↑
International (all students)	307	521	694	730	855	17.12%	↑
International (on campus)	187	297	362	414	527	27.29%	↑
Student load (EFTSL)[2]	2,694.7	2,977.5	3,265.7	3,716.2	4,103.9	10.43%	↑
Degrees conferred							
Undergraduate	471	526	481	535	592	10.65%	↑
Postgraduate	138	154	303	313	492	57.19%	↑
Higher degree by research	3	6	5	9	13	44.44%	↑
Total	**612**	**686**	**789**	**857**	**1,097**	**28.00%**	↑
Equity							
Disability[3]	5.68%	5.21%	4.10%	4.12%	3.80%	–	↓
Indigenous[3]	0.99%	1.14%	1.42%	1.19%	1.50%	–	↑
First in family[4]	44%	40%	53%	52%	52%	–	–
Number of staff (full–time equivalent)							
Academic[5]	96	101	105	123	144	17.07%	↑
Non-academic[6]	193	198	223	242	280	15.70%	↑
Total	**289**	**299**	**328**	**365**	**423**	**15.89%**	↑
Proportion of academic staff with higher degree qualifications[7]	87%	86%	88%	87%	90%	–	↑
Operating revenue (parent entity)	$39.83m	$40.95m	$50.60m	$66.80m	$79.00m	18.26%	↑
Research income (HERD and DEST)	$1.27m	$1.51m	$1.69m	$1.97m	NA[8]	16.57%	↑
Research publications[9]	62.10	60.76	88.07	119.36	NA[8]	35.53%	↑
Property, plant and equipment	$66.38m	$73.31m	$97.10m	$126.80m	$146.55m	15.58%	↑

1. *Students are as at Census 1 each year (March)*
2. *Student load excludes inbound exchange students; EFTSL = Equivalent Full Time Student Load*
3. *Disability and Indigenous are as a proportion of domestic students only*
4. *First in family = Bachelor degree only*
5. *Academic staff = VC, DVC, Teaching and Research (T&R) Level A–E*
6. *Non-academic staff = Administrative, Professional and Technical (APT) 1–10 and APT staff above award*
7. *Proportion of academic staff = percent of academic staff*
8. *Higher Education Research Data Collection (HERD) figure for previous year is not finalised until June of the following year*
9. *Weighted calculation as reported to the Department of Education, Science and Training (DEST) in the Higher Education Research Data Collection (HERD)*

Financial review

The University continued to strengthen its financial position this year as a solid base for continued growth in all aspects of its operations.

Results for the year (as shown in the financial statements, page 70) included an operating surplus of $8.09 million, with an operating margin of 11 percent. The University is thus well-placed to pursue plans to:

- increase emphasis on research performance on the research themes of (1) regional engagement and (2) sustainability; and
- diversify revenue sources through growth in fee-paying international and domestic students.

Income and expenditure

Total income for the year was $79.69 million—an increase of $12.32 million on the previous year. The increase was driven primarily by strong growth in Commonwealth-funded student places and fee-paying international students (page 15). Funds derived from government sources totalled $58.82 million or 74 percent of revenue, an increase from the $48.98 million (20 percent) received in the previous year.

Expenses for the year totalled $71.61 million—an increase of $9.86 million on the previous year. This was due in part to a 21 percent ($7.73 million) increase in employee benefits, flowing from:

- increased teaching activities due to extra student places; and
- greater provision for long-service leave due to staff retention.

Asset growth

At year's end, the University's net assets totalled $158.66 million—$15.72 million (11 percent) more than in the previous year. This reflected the revaluation of existing buildings and major building activity, including two building completions (page 16).

The University spent $16.35 million on capital projects during the year and $1.48 million on building maintenance and minor works.
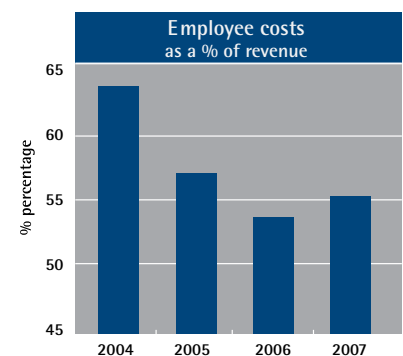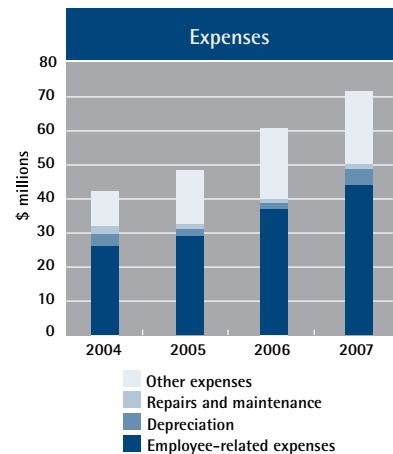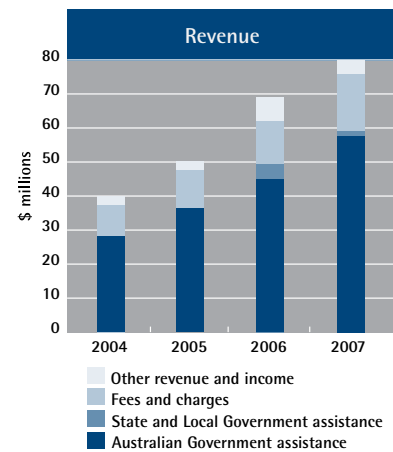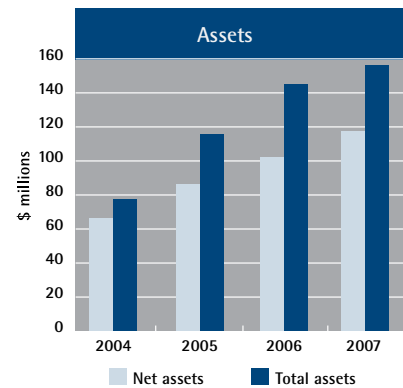
The year 2008

Next year, the University will begin a Triennium Budget for 2009-2011. This will be developed within the University Planning Framework. The Triennium Budget will consider greater linkages of forward budget estimates based on load modelling, workforce planning and space management in advancing the University's strategic objectives.

The Administrative Productivity Improvement Project will also be a major focus. Partly funded by a $3.22 million grant under the Commonwealth Government's Workplace Productivity Program, it will boost administrative capacity and services for staff, students and linked external organisations through the re-engineering of business processes and functions. The project will have two phases:

- Student Administration and Human Resources/Payroll; followed by
- upgrade or replacement of the Finance system (scheduled for completion in 2009).

The introduction of key financial indicators to assess the University's financial performance and benchmarking against the higher education sector will become a part of regular financial reviews during 2008; and other priorities will include:

- ensuring the University maintains a sound financial base while operating in pursuit of its mission;
- ensuring resources are deployed within budget targets; and
- staff training to optimise the Administrative Productivity Improvement Project.

Assets

Net assets | Total assets

Revenue

Other revenue and income
Fees and charges
State and Local Government assistance
Australian Government assistance

Expenses

Other expenses
Repairs and maintenance
Depreciation
Employee-related expenses

Employee costs as a % of revenue

Organisation

"AUQA commends USC for its management of work-integrated learning... and for its commitment to ongoing review..."

Australian Universities Quality Agency report

Basis of authority

The University was established under the *Sunshine Coast University College Act 1994* and officially opened by the Governor of Queensland, Mrs Leneen Forde AC, in 1996. Full university powers were granted under the *University of the Sunshine Coast Act 1998*.

Functions of the University

The University's functions are to:

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

University powers

(1) Under the *University of the Sunshine Coast Act 1998* the University has all the powers of an individual. It may, for example:
   a) enter into contracts;
   b) acquire, hold, dispose of, and deal with property;
   c) appoint agents and attorneys;
   d) engage consultants;
   e) fix charges, and other terms, for services and other facilities it supplies; and

   f) do anything else necessary or convenient to be done for its functions.

(2) Without limiting subsection (1), the University has the powers given to it under its Act or another Act.

(3) The University may exercise its powers inside and outside Queensland.

(4) Without limiting subsection (3), the University may exercise its powers outside Australia.

Governing body

Under the *University of the Sunshine Coast Act 1998*, Council (pages 6-7) is designated the University's governing body. In particular, Council has power to appoint University staff and manage and control University affairs, property and finances. Where allowed under the Act, Council may delegate powers to an appropriately qualified member of Council or member of the University's staff; or to an appropriately qualified committee that includes one or more members of Council.

Controlled entities

University Council approved a Policy for the Establishment and Operation of Controlled Entities in December 2006.

Innovation Centre

The University established the Innovation Centre Sunshine Coast Pty Ltd (ICSC) on 26 October 2000, under the *University of the Sunshine Coast Act 1998* Part 2(6).

The company's mission is to support the start-up and growth of knowledge-based businesses and to promote beneficial interaction between these businesses and the University. Its supporters include the University, Maroochy Shire Council, State and Federal Governments, and private business.

ICSC operates an award-winning Technology Business Incubator located in the Innovation Centre Building, a $7 million facility on the University campus. The Business Incubator has nurtured about 40 early-stage businesses in sectors such as software development, multimedia, nanotechnology and sustainable water solutions.

ICSC also runs a Student Enterprise Program enabling students and graduates to launch businesses.

In 2007, the program included:

- a series of Enterprise Tuesday business networking events (page 39); and
- two on-campus Enterprisers programs for around 128 students from Australia, New Zealand and the UK, in collaboration with the University of Cambridge and the Massachusetts Institute of Technology (page 39).

Construction began on the Business Accelerator (page 16), to be located in part of the space used initially as an auditorium in the existing facility. The project, part-funded by the Queensland Government, will provide office space and business development services for established technology businesses and service firms.

A nominee of the Queensland Audit Office audits the company's financial statements. These are reported in the Consolidated Statements section of the University's financial statements (page 70) for the year ended 31 December 2007.

Multi Access Productions Pty Ltd

The University established Multi Access Productions Pty Ltd (MAP) on 21 March 2006, under the *University of the Sunshine Coast Act 1998* Part 2(6).

Following an independent review, MAP Board members recommended in December 2006 that operations be wound up due to limited availability of resources to progress the venture in a competitive environment. In 2007, the University Council approved dissolution of the company.

MAP operated as a spin-off business of the University. It resulted from a research collaboration involving an international consortium of universities and IBM, focusing on accessible communications and voice recognition technology.

A nominee of the Queensland Audit Office audited the company's financial statements. These are reported in the Consolidated Statements section of the University's financial statements (page 70) for the year ended 31 December 2007.

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Governance

AUQA noted "a strong working relationship between Council and senior executive members... and effective induction and self-review processes for Council".

Council leadership

The University is governed by an 18-member Council (page 7) representing University and community interests and led by a Chancellor and Deputy Chancellor. Council elected a new Chancellor, John Dobson OAM, in March to succeed Mr Ian Kennedy AO from the beginning of April 2007.

The *University of the Sunshine Coast Act 1998* grants the 18-member Council powers to appoint University staff and manage and control University affairs, property and finances. The University Council met seven times in 2007.

John Dobson OAM
Chancellor

Leads the University Council and presides at Council meetings

Elected Chancellor to succeed Mr Ian Kennedy AO from 1 April 2007. Member of the University Council since 1997. Parish Priest of Caloundra Parish since 1982, Dean of the North Coast Deanery within the Catholic Church since 1992. Contributions to the community include founding privately-funded residential care facilities for the aged and for people with intellectual disabilities; and co-founding a retirement village, a comprehensive college (in partnership with the Uniting Church) and support groups for prisoners and their families.

Mr Tim Fairfax AM
FAICD

Deputy Chancellor

Acts as Chancellor in the absence of the Chancellor or when the office of Chancellor is vacant

Re-elected as Deputy Chancellor for a second term from 7 April 2006 to 8 December 2009. Member of the University Council since 1 July 1996. Businessman and philanthropist. Chairperson, University of the Sunshine Coast Foundation. Director, Vincent Fairfax Family Foundation, and a Director, Foundation for Rural and Regional Renewal. Trustee, Queensland Art Gallery. President, Queensland Art Gallery Foundation. Deputy Chairperson, National Portrait Gallery. Chairperson, Salvation Army Brisbane Advisory Board. Patron, AMA Queensland Foundation. Member, Council of Philanthropy Australia. His business interests include Director of Marinya Media Pty Ltd, Brickworks Ltd, and Cambooya Pty Ltd.

Governance

University Council

In 2007, Council approved a revised Master Plan for the campus. Councillors also:

- approved dissolution of the controlled entity Multi Access Productions Pty Ltd (page 5);
- approved realignment of the University's boundary involving an exchange of land with neighbouring landowners;
- considered the University's response to the findings of the AUQA Audit (page 10);
- approved the Health and Sport Centre building project (page 16);
- approved a new approach to University policy, including the formal adoption of a policy framework;
- delegated authority to the Academic Board to approve Institutional Operating Policy in the case of academic matters;
- delegated authority to the Vice-Chancellor to approve Institutional Operating Policies other than those relating to academic matters and those the Council has retained the power to approve;
- delegated authority to the Vice-Chancellor to approve Area Policy;
- established a new Board of Directors for Innovation Centre Sunshine Coast Pty Ltd (page 5);
- ensured continuing compliance with the National Governance Protocols, particularly in relation to membership of the governing body and requirements concerning controlled entities; and
- approved disestablishment of the Centre for Multiculturalism and Community Development from the end of March 2008.

New policies

Council approved the following new policies.

- Software Policy
- Policies and Related Procedures—Governing and Institutional Operating Policy (replaced the Policy on the Approval of University Policies and Procedures)
- Quality—Governing and Institutional Operating Policy (replaced the Quality Policy)
- University Governance Framework—Governing Policy (replaced the Statement on University Governance)
- University Planning Framework—Governing and Institutional Operating Policy
- Critical Incident Management—Governing Policy
- Assessment: Courses and Coursework Programs—Governing Policy
- Student Grievances and Appeals—Governing Policy (replaced the Student Grievance Policy)
- Internationalisation—Governing Policy (replaced the Statement on Internationalisation)
- Adjunct Appointees and Visiting Fellows—Governing Policy (replaced the Policy on Adjunct and Visiting Appointments)
- Research Centres and Groups—Governing Policy (replaced the Research Institutes and Centres Policy)

Amended policies

Council approved amendments to the following.

- Policy for Travel on University Business
- Policy for the Determination of the Academic Year
- Award of a Distinguished Academic Record Policy
- Award of Dean's Commendation Policy
- Scholarships, Bursaries and Prizes Policy
- Acceptable Use of IT Resources Policy
- Academic Dress Policy
- Risk Management Policy
- Promotion Policy for Teaching and Research Staff

Council membership

2007 was the second year of the fifth Council of the University of the Sunshine Coast. This Council's four-year term of office began on 9 December 2005 and will conclude on 8 December 2009. The term of office for student members of Council is two years, with the term concluding on 8 December 2007.

In March 2007, Mr Ian Kennedy AO resigned as Chancellor and John Dobson OAM was elected his successor, to serve in the role from 1 April 2007 to 31 March 2012. Mr Kennedy was elected Deputy Chancellor in October 1997 and Chancellor in July 1998.

Council comprises three official members, six appointed members, five elected members and four additional members.

Chancellor

Mr Ian Kennedy AO until 31 March

John Dobson OAM from 1 April

Deputy Chancellor

Mr Tim Fairfax AM, FAICD

Vice-Chancellor

Professor Paul Thomas AM, BSc(Hons), DipEd *Wales*, MA *Lough.*, PhD *Qld.*, FACE, LRPS

Chairperson of the Academic Board

Professor Greg Hill, CertTeach, BA(Hons), PhD *Qld.* (Deputy Vice-Chancellor)

Six members appointed by the Governor-in-Council

Mr Tim Fairfax AM, FAICD

Ms Jenny Haddrell, MEd *Qld.* to 11 December 2007

Emeritus Professor Phil Meade, BSc, BEd *Qld.*, MA(Hons) *La Trobe*, PhD *NSW*

Ms Julie-Anne Mee, BBus *UCQ*, MAdmin *Griff.*, FCPA

Dr Keith Steele, BAgrSc, MAgrSc(Hons) *Massey*, D Phil *Waikato*

Mr Michael Williams

Two members of the University's academic staff

Dr Karen Brooks, BA(Hons) *La Trobe*, CertEd, PhD *W'gong* to 30 October 2007

Dr Paul Corcoran, MEdAdmin(Hons) *NE,* PhD *Sunshine Coast* to 20 July 2007

Professor Robert Elliot, BA(Hons) *UNSW*, MA *La Trobe*, DipEd *Melb*, PhD *Qld.* from 23 July 2007

Associate Professor Julie Matthews BA(Hons) *Brookes*, PGCE *Leic.*, PhD *S.Aust.* from 1 November 2007

One member of the University's full-time general staff

Miss Heather Carney, BA(Comn) *Sunshine Coast*

Two members of the student body

Mr Marcus Bussey, BEd *USQ*, DipEd *Melb*, BA(Hons) *UWA* from 20 March 2007

Ms Carolyn Siddel, BSc(BioMedSc) *Sunshine Coast* to 8 December 2007

Ms Elyse Wohling from 9 December 2007

Four additional members

Mr Scott Forsdike, BBus *Sunshine Coast*

Mr Phillip Harding
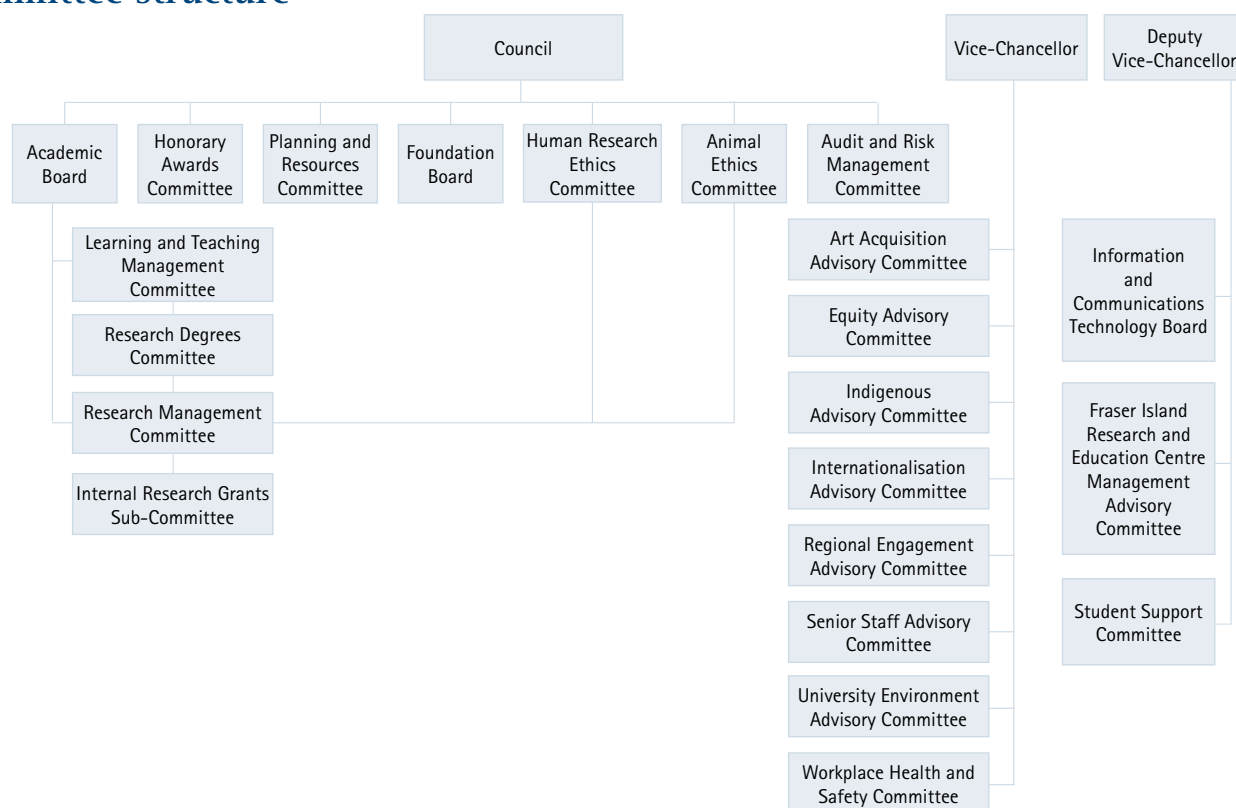
Mr David Jeffries, BCom *Qld.*, FCA, FAICD, FFin

Mr Paul Lunn, BBus *USQ*, CPA, CA*Affil*

Temporary changes to Council membership during 2007

The Vice-Chancellor was absent on sabbatical leave from 3 September to 3 December 2007. During this time, Professor Greg Hill served on Council as Acting Vice-Chancellor and Professor Rod Simpson served as Acting Chairperson of the Academic Board.

Governance

Committee structure

Council — Vice-Chancellor — Deputy Vice-Chancellor

Academic Board
- Learning and Teaching Management Committee
- Research Degrees Committee
- Research Management Committee
- Internal Research Grants Sub-Committee

Honorary Awards Committee

Planning and Resources Committee

Foundation Board

Human Research Ethics Committee

Animal Ethics Committee

Audit and Risk Management Committee

Art Acquisition Advisory Committee

Equity Advisory Committee

Indigenous Advisory Committee

Internationalisation Advisory Committee

Regional Engagement Advisory Committee

Senior Staff Advisory Committee

University Environment Advisory Committee

Workplace Health and Safety Committee

Information and Communications Technology Board

Fraser Island Research and Education Centre Management Advisory Committee

Student Support Committee

Academic Board

The Academic Board was established under the *University of the Sunshine Coast Act 1998* as the University's senior academic body. Chaired by the Deputy Vice-Chancellor, its 26 members include:

- the Pro Vice-Chancellor (International and Development);
- faculty deans;
- chairs of Academic Board committees;
- heads of schools;
- academic staff;
- students;
- non-USC members; and
- other senior University staff.

The role of the Board is to:

- advise Council on teaching, scholarship and research matters concerning the University;
- formulate proposals for academic policies of the University;
- monitor the academic activities of the University's faculties; and
- promote and encourage scholarship and research at the University.

In 2007 the Board approved a Research Supervision Agreement to clarify roles and responsibilities of research postgraduate candidates and supervisors, and made the following recommendations to Council:

- a revised Determination of the University's Academic Year Policy effective from 2009;
- approval of an Adjunct Appointees and Visiting Fellows Policy;
- approval of a Learning and Teaching— Governing Policy;
- approval of a Research Centres and Groups Policy to replace an existing Research Institutes and Centres Policy;
- approval of an Internationalisation— Governing Policy to replace an existing Statement on Internationalisation;
- amendment of the Internationalisation Plan;
- amendment of the Academic Rules; and
- disestablishment of the Centre for Multiculturalism and Community Development from the end of March 2008.

The Board was responsible for the accreditation, recommended accreditation, reaccreditation and recommended discontinuation of numerous programs during 2007.

Reaccredited programs
- Bachelor of Arts
- Bachelor of Arts (Computer-Based Art and Design)
- Bachelor of Arts (International Studies)
- Bachelor of Arts (Honours)
- Bachelor of Arts/Bachelor of Business
- Bachelor of Business
- Bachelor of Business (Accounting)
- Bachelor of Business (International Business)
- Bachelor of Business (Management)
- Bachelor of Business (Marketing)
- Bachelor of Business (Honours)
- Bachelor of Science (Honours)
- Bachelor of Tourism (formerly Bachelor of Sustainable Tourism)
- Graduate Certificate in Accounting
- Graduate Diploma in Accounting
- Doctor of Business Administration

Governance

Programs accredited or recommended for accreditation

- Bachelor of Business/Bachelor of Science (Sport Management)
- Bachelor of Design
- Bachelor of Education
- Bachelor of Education/Bachelor of Arts (Special Education and Psychology)
- Bachelor of Engineering (Construction Management)
- Bachelor of Engineering (Water and Sustainable Resource Management)
- Bachelor of Exercise Science
- Bachelor of Nutrition
- Bachelor of Occupational Therapy
- Bachelor of Paramedic Science
- Bachelor of Social Science (Psychology)
- Bachelor of Social Science (Psychology) (Honours)
- Graduate Certificate in Professional Learning (TESOL)
- Graduate Certificate in Special Education
- Graduate Diploma in Special Education
- Master of Climate Change Adaptation by Research
- Master of Environmental Change Management by Research
- Master of Integrated Coastal Zone Management by Research
- Master of Mental Health Nursing
- Master of Psychology (Clinical)
- Master of Social Work by Research
- Master of Wetlands Management by Research

Discontinued programs

- Bachelor of Arts (Environment and Heritage)
- Bachelor of Arts (Popular Culture)
- Bachelor of Animal, Plant and Marine Biotechnology (Honours)
- Bachelor of Coastal Studies (Honours)
- Bachelor of Science (Microbiology and Biotechnology)
- Bachelor of Science (Public Health)
- Graduate Certificate in Human Resource Management
- Graduate Certificate in Public Administration
- Graduate Certificate in Tourism Management
- Graduate Diploma in Public Administration
- Graduate Diploma in Tourism Management
- Master of Public Administration

Planning and Resources Committee

The Chancellor chairs the seven-member Planning and Resources Committee. Members include the Deputy Chancellor, Vice-Chancellor, one dean or director nominated by the Vice-Chancellor and appointed by Council, and three external members with specific expertise in strategic financial management and planning, at least one of whom must be a University Councillor. The Deputy Vice-Chancellor and Chief Financial Officer attend meetings and have participating (but not voting) rights.

The Committee met five times in 2007. Discussion focused on financial matters, budget reports, reports from the University's controlled entities, reviews of the University's controlled entities, progress on deregistration of Multi Access Productions Pty Ltd (page 5), capital developments, revisions to the campus Master Plan, staffing matters and updates to the University's administrative computing systems.

Recommendations to Council included:

- policy;
- proposed delegation of authority to the Vice-Chancellor to establish professorial positions consistent with the Strategic Plan and within the existing Budget;
- funding for capital developments;
- a proposed realignment of the University's boundary involving an exchange of land with neighbouring landowners; and
- the University Budget for 2008.

Audit and Risk Management Committee

The Audit and Risk Management Committee has the responsibility:

- to assess and contribute to the audit planning process relating to the identification of risks and threats to the University, taking into account the financial and operational environment and its performance management framework;
- to assess and enhance the University's governance of its systems of internal control, risk management and internal audit activities; and
- to oversee and appraise the University's financial reporting through the internal and external audit functions.

Membership includes at least four and not more than six people external to the University, including at least two Council members. At least one Committee member must be a member of the professional accounting or audit bodies in Australia and have a professional accounting, management consultancy or audit background. Membership is approved by Council for a period of not more than five years.

In 2007, Mr Gary Humphrys chaired the Audit and Risk Management Committee until his resignation in early August. In late August, Council appointed Ms Julie-Anne Mee as his successor and increased the Committee's membership from four to five. During the year, members:

- considered reports on risk management, internal audit matters and external audit matters;
- considered a draft Critical Incident Management Policy;
- approved a Strategic Internal Audit Plan 2007-2009;
- approved an Internal Audit Operational Plan for 2008;
- undertook a self-evaluation (page 19); and
- considered Committee membership and recommended increasing the number of members.

Recommendations to Council included:
- amendments to the Committee's terms of reference;
- compliance with the Australian Accounting Standards of the University's draft 2006 Annual Financial Statements; and
- proposed amendments to the Risk Management Policy.

Governance

Honorary Awards Committee

The Chancellor chairs the six-member Honorary Awards Committee, which seeks, considers and recommends to Council nominations for honorary awards, in accordance with the USC Honorary Awards Policy. Membership comprises the Chancellor, Vice-Chancellor, the Deputy Vice-Chancellor and three Council members. They met formally on one occasion in 2007.

Outcomes in 2007 included the award of two honorary degrees and four honorary Senior Fellowships (page 44).

Foundation Board

The University of the Sunshine Coast Foundation (page 18) is the University's fundraising and alumni relations arm. The Foundation is managed by the Vice-Chancellor in consultation with, and on the advice of, a Board. Board members include the Vice-Chancellor, two Council members, and representatives of the Sunshine Coast community. Day-to-day management of the Foundation is the responsibility of the Foundation Executive Officer who reports to the Vice-Chancellor.

The Foundation Board met five times in 2007 to consider:

- general fundraising matters;
- specific fundraising projects and priorities;
- adoption of a Foundation Strategic Plan; and
- matters related to the alumni relations program.

Monitoring quality

The University monitors overall quality through a system of reports and regular reviews of performance (pages 19, 21). These include input from external sources.

The University Council, committees and senior managers monitor quality, performance and standards via performance reports and data, particularly in relation to the University's finances, Strategic Plan and thematic functional plans such as those supporting learning and teaching, research and research training, and internationalisation.
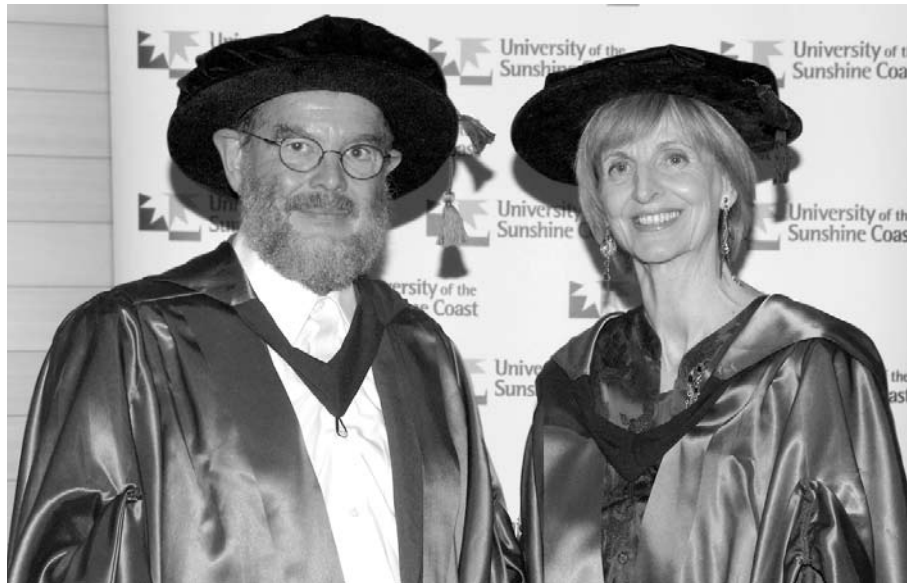
Honouring excellence... Canberra architect Harold Guida, honorary Doctor of the University for contributions to Australian architecture and the physical planning of the University; and ABC television presenter Caroline Jones AO, awarded the University's first honorary Doctor of Letters for contributions to Australian broadcasting and journalism as a producer, director and reporter for film, radio and television

Audit and Risk Management Committee members conducted a self-review this year (page 19). Council members discussed the process for a mid-term review, in accordance with Council's decision to undertake a self-review every two years. This is scheduled for early 2008.

The report on the University's first audit by the Australian Universities Quality Agency (AUQA) was released in February 2007.

The report <www.auqa.edu.au> included 11 commendations for significant achievements, highlighted 10 areas for continuing improvement and made 12 recommendations.

University staff developed and began implementing an Action Plan for addressing or progressing matters identified in the AUQA report.

The Plan represents a focus for ongoing work to strengthen the University's approach to and processes for quality, planning and policy development.

Reviews in 2007 included...

- Audit and Risk Management Committee members (self-review)
- Records Management System
- Teaching and Research Services
- Faculty of Science, Health and Education
- several Bachelor degree programs
- compliance with Education Services for Overseas Students Act and related Code

Ethical standards

The University's Code of Conduct defines acceptable conduct for those studying and working at the University. Guidance falls under five main headings:

- respect for the law and system of government;
- respect for persons;
- integrity;
- diligence; and
- economy and efficiency.

The Code is published at <www.usc.edu.au> and on the USC Portal; and a hard copy is given to each new staff member on induction.

Governance

Privacy of information

Subject to Queensland's *Freedom of Information Act 1992*, the University supports transparency in its operations and towards information it maintains. It also recognises individual rights to privacy regarding personal affairs.

The University of the Sunshine Coast Privacy Plan was developed in 2003 to comply with Queensland Government Information Standard 42. Staff are encouraged to become familiar with the Plan, published at <www.usc.edu.au/privacyplan>. Each page on the University's website is hyperlinked to the Privacy Statement.

Freedom of Information

Queensland's *Freedom of Information Act 1992* provides public access to documents held by the University. In 2007, one request for information was received from a person external to the University, and finalised. Section 18 of the Act requires the University to publish annually a detailed statement of its affairs. The 2006-07 Statement of Affairs report is available at <www.usc.edu.au/affairsstatement>.

Whistleblowers

The *Whistleblowers Protection Act 1994* requires inclusion of any relevant actions in this Annual Report. No actions, disclosures or complaints were made in 2007.

Systems

The University's strategic Record-Keeping Implementation Plan is approved by Queensland State Archives. Records Management Services staff use RecFind, an electronic records management system, for the creation, capture, indexing, storage, security, access and disposal of administrative records. The computer software package PeopleSoft is used for student, finance and human resource records.

A review of Records Management Services this year resulted in an 18-month implementation plan. Stage one was completed in December 2007. It involved:

- establishing a records management framework;
- revising policies, procedures and plans related to records management; and
- revising and updating the Records Classification Scheme and archiving procedures.

Stages two and three are scheduled for completion in June and December 2008. They will develop improved training programs; address systems configuration and suitability, and data integrity; and improve recording of contractual records and electronic capturing of email. The process will include consultative visits to University faculties and departments.

Expenditure on consultancies

Category	2006 ($)	2007 ($)
Professional/technical	1,226,033	1,170,945
Communications	78,452	167,279
Finance/accounting	40,658	5,029
Information technology	352,681	300,479
Human resource management	16,699	47,754
Management	368,008	222,435
General	90,164	79,662
Total	**2,172,695**	**1,993,583**

USC graduates (from left) William Darby, Jaci Smith and Carolyn Siddel plant a tree... in 2007, more than 40 USC graduates donated $250 each to the planting of trees along Alumni Way—a pathway linking the main campus with the new Health and Sport Precinct.

The University

University leadership

The Vice-Chancellor, Professor Paul Thomas AM, is the Chief Executive Officer reporting to Council. He is responsible for the University's strategic development, organisational leadership and day-to-day operations.

The Vice-Chancellor is supported by a Deputy Vice-Chancellor and Pro Vice-Chancellor (International and Development). Five additional senior University positions report directly to the Vice-Chancellor. They are the Chief Financial Officer; Director, Capital Programs and Operations; Director, Human Resources; Executive Officer, University of the Sunshine Coast Foundation; and Director, Regional Engagement, as well as the Chief Executive Officer of the Innovation Centre—the Vice-Chancellor is Chair of the Board of ICSC Pty Ltd.

Professor Paul Thomas AM
BSc(Hons), DipEd *Wales*, MA *Lough.*, PhD *Qld.*, FACE, LRPS

Vice-Chancellor

University CEO, responsible to Council for strategic development and day-to-day operations of the University

Inaugural Vice-Chancellor of the University of the Sunshine Coast since it opened on 1 January 1996. Planning President of the University 1994-1996. Previous posts include Campus Principal and Head of Education at Queensland University of Technology and (prior to 1976, when he came to Australia) senior higher education roles in the UK. Member of Sunshine Coast Organisation for Regional Enterprise (SCORE). Chair of Sunshine Coast Education Executive (previously a SCORE committee, now auspiced by the University).

Professor Greg Hill
CertTeach, BA(Hons), PhD *Qld.*

Deputy Vice-Chancellor

Oversees the academic functions (learning, teaching and research) of the University, with responsibility for related support areas including Teaching and Research Services, Information Services, Information Technology, Student Administration and Student Services

Appointed Deputy Vice-Chancellor March 2005. Previously Foundation Professor of Tropical Environmental Science 1995-2004 and Dean 1997-2004, Charles Darwin University, establishing four University and national research centres. Reader in Geographical Sciences and Director of the ARC Key Centre in Land Information Studies 1979-1994, University of Queensland. Former Chair of Northern Territory Board of Studies. Former member of Kakadu National Park Research Advisory Committee.

Professor Robert Elliot
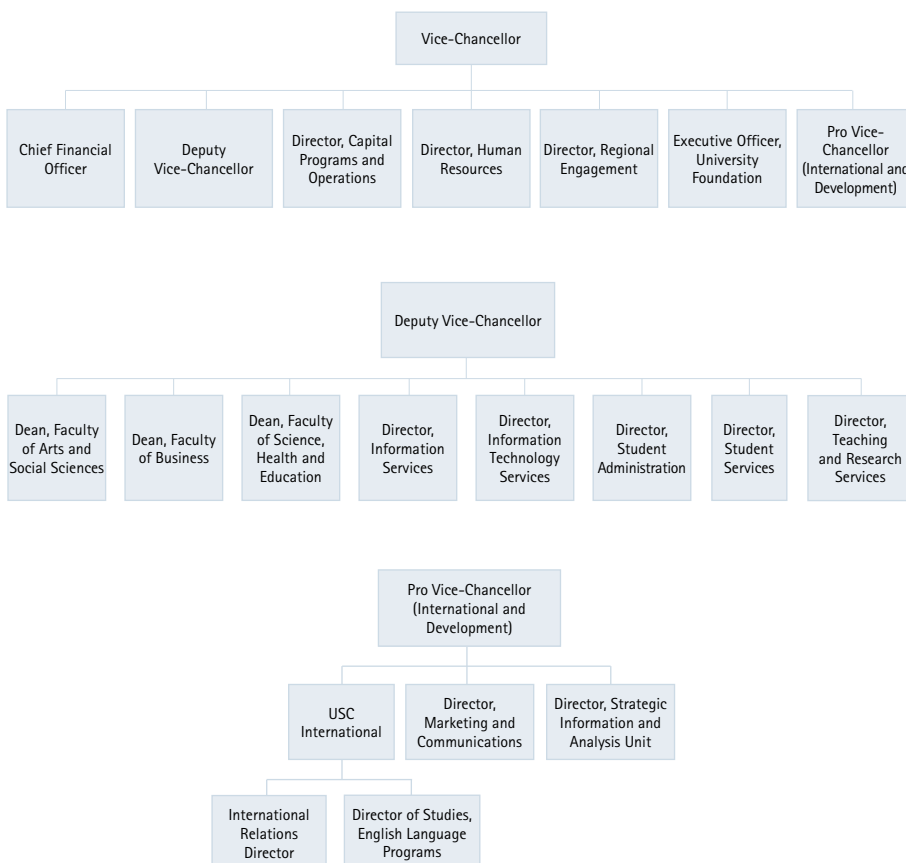BA(Hons) *UNSW*, MA *La Trobe*, DipEd *Melb*, PhD *Qld.*

Pro Vice-Chancellor (International and Development)

Oversees, manages and advises on internationalisation, quality improvement, marketing and communication and the collection and analysis of strategic information

Appointed Pro Vice-Chancellor (International and Development) in 2005. Chairs Learning and Teaching Management Committee, Animal Ethics Committee, Internationalisation Advisory Committee and the Quality Steering Group. Previously Foundation Dean of the Faculty of Arts and Social Sciences, University of the Sunshine Coast 1995-2004; senior lecturer in philosophy, University of New England 1987-1995. Associations with various educational institutions including the University of Queensland, the Brisbane College of Advanced Education, Monash University and the State College of Victoria.

The University

The Vice-Chancellor is the Chief Executive Officer reporting to Council. The Vice-Chancellor is supported by the Deputy Vice-Chancellor and Pro Vice-Chancellor (International and Development). Senior University positions report to the Vice-Chancellor, Deputy Vice-Chancellor and Pro Vice-Chancellor (International and Development).

Vice-Chancellor
- Chief Financial Officer
- Deputy Vice-Chancellor
- Director, Capital Programs and Operations
- Director, Human Resources
- Director, Regional Engagement
- Executive Officer, University Foundation
- Pro Vice-Chancellor (International and Development)

Deputy Vice-Chancellor
- Dean, Faculty of Arts and Social Sciences
- Dean, Faculty of Business
- Dean, Faculty of Science, Health and Education
- Director, Information Services
- Director, Information Technology Services
- Director, Student Administration
- Director, Student Services
- Director, Teaching and Research Services

Pro Vice-Chancellor (International and Development)
- USC International
  - International Relations Director
  - Director of Studies, English Language Programs
- Director, Marketing and Communications
- Director, Strategic Information and Analysis Unit

Key areas

The University measures progress according to key indicators for the following eight areas:

- growth and development;
- learning and teaching;
- research;
- regional engagement;
- internationalisation;
- student support;
- staff; and
- environmental sustainability.

The goals, strategies, key performance indicators and benchmarks for the eight areas are addressed on the following pages.

Planning for the future

The Strategic Plan <www.usc.edu.au/strategicplan> is the University's highest-level planning document, along with the Master Plan. Functional Plans such as the Learning and Teaching Plan (page 48) and the Internationalisation Plan complement the Strategic Plan. These apply University-wide, and drive resource allocations through the budget process. Operational Plans for individual cost centres support initiatives outlined in the Strategic and Functional Plans.

Strategic framework

The imperative of a changing policy environment and increasing national and international competition requires that the University energetically pursue its distinctiveness through a long-term strategic approach built around the following two major themes:

- regional engagement; and
- sustainability.

Regional engagement

The University has already developed an international reputation for local, national and international engagement at all levels of its activities. The University is intent on developing its symbiotic relationship with the regional community as a springboard for wider national and international engagement.

Sustainability

Concepts of sustainability drove the way in which the University was conceived and developed. Elements included sustainable master planning, sub-tropical architectural design, and academic work related to the sustainable development of the Sunshine Coast region.

The concept has expanded and now encompasses nearly every aspect of community life: social inclusion; energy for the future; the effective and equitable use of natural resources; preservation of built and natural environments; preservation of cultural and social heritages; and the development of sustainable economic opportunities.

Review of operations
Growth and development

Planning for growth… the University's Master Plan guides ongoing campus development. The Plan's focus is on environmental sensitivity and symmetry between the campus centre and the surrounding open space.

Goal: to promote growth to enhance quality and efficiency, whilst retaining important benefits of human scale

Promote governance principles that underpin good decision-making

Compliance with the National Governance Protocols <www.dest.gov.au> guides the University's commitment to effective and efficient leadership through its Council and the University Executive. Council and committee membership and activities are outlined on pages 6–10.

Support for good decision-making this year included resource efficiencies (e.g. by restructuring USC International to achieve business improvements following a self-review) and improvements to:

- risk management framework and processes (page 9);
- financial reporting, operational planning and operational budgeting processes (page 9);
- strategic planning e.g. the International Plan and USC's e-learning strategy position; and
- planning data e.g. via the Attrition Project, online student surveys and human resources data collection.

Moves to progress USC's growing research and research training profile (pages 32–37) ranged from:

- identification of two major research themes, Research Futures and research groups' position and strategy, to
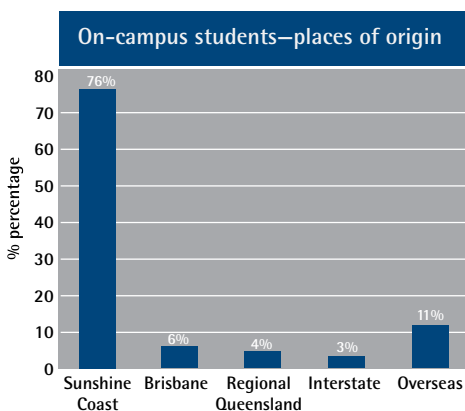- completion of a Research Supervision Agreement and a Graduate Centre.

Growth and development

Support sustainable growth to a student population of at least 8000 EFTSL within 10 years, comprising Commonwealth-funded growth, growth in fee-paying students and growth in international students

Student body

Enrolments continued the double-digit growth trend of recent years, with record intakes of more than 2,300 and 1,000 new students in first and second semesters respectively. Enrolments for the year totalled 5,246—10 percent more than in 2006. Fee-paying students represented more than 20 percent of the total.

Most on-campus students came from the Sunshine Coast, with a minority drawn from Brisbane, regional Queensland and interstate.

On-campus students—places of origin

Place	% percentage
Sunshine Coast	76%
Brisbane	6%
Regional Queensland	4%
Interstate	3%
Overseas	11%

Undergraduate students

First-preference applications to the Queensland Tertiary Admissions Centre (QTAC) evidenced steadily increasing demand. The University attracted 17 percent more first-preference applications in 2007 than in the previous year. This result was achieved despite a 1.5 percent State-wide decrease in first preferences at universities.

The result could be due in part to the introduction of new, workplace-relevant degree programs, particularly those in nursing science, nutrition and dietetics, social work, justice and legal studies, property and asset management and early childhood education.
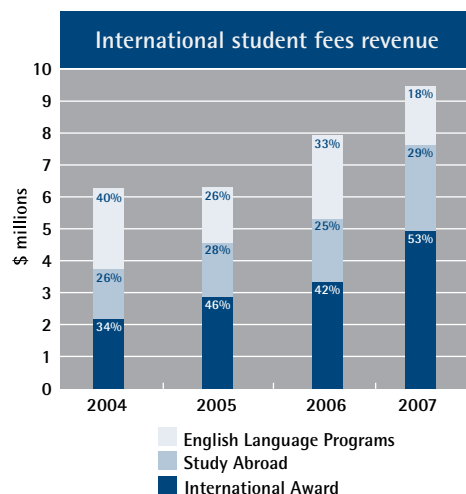

Shaping up for second semester... student Nelly Dotter helps out at mid-year Orientation by introducing Alexander Isaak of Germany (left) and Sergio Rodriguez of Spain to USC's Centre for Healthy Activities, Sport and Exercise (CHASE). The three-day Orientation event marked a record mid-year student intake of almost 1,000 new students.

International students

The on-campus student body included an increasing number of international students. International student numbers grew by 27 percent between 2006 and 2007. The percentage of international students that make up the on-campus student body has remained stable, with 11 percent of students this year, compared with 10 percent in each of the previous two years. These represented 44 countries, with most (75 percent) being from Canada, the US, Germany, France, Sweden and Japan.

Postgraduate students

Postgraduate enrolments (page 35) reached nearly 1,000 this year. Postgraduate student numbers, as a percentage of all enrolments in award programs, have doubled since 2003, with one in five students now enrolled in a postgraduate program.

International student fees revenue

$ millions	2004	2005	2006	2007
English Language Programs	40%	26%	33%	18%
Study Abroad	26%	28%	25%	29%
International Award	34%	46%	42%	53%

Growth and development

Infrastructure supporting growth

Physical growth milestones for 2007 included the:

- official opening of an award-winning building;
- completion of two state-of-the-art buildings;
- construction start on another;
- redevelopment of premises for the Innovation Centre Business Accelerator;
- establishment of a Graduate Centre (page 36); and
- expansion of the Dilli Village educational facility on Fraser Island.

In May, Queensland Minister for Education, Training and the Arts Rod Welford opened the $12 million Science Building (Building H). Completed in 2006 as the first of its kind in the region, it won the 2007 Master Builders Project of the Year award. The building is part of an ongoing program aimed at matching campus development with growth in degree programs. Facilities include a state-of-the-art nursing laboratory complete with replicated hospital ward (page 41).

Completions in 2007 included the Chancellery (Building C), nominated for an environmental award (page 62), and the $10 million Indoor Sports Stadium (page 41), opened in July by Federal Minister for Education, Science and Training Julie Bishop. Funding for the Stadium included $5 million from the Federal Government's Voluntary Student Unionism Transition Fund and $2.9 million from the Queensland Government.

An immediate start was announced on an adjoining five-level $13.8 million Health and Sport Centre, scheduled for completion in 2008. Funding includes a Federal Government pledge of $3.5 million over the next two years and assistance from a $3.5 million public fundraising campaign (page 18).

The Centre will boost research, teaching and community health initiatives. It will house a new school of Health and Sport Sciences, testing and research laboratories, including a simulated unit and a dietetics lab, a fitness centre and staff offices. It will facilitate new programs in physiotherapy, occupational therapy and psychology, boost research in areas such as disease prevention and control, and deliver training for allied health professionals.

The auditorium in the Innovation Centre building was redeveloped to extend premises for the Innovation Centre Business Accelerator (page 5). The $3.6 million renovation, supported by a Queensland Government grant, involved adding a new floor to create a sub-dividable auditorium plus office space for technology- and knowledge-based businesses.

Ongoing development... construction of the USC Sport and Health Centre began in 2007, adjacent to the University's new Indoor Sports Stadium.

Growth and development

Getting a Headstart… Monique Palmer and Julie Rosser attended the on-campus Headstart program information session for high school students and their parents.

Expanding Library resources

The improved value of the Australian dollar against the US and other currencies increased the University Library's spending power, particularly for monographs purchased from international vendors. It also prompted slight reductions in journal and database subscription prices for 2007. As a result, expanded Library holdings boosted resources for students, lecturers and researchers. The Library has now grown sufficiently for USC to extend borrowing rights to members of the community (page 39).

Establishment of a herbarium collection in the Library was an acquisition of particular interest. Hundreds of regional plant specimens were catalogued and physically located in a climate-controlled room; and during 2008, the collection will be digitised to provide virtual access to the materials.

Increasing enrolments

The University proactively continued to pursue growth, including increases in student numbers, throughout 2007. A range of new programs was offered for the first time (page 23); alternative entry pathways aided prospective students in gaining entry to USC (pages 24, 25–26); and support services grew to meet increased demand (pages 50-57). Other initiatives publicising program, study and career options included the following.

- More than 3,000 people visited the campus for the University's annual Courses for Careers Day. The diverse open day program included campus tours, talks on topics ranging from degree choices to job prospects, hands-on scientific experiments, and an exhibition in the USC Gallery of entries in the Education Minister's Awards for Excellence in Art.

- USC led a travelling University Showcase visiting 20 Sunshine Coast high schools. Exhibitors included seven Queensland universities, the Sunshine Coast Institute of TAFE and the Australian Defence Force.

- Information sessions and interactive workshops explored issues and outlined options for mature-age students aged more than 21 years. These included advice and encouragement from current mature-age students and graduates.

- Campus visits for school students from Palm Island and the Torres Strait fostered interest in Indigenous undergraduate enrolment. Buranga Centre staff (page 54) hosted campus tours and information sessions on support services such as peer mentoring and the Indigenous Tutorial Assistance Scheme.

- An information session for high school students and their parents explained the Headstart program (page 26), which creates a seamless transition from school to university. Headstart students have access to about 50 USC courses, and attend lectures, tutorials and laboratory work as a way of facilitating entry to USC. This year's AUQA report (page 10) commended the program as an initiative (1) admitting secondary school students to undergraduate courses and (2) encouraging engagement with the University.

Pursue more public and private resources to increase development opportunities and reduce risk

Public and private resources contributed to growth in USC facilities, service provision, and campus and program development.

Public resources

USC ranked first among Queensland's seven universities (and 15th among 38 universities nationally) with a $1.51 million grant from the Federal Government's 2007 Learning and Teaching Performance Fund. The grant is triple the amount awarded USC in the previous year's round and will help significantly in developing the overall educational package offered to USC students. The University has been steadily developing new professional degrees during the past three years and this trend is expected to continue. Outcomes will include improved employment outcome scores and reduced attrition rates.

A Carrick Institute grant of $219,877 went to a consortium of seven universities led by USC. It supported research aimed at reducing the numbers of students dropping out of higher education throughout Australia (page 29). A second Carrick grant of $149,573 funded a study of offshore education, conducted by education researchers from USC, University of Western Australia and Curtin University of Technology.

USC also shone via involvement in three of 11 projects awarded nationally through the Collaboration and Structural Reform Fund (CASR) by the Department of Education, Science and Training (DEST). The three grants total $1.8 million, as follows:

- $336,134 for a graduate engineering project to enhance career opportunities in engineering, building and construction, and water management (led by USC, partnered by Sunshine Coast industry groups and educational institutions);

- $535,763 to identify and redress regional skills shortages, particularly in the Sunshine Coast and Wide Bay-Burnett regions (led by USC, partnered by University of Southern Queensland); and

Growth and development

- $893,400 to develop quality chemistry, physics and environmental science courses for use in science enabling programs at regional universities (led by Charles Darwin University, partnered by USC).

A fourth CASR grant of $369,000 will augment a $22,000 DASSH (Deans of Arts, Social Sciences and Humanities) grant dedicated to devising online Indonesian language courses using multimedia and real-time audio-conferencing. The Regional Universities Indonesian Language Project aims to update Indonesian language teaching and learning nationally, and will share across institutions new on-campus and in-country programs from first-year to fourth-year levels.

The consortium includes USC, the University of New England, Charles Darwin University and the University of Tasmania. Other contributors include the University of Mataram in Lombok, Indonesia and a national reference group representing Australian universities.

USC's request for $3.22 million to upgrade information technology software was one of 36 projects (chosen from 100 submissions) awarded a total of $68 million over the next three years under the Federal Government's Workplace Productivity Program. Upgrades will launch progressively online from late 2008. The approval letter noted that the funds were intended to help universities strengthen capacity to manage and implement workplace change.
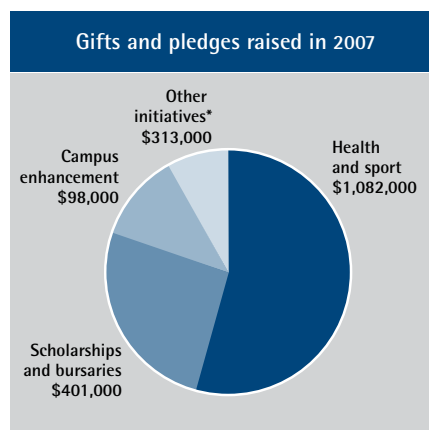
Private sector funding

The University of the Sunshine Coast Foundation (page 10) helps identify, prioritise and raise funds for key initiatives.

This year the Foundation continued the Building Excellence campaign with the aim of raising $5 million by the end of 2008 for investment in health and sport, student scholarships and campus enhancement projects. Priorities included:

- $3.5 million toward the Health and Sport Centre (page 16);
- $1 million to provide long-term student scholarships and bursaries (page 53); and
- $500,000 for campus enhancement projects such as beautification of the Art Gallery courtyard (page 38).

In 2007 the campaign attracted $1.89 million in donations, pledges, sponsorships, grants and in-kind support, bringing the total raised towards the campaign to $2.7 million.

Gifts and pledges raised in 2007

Other initiatives* $313,000

Campus enhancement $98,000

Health and sport $1,082,000

Scholarships and bursaries $401,000

Other initiatives include support for the herbarium (page 17), software and artwork.

Develop the University's performance evaluations to provide evidence for external reviews and inter-institutional benchmarking

Performance evaluations

This year's report on the University's first AUQA audit (page 10) concluded one of the most significant external audits of USC and its performance in a national field of 39 universities.

The AUQA audit evidenced the effectiveness of the University's system of regular, rolling reviews as a way of gathering relevant information for benchmarking; and USC's Action Plan, developed this year to implement AUQA recommendations, demonstrates the University's commitment to continuing improvement.

Performance evaluation initiatives this year also included:

- plans for a mid-term Council self-review in early 2008 (page 19)—process noted by AUQA as good practice;
- self-review of Audit and Risk Management Committee members (page 19);
- policy revisions (Quality and Policies, Planning Frameworks);

- refined specifications for evaluative reviews, and for monitoring and reporting performance against plans;
- refined criteria for external membership of review panels and policies;
- revisions to the International Plan and a start on revisions to the Strategic Plan; and
- refined KPIs, measures, benchmarks and reporting schedules for monitoring performance.

An Internal Communications review (together with a trial AUQA audit) led to establishment of a University Portal; and an internal review of Records Management Services resulted in an 18-month implementation plan for establishing systems and processes to support University activities and comply with legislation (page 11).

Other reviews generated improvements to the University's:

- student appeals process (internal/ external);
- Education Services for Overseas Students (compliance review); and
- pages on the USC Portal for international students and for Australian students on the Global Opportunities program (page 46).

Measuring international programs

National assessment of USC's international programs included an Australian Education International (AEI) survey of on-shore international students in Australia.

The survey involved 3,612 international students Australia-wide and a control group of 7,046 Australian students; and it included 44 international and 239 Australian students from USC.

Most USC international students (87 percent, compared with 85 percent nationally) reported high satisfaction with their study experiences. Many other USC-related findings exceeded the Total International (TI) respondent scores.

These included:

- high satisfaction with class size, staff commitment and contact (above TI scores for three of four key measures, only one percent below TI for the fourth);

Growth and development

- friendliness of Australian students (reciprocated by the Australian cohort, page 21);
- respectful treatment by Australian students, academic and administrative staff (91–95 percent, compared with TI scores in the 76–89 percent range); and
- satisfaction with "things to see or do" (91 percent compared with TI score of 75 percent).

Australian respondents to the AEI survey also reported high levels of satisfaction with key aspects of the University (page 21).

AACSB accreditation

In 2004 the Faculty of Business began the process for accreditation by the Association to Advance Collegiate Schools of Business (AACSB)—an international body that sets global benchmarks for performance.

Accreditation requires schools to meet 21 standards. Criteria focus on strategic direction and operations management, continuous improvement, student admission and retention, student support, research output and quality, teaching quality, assurance of learning, and staff management and development.

In 2005 AACSB indicated that it considered USC's Faculty of Business *prima facie* accreditable by accepting the Faculty's plan to meet the standards. In 2006 the Faculty's Annual PreAccreditation Progress Report was accepted. During 2007 it moved further towards achieving the AACSB standards with:

- significant increases in research outputs;
- an increase to 92 percent in the number of staff classified as academically or professionally qualified; and
- good progress towards PhD completions.

The Faculty also continued its course and program mapping processes, its development of the Employability Program (page 29), and other work directly related to enhancing quality in all aspects of Faculty operations.

Key performance indicators

Council self-review outcomes

Council undertakes a self-review every two years, about halfway through the term of a Council, and shortly before the end of a Council term. The process for a mid-term review was discussed in 2007 and the review will take place early in 2008. Members of Council's Audit and Risk Management Committee conducted a self-review this year. Outcomes included minor amendments to committee processes and an increase in the number of members on the Committee.

Growth to 5,000 EFTSL by 2009—Commonwealth-funded, fee-paying and international

Year	Commonwealth Grant Scheme (CGS)[1]	Domestic (other than CGS)	International	EFTSL total
2002	2,314.5	110.3	211.8	2,636.5
2003	2,289.4	135.4	270.0	2,694.7
2004[2]	2,296.9	173.9	506.6	2,977.5
2005	2,576.7	158.0	531.0	3,265.7
2006	3,019.2	162.3	534.8	3,716.2
2007	3,230.0	203.4	670.5	4,103.9
2008 (estimated)	3,862.2	232.6	747.6	4,842.4
2009 (estimated)	4,145.7	245.5	608.6[3]	4,999.7
2010 (estimated)	4,337.2	261.4	656.9	5,255.6

[1] CGS load for 2008—2010 as per DEST Funding Agreement.

[2] Due to a legislative change in reporting periods, 2004 includes the period 1 September 2003 to 31 December 2004. All other years include a 12-month period only.

[3] The decline in estimated international student EFTSL in 2009 is due to the University exiting the delivery of transnational programs in Malaysia, China and Fiji.

Official opening... The Chancellery (Building C) was officially opened by the Governor of Queensland, Ms Quentin Bryce AC, at a function to install John Dobson OAM as the University's new Chancellor. Pictured left to right: Mr Tim Fairfax AM, Professor Greg Hill, Ms Quentin Bryce AC, Professor Paul Thomas AM, John Dobson OAM.

Growth and development

Increased revenue from public and private sources

	Public funding	2006 $'000	2007 $'000	% increase
Commonwealth Government financial assistance	HECS—Commonwealth payments	13,438	15,176	13%
	Commonwealth Loan Programmes (FEE-HELP)	645	843	31%
	DEST—Teaching and Learning Operating Grant	25,646	33,019	29%
	Capital Development Pool	2,122	0	–100%
	Commonwealth Scholarships	1,079	1,294	20%
	DEST—Research	943	1,073	14%
	Australian Research Council—Linkages	52	53	2%
	Australian Research Council—Discovery	72	73	1%
	Other Commonwealth Government financial assistance	127	5,523	4,249%
		44,124	**57,054**	**29%**
State Government financial assistance	Department of Tourism, Regional Development and Industry	186	1,228	560%
	Department of Local Government, Planning, Sport and Recreation	900	0	–100%
	Department of Education, Training and the Arts	3,500	123	–96%
	Other Queensland State Departments	192	338	76%
		4,778	**1,689**	**–65%**
Other financial assistance	Local Government financial assistance	81	77	–5%
		81	**77**	**–5%**
	Private funding			
	Consultancy and contract research—Other	1,005	1,760	75%
	Donations and bequests	175	528	202%
	Scholarships and sponsorships	119	182	53%

Growth and development

Outcomes from internal and external reviews

National benchmarking

- As an experiment, DEST this year analysed public-domain data (i.e. its higher education statistics collection for 2006) to benchmark international student programs. The following data positions USC nationally for 2006.
  - At USC, international students accounted for 10 percent of onshore enrolments, compared with a median of 16.3 percent for 39 Australian universities including Bond and Notre Dame.
  - International student fees at USC represented 11.8 percent of all revenue, compared with a median of 12.6 percent for 38 Australian universities including Bond.
- USC exceeded several Total International (TI—page 18) and Total Australian (TA—see below) respondent scores in the Australian Education International (AEI) survey of on-shore international students in Australia. Findings for the Australian control group, 92 percent of which expressed satisfaction with their courses, included:
  - 80 percent agreement on friendliness of international students (TA score 62 percent); and
  - 90–96 percent agreement on being treated with respect by international students, academic and administrative staff (TA score 80–93 percent).

External reviews

- The University's first AUQA audit report (page 10), released in February, concluded one of the most significant external audits of USC and its performance in a national field of 39 universities. Outcomes included 11 AUQA commendations for significant achievements; and USC's development of an Action Plan to implement AUQA recommendations for improvement.
- Programs are reviewed regularly, usually every seven years. This year, the Bachelor of Science and Bachelor of Social Science were reviewed. Outcomes stemming from the Bachelor of Science Review included four commendations, eight affirmations and 20 recommendations. The Bachelor of Social Science Review included 16 recommendations. Reviews of the Bachelor degrees in Arts and Business, conducted in late 2006, yielded reports this year. Outcomes included the introduction of program leaders and workload models to enhance the overall coordination in planning, implementing, reviewing and improving all matters related to the Bachelor of Arts and the Bachelor of Business.

Internal reviews

Numerous performance evaluations (page 18) generated positive outcomes. These included:

- establishment of a University Portal;
- launch of an 18-month implementation plan to boost compliance and efficiency in Records Management;
- improvements to the student appeals process; and
- acceptance of a Faculty of Business plan to meet standards for accreditation by the Association to Advance Collegiate Schools of Business (AACSB)—an international body that sets global benchmarks for performance. The accreditation process began in 2004.

The year 2008

- The University will launch a suite of psychology programs and open a psychology clinic on campus in response to regional demand for mental health services.
- More than a dozen new, topical degrees will cater for contemporary needs and individual preferences.
- A $3.22 million grant from the Federal Government's Workplace Productivity Program will support a major upgrade of the University's information technology software.
- The Library will expand virtual access to resources by digitising a herbarium collection of regional plant specimens, established and catalogued in 2007.
- The University of the Sunshine Coast Foundation will continue the Building Excellence campaign, with a target of $5 million for investment in health and sport, student scholarships and campus enhancement.

Review of operations
Learning and teaching

"AUQA commends USC for embedding its graduate attributes within curriculum design, development and delivery..."

Australian Universities Quality Agency report

New programs... one of Australia's most qualified psychology professors, Professor Mary Katsikitis, joined the University to head-up a new psychology clinic and to establish a suite of psychology programs.

Goal: to provide an increasingly comprehensive range of programs that position students for success in the global economy and which are aligned to the University's priorities

Increase the number of disciplines and programs, including postgraduate coursework programs

More government-funded places

The University received 165 of 200 extra Commonwealth-supported undergraduate places announced for Queensland in 2008. National allocations totalled 2,300—and USC received the fourth-highest number, behind the University of Western Australia, the University of Adelaide and the University of Wollongong. Awarded on a competitive basis, these new 165 places will pipeline out to 436 places by 2011.

The allocation recognises steadily-increasing demand for, and relevance of, USC programs, since the places aim to boost enrolments in areas showing workplace skill shortages and student demand. These include engineering, science, teaching, nursing and the health professions.

USC's extra places relate to new degree programs in engineering, psychology, occupational therapy and paramedic science; and a new Graduate Diploma in Special Education.

New Commonwealth-funded places

Engineering	50
Occupational therapy	30
Paramedic science	20
Psychology	50
Special education	15

Learning and teaching

New programs

The following were delivered for the first time in 2007.

- Bachelor of Business (Property and Asset Management)
- Bachelor of Coastal Studies (Honours)
- Bachelor of Education (Early Childhood)/ Bachelor of Human Services
- Bachelor of Justice and Legal Studies
- Bachelor of Nutrition and Dietetics
- Bachelor of Science (Environment and Health)
- Bachelor of Social Work
- Bachelor of Software Engineering
- Graduate Certificate in Communication
- Graduate Certificate in Creative Writing for Youth
- Graduate Certificate in Early Phase of Learning
- Graduate Certificate in Journalism
- Graduate Certificate in Mathematics Education
- Graduate Certificate in Science Education (Chemistry)
- Graduate Certificate in Science Education (Physics)
- Graduate Certificate in Vocational Education and Training
- Graduate Diploma in Climate Change Adaptation
- Graduate Diploma in Communication
- Graduate Diploma in Environmental Change Management
- Graduate Diploma in Integrated Coastal Zone Management
- Graduate Diploma in Journalism
- Graduate Diploma in Public Relations
- Master of Climate Change Adaptation
- Master of Environmental Change Management
- Master of Integrated Coastal Zone Management
- Master of Midwifery
- Master of Mental Health Nursing
- Master of Professional Accounting
- Master of Professional Learning

Communication student Mary Garden… writing a book about her father, pioneer aviator Oscar Garden—the fourth person to fly solo from England to Australia, in a 1930 journey he began with only 39 hours of flying experience. Ms Garden's work this year included research in New Zealand (where Oscar lived after emigrating from Scotland in 1921), funded by a $2,250 Regional Arts Development Fund grant from Caloundra City Council.

The following new programs were accredited during 2007.

- Bachelor of Business/Bachelor of Science (Sport Management)
- Bachelor of Design
- Bachelor of Education
- Bachelor of Education/Bachelor of Arts (Special Education and Psychology)
- Bachelor of Engineering (Construction Management)
- Bachelor of Engineering (Water and Sustainable Resource Management)
- Bachelor of Exercise Science
- Bachelor of Nutrition
- Bachelor of Occupational Therapy
- Bachelor of Paramedic Science
- Bachelor of Social Science (Psychology)
- Bachelor of Social Science (Psychology) (Honours)
- Graduate Certificate in Professional Learning (TESOL)
- Graduate Certificate in Special Education
- Graduate Diploma in Special Education
- Master of Climate Change Adaptation by Research
- Master of Environmental Change Management by Research
- Master of Integrated Coastal Zone Management by Research
- Master of Mental Health Nursing
- Master of Psychology (Clinical)
- Master of Social Work by Research
- Master of Wetlands Management by Research

Enhance and promote the unique core courses

Core course developments

The University offers three core courses— *Communication and Thought*; *Innovation, Creativity and Entrepreneurship*; and *Environment, Technology and Sustainability*. In 2007, core course coordinators continued to implement improvements and attend regular team meetings with the Deputy Vice-Chancellor.

Communication and Thought remains popular and *Environment, Technology and Sustainability*, launched in 2006 in the Faculty of Science, Health and Education, has begun to build a solid reputation with students. *Innovation, Creativity and Entrepreneurship* introduced some major improvements and the course was included in the development of a new minor in entrepreneurship being coordinated by the Innovation Centre.

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Learning and teaching

Foster and support inter-disciplinary and inter-faculty initiatives

Expanding entry options: TPP and IFP

The University launched its Tertiary Preparation Pathway (TPP) program in second semester 2006 with 66 enrolments. About 40 went on to enrol in USC undergraduate programs and others are understood to have applied for places at other Queensland universities.

This year, 75 of the 143 TPP students in first semester subsequently enrolled in USC degree programs, while 155 students were enrolled in TPP in Semester 2, 2007.

The University offered its first International Foundation Pathway (IFP) program in first semester this year. Both pathways were developed in 2006 to provide:

- alternative entry to most USC degree programs; and
- previews of university life for people contemplating degree study.

TPP assists domestic students with insufficient qualifications with entry via the Queensland Tertiary Admissions Centre (QTAC). It answers regional needs: for example, in 2007 more than half (52 percent) of USC undergraduates were the first members of their families to attend university.

TPP also caters for international students seeking to meet academic entry criteria, while IFP is designed for international students who need to meet English language entry requirements.

One program, two degrees

A combined program blends requirements for two complementary degrees. Benefits include completion in less time than if the degrees were taken separately, and expanded career opportunities.

USC increased its combined program offerings in 2007, with the Bachelor of Education (Early Childhood)/Bachelor of Human Services available for the first time.

A helping hand... Environmental Science student Jane Quinn gained the confidence to start a degree program after enrolling in the University's Tertiary Preparation Pathway (TPP). "TPP was a great experience, it gave me the basic knowledge I needed to begin a degree and provided me with an insight into what to expect from university," she said.

Enhance the quality of student transition on entering and exiting University programs

Entering university

A host of Orientation initiatives at various locations welcomed new students at the start of first and second semesters. Other events throughout the year publicised study and career options, thus helping prospective students make informed study and career choices. Initiatives included the following.

- A pre-Orientation *Financial Support for Students* session in January advised first-year students on managing the expense of full-time study. Topics included study costs, budgeting, cost-saving tips, USC student services, financial support, government assistance, Centrelink benefits, bursaries and scholarships.
- An Orientation event on 13 February for Headstart students (page 26) broke new ground by including parents. The program included an official welcome, discussions on academic skills, meetings with USC staff, a campus tour and information relevant to parents; for example key terminology, important dates and ways to support their children.

- A record crowd of 1,200 students attended Orientation Day at the Sippy Downs campus on 15 February. Activities included the Official Welcome, faculty events, information sessions on topics ranging from Library services to essay writing, and a free barbecue lunch. Newcomers toured the campus and Sunshine Coast localities.
- An associated two-day Orientation program for 176 first-year students at the USC Noosa Centre included the Vice-Chancellor's welcome, tutorials and information sessions at Noosa; and a bus trip to Sippy Downs for site visits, faculty events and a free barbecue lunch.
- On 11 July, USC welcomed a record mid-year intake of almost 1,000 new students with a three-day Orientation program featuring information sessions, sporting events, campus tours, market stalls and free lunches.
- Many of these students also attended a weekend Orientation Camp at USC's Dilli Village Environmental Education Facility on Fraser Island, where activities included bushwalking, swimming, fishing and bird-watching.
- On 1 November, a careers information event at Sunshine Plaza featured a chance to discuss study and careers options individually, followed by four half-hour seminars.

Learning and teaching

Topics included: *Career planning* (USC staff); *Performance-enhancing nutrition* (nutritionist Dr Fiona Pelly); *The science of football* (sports biomechanist Dr Mark Sayers, trainer to the Wallabies and the All Blacks); and *Engineering your career* (senior lecturer Dr Richard White).

- The year closed with the USC Options Evening and a free barbecue on 29 December. Activities included campus tours; one-on-one consultations with academics and admissions staff; and talks on topics such as support services, scholarships and overseas study.

Mentoring: a helping hand for first-years

The University's mentor program again eased the school-university transition for students new to the campus. The initiative individually pairs new students with more experienced, responsible and academically-successful enrolled students. The aim is to help mentees connect with their studies, lecturers, other students and the University in general—particularly in the first few weeks of semester.

Enabling courses for better performance

Two new options expanded the Tertiary Enabling Pathway (TEP)—a range of free, non-credit enabling courses available each semester. *Enabling writing skills* aims to improve academic writing styles. *Enabling computer literacy* develops understanding of personal computers, the USC network and some software packages.

TEP offerings have increased from just one in 2004 to seven this year. They support studies in chemistry, general mathematics, mathematics for physics, statistics, biology, writing skills and computer literacy. Research findings suggest that students who take the courses achieve higher scores than those who do not.

First-year coordinators

An outcome from the First Year Experience project conducted in 2006 was the decision to establish first-year coordinators in each faculty. These appointments were made in 2007 to advance students' transition to university life.

Exiting university

Career and employment planning and support began early in the academic year to help final-year students prepare for life after university.

careerconnection

The careerconnection team continued to nurture USC's partnerships with business and industry by promoting and securing Work Integrated Learning (WIL) and graduate employment opportunities. This year's AUQA report (page 10) commended the WIL program for:

- enhancing students' employment prospects by providing internships; and
- strengthening ties between the University, employers and the community.

Activities this year included:
- active membership of the Australian Collaborative Education Network and the National Association of Graduate Careers Advisory Services;
- coordinating the first *Alumni skills—winning that job* seminar (page 53), involving the University's alumni, industry and government;
- regular workshops on career planning, interview skills and writing job applications;
- collaboration with the School of Education in developing a Graduate Certificate in Career Counselling; and
- coordinating two major events for visiting employers promoting their graduate employment programs—participants included the Department of Foreign Affairs and Trade, Defence Force, Blue Care, Education Qld, Brisbane Catholic Education Service and Global Education.

Considering career options

In February, 60 second- and third-year students attended an Accounting Students' Career Forum focusing on work placements and graduate employment. Displays by 24 local businesses and talks by industry and University representatives gave insights into accounting career opportunities such as project work, work experience, practicums, internships and employment.

Four lecture series for business students—*Teamwork for the workplace, Public speaking* (page 44), *Career planning* and *Maximising your influence*—began the same week as part of the Faculty of Business's new Employability Program (pages 19, 50). Lectures ran weekly for three to five weeks. Guest speakers included Sunshine Coast 2006 Businesswoman of the Year Debra Robinson, psychologist Todd Zemek, former Queensland Deputy Premier Joan Sheldon, Global Communications sponsorship consultant Dr Simon T Hay and ABC Coast FM presenter Cam Young.

Develop additional pathways for students inter-sectorally

USC via TAFE

Dual awards represent the main inter-sectoral pathway between TAFE and USC. The mechanism dates from 2003 and involves study for a USC degree in conjunction with a TAFE diploma. In 2007, the University took enrolments in eight dual award programs and investigated high student attrition rates across the board (page 29).

A Diploma of Nursing (Enrolled/Division 2 Nursing)/Bachelor of Nursing Science was established with the Southbank Institute of Technology, for delivery in 2008. The following dual awards were delivered for the first time in 2007.

- Diploma of Laboratory Technology (Biological and Environmental Testing)/Bachelor of Coastal Studies with Southbank Institute of Technology
- Diploma of Conservation and Land Management/Bachelor of Coastal Studies with Sunshine Coast Institute of TAFE
- Diploma of Laboratory Technology (Biotechnology/Pathology)/Bachelor of Science (Biomedical Science) with Southbank Institute of Technology
- Diploma of Laboratory Technology/Bachelor of Food Science and Nutrition with Sunshine Coast Institute of TAFE

Senior staff from USC and the Sunshine Coast Institute of TAFE (SCT) strengthened ties (page 42) by discussing future collaborations on dual awards and new opportunities such as shared services, e-learning, articulation, credit and joint marketing opportunities.

Learning and teaching

Headstart for high schools

The AUQA-commended Headstart program (outcomes page 30) again proved effective as a high school-University link.

This year, 111 students from Years 11 and 12 at 27 local high schools completed Headstart courses—a slight increase on the previous year's number of 106. Many of the 400 Headstart students enrolled during the past four years have continued to University; and 41 percent of these have been the first university students in their families.

Support for Headstart students in 2007 included:

- a tailored Orientation program which, for the first time, included parents (page 24); and
- the award of 12 Kirk Foundation scholarships and two USC Indigenous Scholarships, based on academic merit and financial needs (page 51).

Headstart students can access more than 50 USC courses, including seven at the USC Noosa Centre. The most popular relate to psychology, creative writing, communications, languages, science, computer-based art and design, business and health. The students attend lectures, tutorials and laboratory sessions, and undergo assessment. Completion of two Headstart courses and award of a senior certificate from school guarantees entry to most USC degrees—with academic credit for relevant Headstart completions.

Library links

Library resources and public access to those resources have increased in tandem in recent years. The Library figures significantly in the University's commitment to fostering close ties with regional schools; and steady growth in the Library collection has been matched by increasing public access to that collection.

This year the University granted paid borrowing privileges to local residents (page 39). In 2008, local Year 10 students will be eligible for free loans, extending a 2006 initiative granting borrowing rights to local students in Years 11 and 12. Secondary school teachers in the region are also eligible to register for free loans.

University while at high school... Caitlyn Tindale, Francis Wynne and Rachel Kramer (left to right) studied at USC through the Headstart program. Rachel says: "More was expected of me and I enjoyed rising to the challenge. This, as well as the freedom and independence offered by the University course, were the best things about the program."

Increase learner centredness and flexible delivery including e-learning

Flexible delivery

Information Technology Services (ITS) contributed significantly to learning and teaching (pages 51–52). Initiatives ranged from tutorials on using network resources to the introduction of instructional technologies and large-scale installation of new equipment and systems.

Other strategies for developing infrastructure and capacity to support flexible delivery included:

- appointment of key e-learning staff;
- upgrades to the Learning Management System (LMS);
- launch of a business rules project to formalise processes;
- purchase of video-recording software and hardware for lectures (page 52);
- successful wireless internet pilot in the Library (page 52);
- development and adoption of default course content layouts; and
- forming a collegial network of e-learning support staff to facilitate knowledge-sharing across faculties.

Learning and teaching

Accessing lectures online

An institutional review this year of streaming media options expanded flexible delivery options for all students—particularly those with functional challenges such as physical and mental illnesses, sensory impairment and learning disabilities.

From 2008, the Mediasite system will enable online access to lectures. This will provide a visual reference for students who are hearing-impaired or from non-English speaking backgrounds. Users can control the pace that information is presented, and search text of transcripts and slides. Online access also supports notetaking and revision.

Flexible delivery: intensive teaching periods

Faculty	Winter semester courses 4/6/07–13/7/07	Summer semester courses 26/11/07–8/2/08
Arts and Social Sciences	3 undergraduate	14 undergraduate, 6 postgraduate
Business	–	8 undergraduate
Science, Health and Education	3 undergraduate	6 undergraduate, 19 postgraduate

Expanding USC's reach

Students throughout Australia enrolled in the Graduate Certificate in Nursing (General Practice) delivered jointly by USC and the Sunshine Coast Division of General Practice; and consultation began on teaching and research requirements at the new Sunshine Coast Hospital due to open in 2014.

Funding teaching, research and development

USC Teaching, Research and Development Grants were awarded as follows.

- *Choice of technology for e-learning*— Kathy Lynch, Teaching and Research Services ($4,976)
- *A teaching strategy to develop conscious learning about the research process*—Jane Gregg, Faculty of Science, Health and Education ($4,886)
- *Promoting learning and creating greater learning gains for first-year students through the use of clickers*— Rebecca Mellifont, Faculty of Science, Health and Education ($4,970)
- *Moving forward by looking backward: an exploration of teaching and learning on the history of nursing and midwifery in Australian nursing/midwifery programs*— Margaret McAllister, Faculty of Science, Health and Education ($4,988)
- *Integrating language and writing support into the teaching of scientific report writing*—Michael Carey, Student Services ($5,000)

Implement the graduate attributes

In 2007 the Carrick Institute for Learning and Teaching in Higher Education established a national project to examine the role of graduate attributes in Australian universities. USC is contributing to this project and, by extending its review of graduate attributes into 2008, will incorporate best practice into its own approach.

USC review of attributes

The review of graduate attributes will include relevant findings from external program reviews conducted in 2007. Similarly, outcomes from the first rounds of Student Feedback on Courses (SFC) will be addressed. However, the University still intends to assess the impacts of graduate attributes and will establish a means of doing this through the review.

In summary, program review and SFC data in graduate attributes reveal that in 2007, more than 4,000 students were surveyed University-wide using the SFC instrument. Of these, 75 percent either agreed or strongly agreed that their courses helped them attain specific graduate attributes.

Through external program reviews conducted during 2007, it was evident that students had a strong awareness of, and were knowledgeable as to the purpose and intent of, the graduate attributes.

Graduate attributes

The University strives to enable its graduates:

To understand

- To have relevant, discipline-based knowledge, skills and values
- To be able to apply and evaluate knowledge

To think

- To value and respect reason
- To be able to reason competently

To learn

- To be self-aware, independent learners
- To be able to collect, organise, analyse, evaluate and use information in a range of contexts

To interact

- To be able to interrelate and collaborate
- To value and respect difference and diversity

To communicate

- To speak, listen and write competently
- To be competent users of information and communication technologies

To initiate

- To be constructive and creative
- To be enterprising

To value

- To have self-respect and a sense of personal agency
- To have a sense of personal and social responsibility
- To understand and apply ethical professional practices

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Learning and teaching

Deliver discipline-based knowledge to position students for their future careers and as a basis for lifelong learning

Learning and Teaching Colloquium

The second annual Vice-Chancellor's Learning and Teaching Colloquium proved its value as a forum for advancing excellence in learning and teaching.

Dr Marcia Devlin, a Senior Lecturer in Higher Education at the University of Melbourne, gave a keynote address on the scholarship of teaching in Australian higher education. Dr Devlin specialises in teaching and learning development and is known nationally for her work on assessment and student finances.

Eleven USC academics presented research related to their teaching practices, and more than 100 participants made the most of opportunities for discussion, reflection and collaboration with colleagues.

Knowledge delivery

USC introduced a significant number of new professional and para-professional programs this year (page 23). While such decisions take account of factors such as national skills shortages (as identified by government) and Commonwealth funding priorities, expansion of offerings is driven by the University's Strategic Plan and a commitment to enabling graduates to find well-paid jobs.

In 2007 USC continued to balance professional programs with options aimed at providing a more general liberal education, for example creative writing.

Recruitment and appointment of adjunct professors (page 59) many of whom are industry professionals, also enhances knowledge delivery by allowing experts in their fields direct teaching contact with students.

Nursing education award

The Australian General Practice Network (APGN) recognised the University's approach to and development of nursing education programs with an award for *Innovation in Education in Support of General Practice*.

The Sunshine Coast Division of APGN worked with USC in 2002 to develop a national model of professional education for nurses. Other divisions nationwide then partnered with the University to deliver a postgraduate Certificate of Nursing endorsed in general practice. According to APGN, the partnership has delivered the most affordable, flexible and accessible postgraduate qualifications available to nurses in Australia.

Ensure that teaching is characterised by a high level of interaction between staff and students

Human scale

The personalised experience of this smaller university contributes significantly to the quality of the student experience. As it grows, USC is committed to retaining this human scale.

A key area appears to be class sizes in tutorials; i.e. only enough participants to facilitate effective staff-student and student-student interaction.

In 2007 an investigation of tutorial class sizes in the context of USC growth provided mixed results. These indicated potential for loss of tutorials, generally-appropriate tutorial class sizes, and a tendency for tutorials to become 'mini lectures'.

Consequently, the Learning and Teaching Management Committee will establish a working group to provide guidelines on the role of tutorials, optimum tutorial sizes, and effective approaches to conducting tutorials.

Student:staff ratios

The most recent data, published by the Australian Vice-Chancellors' Committee (AVCC) in 2005, indicated a ratio of 23.3 students per academic staff member at USC in 2004.

Provide enhanced opportunities for work-related experience whilst studying

Opportunities for workplace learning began in February with a major forum for accounting students and the launch of four lecture series for business students (page 25).

The University's careerconnection team (pages 25, 31) promoted work placements and internships through the increasingly-robust Work Integrated Learning (WIL) initiative and managed careers and graduate employment services.

Graduate Diploma in Education student Emma Bell gets up close and personal with a koala... all in a day's work during a six-week placement as an education officer at Taronga Zoo, Sydney, teaching students ranging from kindergarten to secondary school levels.

Learning and teaching

Art and design graduate Luke McClean with his final-year assignment Clone me once, Shame on me... *a 200cm x 50cm canvas print purchased by Caboolture Shire Council following an exhibition at Caboolture Shire Community Arts Centre. Mr McClean's final-year internship at Think Creative in Brisbane landed him a job on graduation.*

Examples of workplace experience this year included the following.

- Fifteen students in disciplines ranging from public health to education helped with coaching for the Active After-school Communities Program, an Australian Sports Commission initiative providing one to two hours of physical activity each week for primary school children. USC's Centre for Healthy Activities, Sport and Exercise (CHASE) is a registered provider of coaches on the Sunshine Coast.
- USC's Employability Program (pages 19, 50) coordinated summer vacation work placements with potential for future graduate employment. For example, second-year business student Phoebe Brown was one of only 25 Queensland students selected from 500 applicants for work in Brisbane with the world's largest professional services company, Deloitte. She is also a member of USC's Students in Free Enterprise (SIFE) team (page 42).
- Regional businesses continued to access the Export Management project run by international business students. Under the scheme, a client engages a student team (supervised by a lecturer) to assess its operations and export intentions, then conduct export-specific research. Students gain real-world experience; and the client company receives detailed, relevant information for use in evaluating its readiness to export.

Advance the Teaching-Research Nexus to ensure that teaching is informed by research

Draft Statement

The Academic Board considered a draft Statement on the Teaching-Research Nexus that was proposed for adoption by Council. This sought to define the Teaching-Research Nexus, locate it within University traditions, explain its strategic importance to USC, and identify specific ways in which it is evidenced in the University's operations.

While Academic Board members were satisfied with most aspects of the draft, they referred it back to the Learning and Teaching Management Committee and the Research Management Committee for further refinement. The standing committees will provide redrafted material to the Academic Board early in 2008.

Research to inform teaching

Three major government grants this year demonstrated USC's steadily-developing research profile in relation to learning and teaching.

- USC ranked first among Queensland's seven universities (and 15th among 38 universities nationally) with a $1.51 million grant from the Federal Government's Learning and Teaching Performance Fund. This is triple the amount USC received in 2006 (page 17).

- The University is leading a consortium of seven universities awarded a $219,877 Carrick Institute grant. It will fund research aimed at reducing the numbers of students dropping out of higher education throughout Australia. The three-year study involves 15 academics: three from USC and two each from others in the consortium. These are the Universities of Sydney, South Australia and Southern Queensland; Monash University; Murdoch University; and Griffith University. Their work will build on previous studies of first-year students, by examining retention and attrition for those who leave at later stages. Data suggest that just as many students leave in the second and third years combined as leave in the first year.
- A second Carrick grant of $149,573 will fund a study of offshore education, conducted by researchers from USC, University of Western Australia and Curtin University of Technology.
- The University awarded five Teaching, Research and Development grants totalling nearly $25,000 (page 27).
- The University benefited from three Collaboration and Structural Reform (CASR) Fund grants totalling $1.8 million (two for USC-led projects), and a fourth CASR grant of $369,000 to augment a $22,000 DASSH (Deans of Arts, Social Sciences and Humanities) grant.

Learning and teaching

Learning by doing...

- business plan for and launch of speed-dating company Switchdate: final-year students Ashley Joel (accounting), and Rian Cope (tourism and management)

- launch of Evok, a design and fit-out service including furnishings, hi-fi and home theatre lifestyle technology for display residential units: Jesse Costello (business; participant in Enterprisers program, page 39)

- internships with APN News and Media publications, *Sunshine Coast Daily* and *Caboolture News* (Nikita Lee and Brad Gardner, two of three finalists for Outstanding Journalism Student from a Regional University award for articles written as interns)

- the Export Management project (international business students—page 29)

- jobs on the University's IT Services Help Desk (page 53)

- placements in USC's Student Services (page 53)

- internship with specialist travel company Fiji Dreaming Pty Ltd, working on a sustainable tourism expedition for 10-20 USC students: Ashley Ansell, final-year student (business; tourism)

- DRUM: *the rhythm of creative minds*, a free public USC Gallery exhibition of design and multi-media works by 30 final-year students trained for careers in web and print design, information graphics, interpretive and multimedia design, packaging, publishing and advertising

Key performance indicators

Graduate satisfaction with educational experience as measured through the Course Experience Questionnaire (CEQ)

In 2006 and 2007, 69 percent and 79.8 percent of graduates who were Australian citizens or permanent residents responded to the Graduate Destination Survey administered by Graduate Careers Australia. The 2006 response rate was 9.1 percent higher than the 2005 figure of 59.9 percent. Equivalent national response rates for 2006 and 2007 were 62.5 and 62.8 percent respectively.

On the CEQ Overall Satisfaction ratings, graduates consistently gave USC top marks for educational experience, with a 92 percent satisfaction rating in 2007. Many students felt that the University's employment of 'industry experts' as tutors and lecturers provided a valuable learning experience, allowing students to engage in learning that had tangible links to the workplace, rather than purely theoretical. Others identified the depth of knowledge and passion of teaching staff at USC as an advantage.

Positive and constructive student feedback on courses and student feedback on teaching

In 2007, more than 100 academic staff and 55 sessional tutors used the Student Feedback on Teaching (SFT) instrument to evaluate teaching and help improve performance.

Student Feedback on Courses (SFC) was implemented fully in 2007 and used to evaluate the quality of more than 220 courses. SFC supports course coordinators, faculties and the University in collecting and responding to student feedback as part of the University's commitment to continuous improvement.

Increased utilisation of inter-sectoral pathways

The University took enrolments in eight dual award programs (page 25) in 2007, compared with six in 2006. An investigation of the high student attrition rate in all dual award programs suggested improvement to enable better collaboration with institutional partners and access to students. The decision was made to move immediately to an end-on model for existing dual awards and use 2008 to develop better-integrated programs in sport and nursing.

Increased range and uptake of transition programs for students entering and exiting University programs

Entering the University

Orientation

An Orientation Survey assessed the value to students of (1) the Orientation program and (2) various transition programs. Almost all students (98.6 percent) surveyed in first semester 2007 rated the Orientation experience as 'positive'. Twenty-two percent said they felt 'very prepared' to study at USC and 62 percent said they felt 'prepared'. Almost all (96 percent) said they would advise friends to make Orientation attendance a priority.

Headstart

The Headstart program (pages 24, 26, 51) was established in 2003 with 40 participants. By comparison, as at Semester 1, 2007, 71 students were enrolled and 111 completed one or more courses in the program. Between 2003 and 2006, 318 students from 33 regional schools achieved completions. Of these, 65 percent were female, 35 percent were male, and 44 percent were the first in their families to undertake university study.

On average, 33 percent of Headstart students subsequently enrol for USC degrees. They perform exceptionally well with 11 percent achieving High Distinctions, 20 percent Distinctions, 28 percent Credits, 29 percent Pass grades and 12 percent Fail grades.

Learning and teaching

Tertiary Preparation Pathway

The Tertiary Preparation Pathway (TPP—page 24) launched in second semester 2006. Feedback from TPP students (obtained via the University's Student Feedback on Teaching and Student Feedback on Courses activities) was overwhelmingly positive. Students were very pleased with the quality of teaching and course material, and the opportunity to enter undergraduate programs.

Tertiary enabling courses

TEP courses (page 25) have increased from just one in 2004 to seven this year. A total of 1,012 students enrolled for seven courses in 2007, compared with 434 enrolments for five courses in 2006.

Exiting the University

Initiatives conducted through careerconnection (page 25) again helped prepare students for the workforce, facilitate graduate employment and strengthen the University's ties with local employers and communities. Highlights in 2007 included the continuing success of the WIL program, commended in the AUQA report (page 10); and the new Employability Program (page 29), developed in the Faculty of Business and piloted in 2007.

Take up of e-learning strategies by course coordinators

In 2007 the Blackboard learning management system was made available University-wide and most USC courses were enabled in Blackboard to enhance the learning experience.

Proportion of students undertaking regional, national and international work-related experience

No University-wide mechanism is currently available for collecting these data. The Internships Officer continued work with staff from the University's Strategic Information and Analysis Unit on developing a system for capturing accurate, University-wide data on the take-up of WIL opportunities.

Currently, data on industry partners are maintained at faculty level and not aggregated as University-wide data.

Proportion of courses in which the Teaching-Research Nexus is clearly evident

These data will be collected following (1) Council's adoption of the Statement on the Teaching-Research Nexus (page 29) and (2) establishment of appropriate data collection methods.

Advances in the Learning and Teaching Futures process included submission to the Learning and Teaching Management Committee of quantitative and qualitative criteria for identifying and developing:

- flagship program areas; and
- areas of learning and teaching strength.

The year 2008

- Mediasite, a system for lecture recording and online delivery, will be the standard IT service delivery platform following extensive trials of various systems in 2007.
- Local Year 10 students will be able to register for free Library loans, extending a 2006 initiative granting borrowing rights to local students in Years 11 and 12 and to secondary school teachers in the region.
- ITS will complete a major upgrade that began in 2007, replacing computers in five computer laboratories and the Information Commons.
- The University will offer an extra 165 Commonwealth-supported undergraduate places. These represent the lion's share of 200 such places allocated to Queensland universities, reflecting increasing demand for USC programs.

Review of operations
Research

Research capacity... the University's proximity to unique ecosystems, and research facilities on World Heritage-listed Fraser Island, enables research in areas of regional importance.

Goal: to concentrate the University's research effort and achieve national and international distinction in ways that advance University priorities

Mobilise research capacity and infrastructure around regional engagement and sustainability issues

Research Futures

Two research groups were established in 2007.

The Genecology-Genetics, Ecology, Genomics and Physiology Group facilitates group studies and interactions in these disciplines. Current studies focus on:

- sustainable production systems in aquaculture, forestry and horticulture;
- reproductive biology and physiology of plants and animals;
- commercially important traits in aquaculture, forestry and horticulture;
- conservation management, species or ecosystem recovery and restoration; and
- management of native species in altered environments.

The Regional Sustainability Research Group focuses on sustainable communities, sustainable environments, and related institutions. The Group will address real, on-the-ground concerns of society and the environment via studies of sustainability and regional engagement—

e.g. matters such as sustainability science, resilience, adaptive capacity, social learning, social and human capital, and regional development theory as applied to:

- coastal management;
- climate change;
- water management;
- natural and cultural heritage;
- innovation;
- adaptive growth; and
- community wellbeing (recognised as significant at local through to international scales).

Research and Research Training Plan

The Research Management Committee is reviewing the current Plan (2005–2007) and a new Plan will be developed early in 2008 for the period 2008-2010.

Research

Coast Research Database

The USC research repository Coast Research Database <http://research.usc.edu.au> was launched by Professor Rod Simpson at the USC Research Conference in November 2007.

The Coast Research Database provides an open access showcase of the University's scholarly research output. It makes the research output of the University accessible to local, national and international communities. This will maximise impact for individual USC researchers and highlight the overall research profile of the University.

Coast Research Database currently exposes 1,400 citations of USC research. These include: journal articles, conference papers, theses, book chapters, and reports. These citation data were drawn from 2002–2006 Office of Research reported Higher Education Research Data Collection (HERDC) data, selected academic full publication lists from CVs, and staff webpage publication lists. The database also includes 11 fulltext records of eJBEST journal articles and theses. Work is being undertaken to negotiate copyright permissions with publishers to allow further fulltext document exposure via the database.

Coast Research Database is linked from the University homepage and Office of Research and Library webpages. Technical work is underway to open up the database to search-engine harvesting in the first quarter of 2008 to enable fulltext searching of the database from search engines such as Google. This will rapidly increase usage statistics and increase exposure and impact of USC research.

Collaborative work between the Library and the Office of Research continues to plan for Coast Research Database integration into Office of Research reporting and publication management, particularly in relation to the annual HERD Collection.

University Research Conference

Members of the public joined with USC staff and students for a day of discovery at the second annual University Research Conference in November.

The program included:
- a keynote address by Adjunct Professor John Mendoza, former CEO of the Mental Health Council of Australia and the Australian Sports Drug Agency;

- concurrent morning presentations on research related to nursing, sport and health, business and the arts; and
- afternoon sessions focused on regional sustainability and biomedical research.

Conference participants also celebrated:
- the launch of the Coast Research Database, which will showcase University research by preserving and disseminating material online through the USC website and major search engines like Google; and
- a presentation by Dr Alison Shapcott, Senior Lecturer in Vegetation and Plant Ecology and recipient of the 2007 Vice-Chancellor's Medal for Outstanding University Researcher. Dr Shapcott's work on the genetics and ecology of rainforest and rare plant species has implications for the wellbeing of rainforests worldwide.

Conference papers included the following.
- Preliminary findings for a study aimed at maintaining recreational beaches as functional ecosystems suggest that damage from 4WD vehicle use, dune destruction and overcrowding could threaten regional recreational assets and, in turn, the regional economies. The collaborative project involves Noosa and Redlands Shires, and regional natural resource management bodies.
- *Nutrition support for elite athletes: lessons learned from the 2006 Commonwealth Games* showed how athletes competing at elite levels benefited from comprehensive nutrition support services available in the athletes' village.
- A communications study found that a partial junk food television advertising ban in the UK may adversely affect Australian producers of children's programs. Traditionally they have sourced up to 80 percent of production budgets from UK partners.
- A world-first randomised, controlled trial of Clinical Supervision (CS) for mental health nurses yielded preliminary financial modelling that provided new insights about the material implications of implementing CS. The study is funded by the Queensland Treasury through the Golden Casket Foundation, and relates to recruitment and retention of high quality mental health nurses.

State of the Region Conference

The Sunshine Coast is experiencing rapid growth due to burgeoning tourism and leisure opportunities; increasing populations; and associated expansion of housing, services, business and industry.

Research contributes significantly to discussion and planning for the region's future; and presentations by USC academics thus proved integral to the third annual State of the Region Conference (page 38). Examples include the following.

- Research sponsored by Munro Thompson Lawyers indicated a likely 250 percent increase by 2022 in the number of residents aged 65 and over. This compared with an anticipated State average increase of 150 percent and suggested an immediate need to prepare for future needs of seniors, for example housing, transport, safety and health.
- A study of local skills shortages, sponsored by CADET Training and Employment, found that poor interpersonal skills (e.g. in customer service) strained businesses almost as much as shortfalls in technical skills. Known shortages in construction trades, aged care and hospitality meant employers had to reinvent recruitment and retention strategies to eliminate the burden of a mobile workforce.

Clever Networks

The Maroochy Clever Networks Project (page 43) will boost research capacity by enabling the University to gain more leverage from the Australian University Super Computing Network. USC contributed $600,000 to the $6.3 million optical fibre and wireless network.

Research

Enhance research quality and impact

Moves to facilitate quality research and achieve significant outcomes included:

- establishment of designated research groups (page 32) with performance measured against national averages for external grants and refereed publications;
- development of strategic research partnerships with other universities, State and Federal Government departments and the private sector;
- recruitment of experienced researchers at professorial level to lead research in key strategic areas;
- internal research grants for early career researchers;
- additional PhD scholarships supporting postgraduate research;
- support for postgraduate researchers via the Graduate Centre (page 36); and
- participation in the Maroochy Clever Networks Project (page 43).

Increase research income and output

Research income

Research income reported in 2007 increased by 40 percent, while research publications reported increased by more than one-third.

Research income included the first payment of a substantial grant from Fisheries Research and Development Corporation with Paspaley Pearling Company Pty Ltd, providing $1.5 million over five years for genetics research.

This builds on an extremely productive collaborative research relationship between USC researchers, led by Professor Abigail Elizur and Dr Lesley Brooker, and Paspaley.

Research output

The University's research activities and outcomes are described throughout this report. They represent individual and collaborative efforts to generate new knowledge and strengthen the research profile of a university opened just 11 years ago.

USC research serves regional and national interests. It also reflects a growing international focus in line with the University's Internationalisation Policy.

Some projects answer multiple needs. For example, this year a State Government-funded project developed strategies for delivering culturally-relevant online resources to the non-government sector, within culturally and linguistically diverse groups. Centre for Multicultural and Community Development researchers received $127,000 to complete Queensland's first-known major study into how migrant communities access information on the Internet. The data will facilitate provision of better, more appropriate information to migrant communities.

	Research performance			Performance-based funding			
Year	Research income $	HDR enrolments (EFTSL)	HDR completions	Research publications (weighted)	Institutional Grants Scheme $	Research Training Scheme $	Research Infrastructure Block Grant $
1998	100,857	13.13	0	37.64			
1999	184,504	18.50	1	40.63			
2000	319,289	22.50	2	50.04			
2001	415,885	27.50	1	38.39	111,080	192,000	481
2002	582,020	33.50	4	72.28	119,186	305,954	3,997
2003	699,056	43.50	3	62.19	128,019	434,959	5,092
2004	757,969	45.50	6	60.76	137,834	566,925	41,880
2005	731,364	49.25	5	88.27	185,415	695,971	72,389
2006	1,023,803	48.88	9	119.36	207,478	673,735	61,116
2007		75.88	13		240,710	652,849	50,629
2008					272,887	632,611	34,825

Please note: research performance on the left-hand side of the table determines, by formulae, the performance-based funding outcomes on the right-hand side of the table, with a two-year lag.

Research

Foster regional, national and international research collaborations

Research partnerships

Executives from USC and Queensland's Department of Primary Industries and Fisheries (QDPI&F) met to consider recommendations in a USC-prepared 2007 report on collaborative research opportunities. Discussions will continue in 2008 on ways to implement the recommendations.

USC continued to work collaboratively with the State Department of Tourism, Regional Development and Industry (formerly the Department of State Development, Trade and Innovation) to build productive and effective relationships with public and private organisations in the region.

USC's involvement in the Australian Seafood Cooperative Research Centre (Seafood CRC), which was funded by the Federal Government in 2007, will provide opportunities for USC's continued collaborative research (e.g. a study of Southern bluefin tuna maturation and sexing) with national industry leader Clean Seas Tuna.

Diverse collaborations this year saw USC researchers develop partnerships with overseas researchers and institutions. Examples (page 47) include:

- a tourism study with Washington State University, USA;
- ant studies with the University of Wyoming, USA;
- a mollusc aquaculture collaborative project between USC, University of the Philippines and Southeast Asian Fisheries Development Centre—Aquaculture Department;
- sports science work with Leuven University, Belgium; and
- various exercise physiology projects at home and abroad with German Sport University.

Other activities involved:

- a Noosa North Shore beach impact study on the response of the beach invertebrates to recreational vehicle traffic by monitoring spatial difference in assemblage structure over time;

- a project complementary to the Noosa North Shore study identifying ecological risks to Burnett Mary Sandy Foreshores to assess pressures from recreational activities;
- a pilot study to determine the landholder weed awareness key barriers to effective weed management requested by a key natural resource management agency, which will enable such organisations to effectively support weed management practices in urban, peri-urban and rural South East Queensland; and
- a collaborative project with a University of Queensland researcher to retrieve and analyse the history of the Brisbane Exhibition and use this history to reflect more broadly on Queensland's and Australia's cultural and social history—the project will contribute to established and emerging specialisations within Australian history.

Horse flu... USC Immunologist Dr Fiona Burnell (left), pictured with Sunshine Coast horse owner Marie Farrelly and her daughter Emma, is leading a team of USC biomedical scientists in a research project that could help contain outbreaks of the disease around the world. The research team is working with the University of Iowa on the project, which will run for two years and involve 600 people (page 47).

Increase the number of higher degree enrolments and the comprehensiveness of research training

Postgraduate numbers

Postgraduate higher degree by research enrolments continued to increase, with 100 enrolments in 2007, up substantially from 71 in 2006. These enrolments included 22 new doctoral and 12 new masters by research candidates.

The total Higher Degree by Research (HDR) Equivalent Full Time Student Load (EFTSL) grew from 48.88 in 2006 to 75.88 in 2007. HDR completions numbered 13 in 2007 compared with nine in 2006 and five in 2005.

Research training

Research training (beyond supervision) activities included the following.

- *Orientation to University Research* workshops introduced higher degree by research (HDR) students to topics such as research frameworks, methodologies and theoretical perspectives. They also honed skills for improving supervisory relationships, literature reviews and presentation of research findings.
- Pilot *Foundations of University Research* workshops introduced early career researchers to the context for research (nationally and locally), approaches to research, research theory and practice, and communicating research.
- The pilot *Graduate Centre Research Essentials* program offered five sessions for HDR students. These covered time management, project management, academic writing skills, database searching, citation tracking, copyright obligations and data management for researchers.
- The pilot HDR *Graduate Centre Lunchbox Seminar Series* provided a forum for students to present and discuss their research with peer audiences.
- Staff and students attended training sessions on using SPSS and NVivo data analysis software.

Research

Initiatives to promote postgraduate programs and increase enrolments included:

- provision of 10 PhD scholarships, several including industry contributions, in addition to funding provided by DEST for the Australian Postgraduate Awards; and
- new degree programs.

Postgraduate research

- *Knowledge to practice: sustainability behaviour change and adoption of the green bag*—environmental management PhD study of social factors contributing to use of environmentally-friendly green bags instead of plastic bags (Tristan Claridge, School of Science and Education, Faculty of Science, Health and Education)
- *Improving operator support and selection processes*—business PhD study of dragline operations (Graham Lumley, School of Management, Faculty of Business)
- *Motion Analysis using Microtechnology*—a health study tracking the movement profile of patients, including stroke patients (James Lee, School of Health and Sport Sciences, Faculty of Science, Health and Education)
- *International Marriages*—a study examining the experience of the "immigrant" spouse in the new country (Atsushi Takeda, School of Social Sciences, Faculty of Arts and Social Sciences)
- *The lived experience of citizenship amongst exempted Aboriginal people in regional Queensland, with a focus on the South Burnett region*—a study of the diaries of a woman who was considered "white" (Judith Wickes, School of Social Sciences, Faculty of Arts and Social Sciences)

Graduate Centre

The former Council Room in Building B was refitted as a Graduate Centre for use by higher degree by research students not accommodated in faculty space. Building J premises formerly used by these students will, as originally planned, become part of extensions to the Library. The strategy answers a Research Management Committee recommendation following a review requested by the Research Degrees Committee.

The new Centre provides working spaces in accordance with the University's statement of entitlements for higher degree by research students. It also includes printing and collating facilities, soft furnishings, a kitchenette and outside seating.

It will be the venue for research training programs on topics such as research design, literature review, project management, research methodologies and publishing. Bachelor Honours students will be encouraged to attend these programs, and they will eventually be available via e-learning to improve flexibility and access for students who are not usually on campus.

Focus on innovation and its implementation with relevance to regional circumstances

USC enhanced ties with Queensland's DPI&F via joint appointment of Dr Stephen Trueman, a researcher whose activities include leadership of a collaborative project involving USC, Pine Rivers Shire Council and DPI&F. The researchers are investigating the development of food and habitat trees suitable for koalas in an urban environment.

With a project titled *Systems approach to regional climate change adaptation strategies in metropolises,* Associate Professor Tim Smith continues to work with colleagues at CSIRO. The aim of the project is to develop and trial a method for a systems approach to regional climate change adaptation strategies in large urban areas.

Rugby research... PhD candidate Keane Wheeler's research aims to enhance the performance of rugby union athletes, with an examination of training and agility. The project will present a clear pattern of the biomechanics of agility in rugby union, and this could help improve an athlete's running technique, speed and effectiveness.

New postgraduate research programs in 2007...

- Master of Climate Change Adaptation by Research
- Master of Environmental Change Management by Research
- Master of Integrated Coastal Zone Management by Research
- Master of Social Work
- Master of Wetlands Management by Research

Research

Key performance indicators

Increased publications per academic staff member

Year	Research publications (weighted)	per FTE*
2000	50.04	0.77
2001	38.39	0.52
2002	72.28	0.98
2003	62.19	0.73
2004	60.76	0.70
2005	88.27	0.95
2006#	119.36	1.12

* Full-time equivalent academic staff member.

Reported in 2007.

Increased research income per academic staff member

Year	Research income $	per FTE* $
2000	319,289	4,912
2001	415,885	5,620
2002	582,020	7,865
2003	699,056	8,224
2004	757,969	8,712
2005	731,364	7,864
2006#	1,023,803	9,568

* Full-time equivalent academic staff member.

Reported in 2007.

Increased number of completing higher degree by research students

Year	HDR completion
1998	0
1999	1
2000	2
2001	1
2002	4
2003	3
2004	6
2005	5
2006	9
2007#	13

Increased proportion of timely higher degree by research completions

All higher degree by research study was completed on time.

Increased number of research projects with a regional partner or client; a national partner or client; or an international partner or client

USC identified 50 new and ongoing research and consultancy projects in 2007 with regional partners. Improved research management software planned for implementation during 2008 will facilitate comparative analysis in future years.

Year-on-year trend data from the Higher Education Research Data Collection returns are summarised below. Data for 2007 will be available in mid-2008.

Trend data—international, national and regional partner/client

	2003	2004	2005	2006
International partner or client	–	–	4	3
National partner or client	3	4	6	14
Regional partner or client	10	17	26	28

The year 2008

- An updated Research and Research Training Plan will ensure relevance and guide progress for the period 2008-2010.
- The Maroochy Clever Networks Project will boost research capacity by increasing leverage from the Australian University Super Computing Network.
- Improved research management software will facilitate comparative analysis of projects involving regional partners.
- Postgraduate enrolments, activities, outputs and completions will continue to increase.

Review of operations
Regional engagement

"AUQA commends USC for its commitment to regional engagement and... partnerships that are perceived as genuine and productive..."

Australian Universities Quality Agency report

A strong first impression... a crowd of more than 300 turned out in April for the official dedication of a seven-metre-tall sculpture, Pulse, in the USC Gallery forecourt.

Goal: to engage in productive partnerships to further the region's interests and the University's strategic priorities

Inform and lead discussion and decision-making about alternative futures for the region

State of the Region Conference

Prospects for the Sunshine Coast following amalgamation of local councils in 2008 led discussions at the third annual State of the Region Conference held on campus in October. *Revelations: the new Sunshine Coast* attracted 200 major decision-makers, researchers and strategists from the public and private sectors.

Newly-appointed Queensland Treasurer Andrew Fraser outlined the State Government's position and delegates discussed major concerns. USC researchers presented findings on key issues such as housing affordability, increasing numbers of senior residents, training and development needs and environmental sustainability. Talks closed with a forum featuring the three current mayors and members of the transition committee set up to merge the Councils.

The conference was co-hosted by USC and the Committee for Economic Development of Australia with additional support from companies CADET Training and Employment, Investa, Munro Thompson Lawyers and Parsons Brinckerhoff.

University Research Conference

Regional issues were among topics discussed at the second annual University Research Conference, open to the public (page 33).

Planning regional facilities

A University Working Group formed as a stakeholder advisory body to help plan a $940 million world-class acute-care Sunshine Coast Hospital near Kawana. The facility is due to open in 2014 with 450 beds (and potential for 650 beds by 2021), and

will offer complex patient services alongside educational and research facilities.

The working group includes an external facility planning consultant plus the University's Deputy Vice-Chancellor, Deans, Head of Health and Sport Sciences, Professor of Psychology, and the Directors of Capital Programs and Operations, Teaching and Research Services, and Human Resources. They will develop a strategic brief by early 2008. The exercise involves determining USC needs for delivering education at the hospital and advising master planners on teaching and space requirements.

University of the Sunshine Coast

Regional engagement

Advance the sustainability of the region through concentrated research effort, teaching programs, scholarly activities, strategic partnerships, consultancies, and educational initiatives

Research of regional benefit

Numerous research projects yielded regional benefits (page 35). Other moves to strengthen regional links included an agreement with Mooloolaba-based firm Munro Thompson Lawyers. The agreement cements the firm's support for future State of the Region conferences, other USC initiatives and various research projects such as a Faculty of Business study of how exponentially-increasing numbers of residents aged 65 and over might affect regional development during the next 15 years (page 33).

Teaching and learning

Activities included contributions to Student Excellence Week at Chancellor State College, adjoining the main campus. USC academics led presentations and workshops in creative writing, sport science, food science, drama and media studies to enrich and extend Years 8 and 9 students with particular talents.

Conversely, an initiative involving Siena Catholic Primary School had preschoolers and Year 3 students aged four to eight helping to assess major assignments by 20 University students. The assignments (displayed at USC for teachers from local schools) focused on creating maths teaching resources, such as instruction kits for teachers and activities for children.

Taking care of business

Enterprise Tuesday, a free monthly program of early-evening events, provided a wealth of business-centred learning and networking opportunities for members of the public plus students and staff from educational institutions. This year, about 70 people each month attended presentations by successful entrepreneurs on various topics. These included:

- *Increasing the odds of business success* (Nigel Hall, Business Incubator manager at USC's Innovation Centre and former CEO of diverse businesses); and
- *Recognising opportunities* (Leigh Hemming, inventor of the wool-insulated Australian Cooler Bag, co-founder of Caloundra-based award-winning company Digeridoonas and exporter of Australian oilskin, leather and woollen products).

The Faculty of Business and the Business Educators Association of Queensland co-hosted a Business Enterprise Day at the USC Noosa Centre for about 230 Years 9 and 10 students. They came from Coolum, Kawana Waters and Nambour State High Schools; and from Pacific Lutheran College and Matthew Flinders Anglican College.

Their current schoolwork involved setting up and operating "small businesses", and the Business Enterprise Day demonstrated entrepreneurship via interactive, practical and experiential activities involving group work, problem solving, case studies and reflective activities.

Keynote speaker Rachael Bermingham drew on her experiences as a hairdresser, shark diver, travel agent, motivational speaker and best-selling author to present *Making money from home*; and USC staff and students joined 20 local business people in leading sessions on business planning, accounting, marketing, e-commerce, human resource management and information technology.

Extending Library access

The University's award-winning Library now holds more than 100,000 items as a valuable resource for staff and students. This year borrowing privileges became available to residents of Caloundra, Maroochy, Noosa and Cooloola Shires, extending an existing service for local secondary school teachers and students in Years 11 and 12 (page 26).

In line with USC's policy of sharing resources, the Library collection has always been publicly available for on-site study and research. Now, for an annual fee of $88, a registered community borrower can borrow five items at a time, each for seven days, from the general collection. For details, visit <www.usc.edu.au/library>.

This year the Library also served as a venue for public display of plans for the Sunshine Motorway upgrade at Sippy Downs, before the display moved to Chancellor Park Marketplace shopping centre.

Sharing teaching skills via short courses in...

- health promotion, implementation and evaluation (four days—practical skills for workers in government, private sector, and community-based programs)

- languages (eight weeks—French, German, Indonesian, Italian, Japanese, Mandarin and Spanish for all ages)

- entrepreneurship (two four-day residentials for 128 university students from Australia, New Zealand and the UK; developed for students in all disciplines by University of Cambridge and Massachusetts Institute of Technology)*

- emergency resuscitation for babies and children (paediatric training for 13 doctors and nurses from Gympie and Nambour hospitals)

* This was the first Enterprisers program (of 12 since 2002) run outside the UK and the US. It was one-third funded by the Queensland Department of State Development and Trade and presented by the USC Innovation Centre. USC is negotiating an agreement for sole rights to run the program in Australia and New Zealand.

Regional engagement

Produce graduates who contribute to the achievement of regional economic, social, cultural and environmental priorities

Employability

Relevant teaching, internships, quality degrees and healthy community relationships contribute to the University's reputation for producing employable graduates, many of whom find jobs in the region (see right).

A recent national survey of business graduate employment confirms this claim to employability. USC's Faculty of Business topped the survey with its degrees consistently rating higher than the national average when it came to finding jobs (source: *Good Universities Guide*, from the Graduate Destination Survey conducted by Graduate Careers Australia).

Quality training

Learning techniques such as internships serve double duty as a significant University-community link. USC values the real-life learning aspect, which helps turnout well-qualified graduates; and local industries appreciate the input from and contact with prospective employees. The University's careerconnection team (page 25) furthers this cause by promoting casual or graduate jobs free-of-charge and liaising with employers and students.

As an example, nine of 15 accountants working for Mulraney Accountants in Mooloolaba and Caloundra this year are USC graduates and students. Perceived benefits to the firm include quality skills and low staff turnover. It regularly recruits staff from final-year business students and is planning a third office at Peregian.

Productive associations with regional employment agencies such as CADET and STEPS also enhance graduate employment prospects.

In particular, EastCoast Human Resource Group works closely with the University on its Work Integrated Learning program, commended by AUQA for enhancing employment prospects for USC students and for developing closer ties between the University, employers and the community.

EastCoast facilitates internships (and sets the scene for future graduate employment) by providing background checks and skills testing to match employers with students.

Meeting the market: new programs

The University continued to review existing programs and develop new offerings, to ensure the value and relevance of its degrees in a swiftly-changing world. New programs are listed on page 23. Of these, the following particularly suit regional needs.

New in 2007
- Graduate Diploma in Climate Change Adaptation
- Master of Midwifery

New in 2008
- Bachelor of Engineering (Construction Management)
- Bachelor of Engineering (Water and Sustainable Resource Management)
- Bachelor of Occupational Therapy
- Bachelor of Paramedic Science
- Bachelor of Social Science (Psychology)
- Bachelor of Social Science (Psychology) (Honours)
- Diploma of Nursing (Enrolled/Division 2 Nursing)/Bachelor of Nursing Science

USC graduates: advancing community interests

- Clare Parry (business marketing and business management): one of four Australian surf lifesaving volunteers recruited for the 2007 *G'day USA* campaign; employed in the BOC Gas graduate program

- Vanessa Moscato (environmental management): University Medallist 2007 (GPA 6.889); employed with Noosa and District Landcare

- Lorin Willson (business, tourism): marketing coordinator for UnderWater World, Mooloolaba

- Kris Boody (environmental science): environmental project officer for Noosa Shire Council; volunteer with Reef Check Australia and Noosa Integrated Catchment Association

- Simon Vigar (business marketing and business management): development manager, EastCoast Human Resource Group

- Sarah McAtamney (communications): communications assistant, Australia Zoo

Working in the community... public health graduate Michelle Costello with colleagues Cathy Snow (left) and Carol Edwards (right). As a health promotion officer with North and West Queensland Primary Health Care, Ms Costello helped develop the Healthy Normanton campaign—a two-year healthy lifestyle program.

Regional engagement

Lead in initiatives designed to foster economic and social development, including the development of the Knowledge Precinct and associated Technology Park, and shared infrastructure such as the Health Precinct, sporting facilities and the proposed Cultural Centre

Sharing academic resources

Thirteen doctors and nurses from Gympie and Nambour hospitals used the University's new, state-of-the-art clinical skills training laboratory in the Science Building (page 16) for advanced training. Paediatric resuscitation specialists ran a session to boost skills for managing acutely unwell or injured children, specifically those with cardiac arrest, multiple trauma and overwhelming infections.

Federal Education, Science and Training Minister Julie Bishop declares the $10 million Indoor Sports Stadium open… 3,505 square metres of air-conditioned space with multiple uses including research, teaching, and University and community sports ranging from basketball to badminton.

Sharing sports facilities

University staff, students and community groups again made use of Sports Precinct facilities. These include an IAAF-standard athletics track, playing fields, outdoor hard courts and the $10 million Indoor Sports Stadium opened in July 2007 (page 16).

Regular users included the University's Rugby Club, Junior Rugby Club, Athletics Club and Little Athletics Centre plus community sporting groups and schools. Hiring the facilities enables the University to recoup maintenance and operational costs, and thus contributes to USC's economic development.

Provide direct input to regional economic and infrastructure planning, including the proposed Sippy Downs township

Planning framework

Development of the Sippy Downs Town Centre will be influenced heavily by its role in accommodating the only university on the Sunshine Coast, and is intended to be developed as a fully integrated "university town".

Through the adoption of appropriate land uses, the Sippy Downs Town Centre is to incorporate convenient transport,

retail, commercial, community, cultural, recreational and sporting facilities and services, and function as an important employment node.

Maroochy Shire Council undertook planning for the proposed Sippy Downs Town Centre in 1997 following the first students starting at the University of the Sunshine Coast in 1996. The Sippy Downs Planning Study, a Development Control Plan and the first (Conceptual) Master Plan were completed to provide for a "university town" at Sippy Downs.

Accordingly, the vision for the proposed Sippy Downs Town Centre is for "…a discrete, significant, vibrant and sustainable township at Sippy Downs, focusing on and enhancing the Sunshine Coast University, and resulting in a richer and more diverse quality of life for the University, the Sippy Downs community and the Sunshine Coast".

A review of the Sippy Downs Town Centre Master Plan was undertaken in 2005–2006 in response to plans for a public hospital and to the State Government's SEQ Regional Plan to meet increased residential targets.

This review analysed, among other things, the appropriate amount of retail floor space, the preferred arrangement of the Core precinct, a revised road network to incorporate the Motorway interchange, and the role of the Core and Business and Technology

sub-precincts to promote a compact, self-contained Town Centre. Extensive consultation with targeted stakeholders was undertaken in June and July 2006. This involved 17 State agencies, the University of the Sunshine Coast, Town Centre landowners, the Sippy Downs and District Community Association (SDDCA) and local schools. The Draft Master Plan was endorsed by Council in May 2006.

To activate the principles of the Final Draft Master Plan, planning scheme amendments were prepared for endorsement by Council at its Ordinary Meeting on 27 September 2006 to enable commencement of the consideration of State interests. Council received Ministerial approval to exhibit the proposed amendments on 1 May 2007. The proposed Maroochy Plan 2000 Amendment—Sippy Downs Town Centre was notified publicly from 8 May 2007 to 22 June 2007.

Following review of submissions, specialist input and legal review, Council endorsed the Final Draft Master Plan and planning scheme amendments on 28 November 2007. The amendments were then presented to the State Government for a second State interest check and are expected to be endorsed by the new Sunshine Coast Regional Council in early 2008.

The proposed amendments provide a robust planning framework for the development of the Sippy Downs Town Centre.

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Regional engagement

Enhance relationships with governments and their agencies, other education providers, and public and private partners for the benefit of the region

Governments and their agencies

Improving health options

The University and Cooloola Health Service District signed an agreement formalising existing strong relationships. Regional health demands are increasing, and the agreement aims to reduce the need for acute hospital care (via a holistic approach to community health) while boosting opportunities for:

- graduate employment;
- research;
- University membership of Health Service District planning committees; and
- joint appointments in nursing and allied health areas.

USC's wide range of quality programs in sport and exercise science, nursing science, health promotion, nutrition and psychology represent a valuable resource. These and planned allied health care programs contribute significantly to achieving the goal of healthy communities and productive ageing.

Boosting national exports

The University partnered with Federal Government trade promotion agency Austrade to launch an education package aimed at boosting exports. *Next Step the World: Series 2—Austrade Learning Resources for Higher Education* is a set of multimedia international business case studies, available to university students and industry across Australia. It includes a case study prepared by a former USC international business lecturer.

Assessing labour demands

Federal Minister for Workforce Participation Dr Sharman Stone led talks at a working lunch addressing local skill shortages. She also toured the campus and inspected USC's Innovation Centre (page 5).

Lunch participants included the Vice-Chancellor and University staff plus representatives of the Innovation Centre, Sunshine Coast Institute of TAFE and

Sunshine Coast Regional Organisation of Councils (SunROC). Issues discussed included:

- returning unemployed and ageing people to the workforce;
- addressing skills shortages; and
- meeting labour demands.

Education providers

Exploring university issues

Representatives from USC and most other Australian universities met at the University of Tasmania for a Cross-campus Teaching Forum, preceded by a meeting of regional campus directors.

The Forum explored ways for multi-campus universities to (1) ensure equivalent student experiences at all campuses while (2) respecting the individual qualities of each campus. It provided an opportunity to consider and discuss USC developments (particularly of the Noosa Centre) in the context of a broad range of cross-campus teaching experiences.

Working with TAFE

USC and the Sunshine Coast Institute of TAFE (SCT) strengthened ties with an agreement to address regional skill shortages by sharing resources and expanding education opportunities. The agreement will:

- benefit school leavers and mature-age students via new joint USC-SCT programs (page 25) in areas with high student demand and stong employment prospects; and
- support seamless student transitions between the two institutions and the development of major infrastructure, including community and sporting facilities.

Helping out at high schools

In January, the University partnered with Maroochydore State High School, Beerwah State High School and Chancellor State College for a grant of $470,000 over three years to develop a Sunshine Coast Science Centre of Innovation and Professional Practice. This will provide a hub for teacher activity, linking schools, teachers, the University, industries and community organisations likely to advance science

education in the region. The consortium is one of six groups developing such Centres with funding from the Queensland Government's 2006–2009 Science Education Strategy.

Other cooperative efforts involving high schools included the following.

- A Students in Free Enterprise (SIFE) team of 10 USC business students ran five marketing workshops for Year 10 students from two schools—Matthew Flinders Anglican College and Beerwah State High School. SIFE nurtures strategic links between students, their universities, their communities and the private and public corporate sectors.
- About 220 Years 11 and 12 students of French, Indonesian, Italian and Japanese attended Language Day at USC's Innovation Centre to practise their language skills by conversing with 44 native speakers.
- Ninety high-performing Years 6 and 9 students graduated from the Middle School Excellence Program for Maths and Science (partnership with James Nash State High School, Gympie; involved one 90-minute after-school session each week for eight weeks and a visit to USC Health and Sport testing laboratories).
- USC strengthened ties with James Nash State High School when Dr David McKay, Head of USC's School of Science and Education (and a former high school teacher), became Principal for a Day as part of Education Week.
- Links with Indigenous school students included contributions to Beerwah State High School Indigenous Boys' Group, hosting Sunshine Coast Indigenous Network Group meetings on campus and campus tours for visiting students from Palm Island and the Torres Strait.
- USC provided career planning and talks, and guidance appointments for students from Mountain Creek State High School and Sunshine Coast Grammar School.
- The University's careerconnection team (page 25) contributed to the *Mentor our youth* program arranged by the Sunshine Coast Schools Industry Links Scheme; and *Interview skills* at Good Shepherd Lutheran College and Immanuel Lutheran College.

Regional engagement

- careerconnection also worked with regional high schools to provide study and career counselling while promoting alternative entry pathways available to OP-ineligible secondary students.

Welcoming kids on campus

The University again proved popular as a venue for school-based activities such as the following.

- Four hundred students from 20 regional high schools competed in the 10th annual Sunshine Coast Maths Tournament held at the Innovation Centre.
- Four thousand students drawn from Years 5 to 12 spent two days on campus as part of *Voices on the Coast*, an annual week-long youth literature festival co-presented by USC and Immanuel Lutheran College. Twenty-four presenters led sessions on topics ranging from traditional literature to computer games writing, graphic novel writing and illustrating, clowning workshops, and script and play writing.
- About 40 Year 5 students attended a movie editing training day to produce video clips for a *Surf's Up* website for Our Lady of the Rosary School. Two schoolteachers teamed with a USC student and lecturer in computer-based art and design to train the students, with such success that the University is likely to expand input next year to include editing on campus and on location at surfing contests.

Public and private partners

National Seniors Australia

The University and National Seniors Australia concluded a Memorandum of Understanding to establish a National Seniors Chair in Productive Ageing and focus research effort in that area. The move reflects mutual interests in evidence-based decision-making related to the wellbeing of increasing senior populations in Australia and other nations.

Clever Networks

University, community and business have contributed to and will benefit from the $6.3 million Maroochy Clever Networks Project launched this year at the University's Innovation Centre. The optical fibre and wireless networks initiative is funded by

the Federal Government ($2.9 million), the University ($600,000), Maroochy Shire Council, Allegro Networks and other private businesses. The project will benefit up to 53,000 homes and 33,000 businesses in the region; and significantly boost USC teaching and research opportunities. Perceived benefits for USC include:

- more leverage from the Australian University Super Computing Network;
- improved Internet education modules and online learning;
- an expanded range of educational programs on offer; and
- scope to attract more students, nationally and internationally.

Partnering for best-practice water conservation

The University and EcoNova Pty Ltd (based at the Innovation Centre) signed an agreement that could see the region achieve world leadership in water conservation. Jointly, they will:

- establish a regional water testing program;
- develop a business partnership to service industry and government; and
- promote teaching and research into water conservation and quality.

The agreement builds on a cooperative pilot program focused on testing for a broad range of markets. These include potable water plants; domestic and commercial effluent; water quality in rivers, creeks and waterways; newly-constructed sewage treatment system outflows; and aerated water treatment systems.

Benefits for the University will include:

- establishment of a sustainable water facility on campus to provide potable water and Class A+ effluent for toilet flushing and irrigation; and
- research opportunities for honours and PhD students to (1) develop techniques and standards for quality water testing and monitoring and (2) design potable water and waste-water treatment systems.

Community celebrations

University involvement in national and local commemorative events and celebrations again evidenced close USC-community relationships. This year, on-campus initiatives included the following.

- A *Views and Voices* forum celebrated World Day for Cultural Diversity for Dialogue and Development. Organised by the USC Centre for Multicultural and Community Development, it featured a traditional Indigenous welcome, performances by the Gubbi Gubbi Dance Troupe and Persian music group Dastan, speakers and debate.
- A Harmony Day festival highlighting the relevance of multiculturalism in Australia featured music, dancing, fashion and art, belly dancing, Indigenous performances and international food.
- A keynote address by 2003 Australian of the Year Local Hero Award nominee Dr Chris Sarra and a *Bush tucker in the Wallum* walk through Mooloolah River National Park were highlights of Indigenous Education Week. Other events included workshops on Indigenous research ethics and Indigenous education.
- *Everybody's Business*, a free public exhibition of paintings, memorabilia, posters and ephemera, marked World AIDS Day (USC Gallery Exhibition Program supported by Sajen Legal).

Volunteers... Gwenda Heginbotham, Elizabeth Miers, Marion Robinson, Val Morrison and Marjorie Cox celebrate 10 years of service as USC Gallery volunteers. About 50 volunteers meet and greet visitors and help with exhibition installations, functions and fundraising. Gallery entry is free and members of the public are welcome.

Regional engagement

- Participation in the inaugural Steve Irwin Day supported Australia Zoo's Wildlife Warriors Worldwide. Terri and Steve Irwin received honorary Senior Fellows of the University awards in 2007 and 2000 respectively.
- World Mental Health Day celebrations included stalls, music, food, a workshop on resilience, guest presentations and speakers such as Lifeline Australia's national patron, painter, sculptor and survivor of depression Greg Wilson.
- Student Administration and Student Services staff observed Loud Shirt Day, a fundraiser to help the Hear and Say Centre buy listening devices for deaf children acquiring speech and language skills.
- USC recognised excellence by conferring honorary awards and providing a venue (for the 10th consecutive year) for the Sunshine Coast Sports Hall of Fame awards ceremony.

Expanding the learning experience

University-community partnerships provided opportunities for community, business and cultural input to teaching.

Melbourne-based author and illustrator Shaun Tan, whose wordless graphic novel *The Arrival* won the 2007 Community Relations Commission Literary Award and the Australian Publishers' Association Best-designed Children's Illustrated Book Award, visited campus:

- in July, to open a free public exhibition of his prints, paintings and illustrations on show at the USC Gallery; and
- in October, as USC artist-in-residence. He worked alongside the University's senior lecturer in creative writing, consulted with students (individually and in small groups), gave a free public lecture and signed copies of *The Arrival*.

Other visitors included the following.

- A wide range of local achievers, ranging from the Sunshine Coast Businesswoman of the Year to a popular radio presenter, were guest speakers at four lecture series for business students (page 25). Topics were *Teamwork for the workplace, Public speaking, Career planning* and *Maximising your influence*.

- Eddie Jones, Queensland Reds rugby union coach and former Wallabies coach, addressed Bachelor of Science (Sport and Exercise Science) students on The role of sport science in the preparation of a high-performance rugby team after an inspection of USC facilities. Alumni were invited to this seminar.

Honorary awards in 2007

- Harold Guida, honorary Doctor of the University for contributions to Australian architecture and the physical planning of the University
- Caroline Jones AO, the University's first honorary Doctor of Letters for contributions to Australian broadcasting and journalism as a producer, director and reporter for film, radio and television
- Terri Irwin, Australia Zoo owner: honorary Senior Fellow
- Peter Owen, Australian Provincial Newspapers executive: honorary Senior Fellow
- Frayda Myers Cooper, University of the Third Age: honorary Senior Fellow
- Graeme Pearce, Sunshine Coast Regional Organisation of Councils executive director: honorary Senior Fellow

Participate in regional governance through close links with local government

Strong partnerships

During 2005, the Queensland Government established an independent Local Government Reform Commission to make recommendations on appropriate structure and boundaries for local government in Queensland. The Commission reviewed all local governments (except Brisbane City Council) and on 27 July 2007 made its recommendations.

These were subsequently accepted by the Government and reduced the number of councils in Queensland from 157 to 73. Local Transition Committees were formed to guide the transition to new councils.

Local government elections will be held on 15 March 2008.

Prior to the amalgamation announcement, which combined the existing Caloundra, Maroochy and Noosa Councils to form the Sunshine Coast Regional Council, the University maintained strong links with the three regional mayors and key regional stakeholders through involvement in groups such as the Sunshine Coast Organisation for Regional Enterprise (SCORE), of which the Vice-Chancellor has been a member.

This year the University continued to work with the Local Transition Committee and Interim CEO, to assist in planning and to identify specific areas and projects for joint action in partnership with the new Council.

The Vice-Chancellor again chaired the Sunshine Coast Education Executive, previously a committee of SCORE but now auspiced by the University. The Executive advanced regional education and training activities, especially those related to the promulgation of a knowledge economy. Its work is guided by the Regional Economic Development Strategy (REDS) and the companion Knowledge Economy Strategy.

The third annual State of the Region Conference (page 38) focused on prospects for the region following the council amalgamation. It attracted 200 major decision-makers, researchers and strategists from public and private sectors.

Real-life learning... community partnerships

- field trip for 15 final-year regional and urban planning students on assignment to develop concept plan proposals for a 30 hectare beachfront site—hosted by development company Stockland to demonstrate environmental and social sustainability in planning design
- testing tomorrow's teachers— enlisting Siena Catholic Primary School students to help assess major maths-teaching projects by 20 USC early learning education students (page 39)

Regional engagement

Key performance indicators

Increased number and range of projects with a regional partner or client and increased number and range of regional involvements by staff

The Director, Regional Engagement joined Office of Teaching and Research Services staff in developing a database of research and consultancy projects involving USC staff and regional partners. This baseline data covered new and continuing projects in 2007, and will facilitate comparative analysis in future years. The picture this year is as follows.

- Fifty projects were identified, with a dollar value of $1.51 million.
- They involved 39 regional partners and 54 USC staff.
- Faculty of Science, Health and Education staff were involved in 34 of the projects.

Increased proportion of undergraduate students from the region who enrol at USC

Summary of enrolments[1]

Admission period	Enrolments at other Queensland universities	Enrolments at USC	Total enrolments from region	Percentage of enrolments from region to USC
2002–2003	2,186	756	2,942	26%
2003–2004	1,689	752	2,441	31%
2004–2005	1,811	860	2,671	32%
2005–2006	1,882	1,079	2,961	36%
2006–2007	1,718	1,185	2,903	41%

[1] Includes enrolments at Queensland universities only (excludes TAFE). Enrolments in USC programs do not include TAFE dual award programs or the Central Queensland University dual nursing program.

Increased proportion of USC graduates employed or establishing businesses within the region

Summary of graduate employment in the region[1]

Employed in region[2]	Employed full-time	% of full-time	Employed part-time	% of part-time	Total employed	% of total[3]
2004	59	51%	41	67%	100	57%
2005	106	61%	74	82%	180	68%
2006	104	47%	54	74%	158	54%
2007	133	44%	104	71%	237	53%

[1] The Strategic Information and Analysis Unit commenced management of the Graduate Destination Survey in 2004. Prior to this, summary data was produced in a hard-copy form in tables, which does not allow for ease of aggregation of data. Trend analysis for this performance indicator commences from 2004.

[2] Data is based on responses to the Australian Graduate Survey (previously the Graduate Destination Survey). Data is included if a student indicated as part of their response to the survey that they were employed or self employed (full-time or part-time) on the Sunshine Coast as at 30 April each year.

[3] Respondents employed in the region as a percentage of employed respondents who reported that they were permanent Australian residents.

The year 2008

- The University will partner with the Committee for Economic Development of Australia in co-hosting a fourth annual State of the Region Conference, with support from local companies Cadet, Investa, Munro Thompson and Parsons Brinckerhoff.
- A University Working Group will develop a strategic brief to advise master planners of USC teaching and space requirements for a $940 million Sunshine Coast Hospital due to open in 2014.
- New program offerings will include degrees and diplomas developed specifically to meet regional needs.
- University researchers will work with EcoNova Pty Ltd to establish a regional water testing program, develop a business partnership to service industry and government, and promote teaching and research into water conservation and quality.
- Community-university activities on campus will again include free public events ranging from *Enterprise Tuesdays* to exhibitions at the USC Gallery; involvement in national and local commemorative "days" and events; and short professional development courses.

Review of operations
Internationalisation

"AUQA commends USC for its Global Opportunities (GO) Program which is highly valued by students…"

Australian Universities Quality Agency report

International students… France's Nicolas de la Brosse (left), says he chose to come to USC because it offered him the chance to study in one of Australia's best coastal locations. "I chose to study at USC because it is a good university and it's close to the sea, cheaper than others, and provides a relaxing place to study," he said.

Goal: to engage in international activities, including internationalisation of the curriculum, to heighten academic, economic, and cultural benefits for the region

Increase the number of domestic students studying part of their program overseas, including through the Global Opportunities Program

GO-ing overseas

This year, the University's Global Opportunities (GO) Program was commended by AUQA (page 10) and won a major State Government award at the Celebrating International Education and Training Industry Showcase.

The Program, launched in 2004, encourages a global perspective and gives graduates a competitive edge by facilitating overseas study for academic credit. This year, 6.56 percent of graduating domestic students had spent up to two semesters overseas as GO participants, expanding their personal and professional horizons while earning credit towards their degrees.

The University has partnerships with more than 70 universities and institutions world-wide, with GO places available in Canada, Mexico, Costa Rica, Brazil, USA, Chile, Peru, Japan, Korea, Denmark, Finland, France, Germany, Italy, Norway and other countries.

All USC students now receive a grant or scholarship subsidy when participating in the GO Program. Students are provided with either the USC Overseas Study grant to the value of up to $2,000, or scholarship grants offered by particular overseas partner universities; external organisations such as JASSO (Japan Student Services Organisation); or grants of up to $5,000 each provided by the Australian Government as part of the Endeavour Program.

GO is publicised to students via the University website and portal; seminars; *Courses for Careers* open day, the Exchange Fair and other informational events; and on-campus social activities.

GO-ing again

The GO undergraduate experience can lead to major postgraduate study opportunities overseas. Examples in 2007 include the following.

- An invitation to complete a masters degree and a two-year, full-fee scholarship (including tuition, fees, health insurance and a US$1,000 monthly stipend) took 2005 science graduate Nikki Bird back to the University of Wyoming, where she studied as a GO student in 2004.
- A two-year Japanese Government scholarship worth at least $100,000 took Daniel Gilham (combined arts/business graduate) back to Japan to complete a Master of Business at Waseda University in Tokyo. He chose to enrol at USC in 2004 because of the GO Program and spent 10 months of his first undergraduate year at Nagoya University for Foreign Students.

GO student numbers

2005	2006	2007
48 students	56 students	68 students

Internationalisation

Increase the proportion of international students in the student body

The proportion of international students increased to 11 percent of the on-campus student body, compared with 10 percent in each of the previous two years (page 15). These percentages have remained stable due to the concurrent increase in domestic student numbers.

Various marketing methods for recruiting international students included recruitment agents, exhibitions, visits to VET/TAFE institutions, visits to English language schools, print and electronic publications, and pathways established with partner institutions. The latter remains significant, as reflected by enrolments in the University's Study Abroad program.

Increase the number of USC staff undertaking projects involving teaching and research in collaboration with international partner universities

The University launched a central database this year to track teaching and research collaborations involving international partners. The improved data will help monitor progress and feed into planning.

International research collaborations (page 35) this year included the following.

- Two articles in academic journals were among outcomes from a tourism study conducted by USC and Washington State University management researchers. The project investigated local residents' preferences for tourism development on the Sunshine Coast. Findings included overwhelming local support for the idea of developing cultural/historic/nature-based attractions rather than theme parks and large hotels or resort complexes.
- USC biomedical scientists are working with scientists at the University of Iowa, USA on a two-year project analysing risk factors of humans spreading the equine influenza virus. Outcomes could help contain future outbreaks of the disease, which is new to Australia but common in other countries.

High-flying... German Sport University Cologne student Andreas Mierau enjoys the sensation of weightlessness aboard a parabolic flight campaign that involved USC exercise scientist Dr Chris Askew. Andreas is currently attending USC to undertake research work with Dr Askew into the benefits of exercise. Photograph by Dr Stefan Schneider.

- A USC sports scientist working with colleagues at Leuven University, Belgium and German Sport University Cologne secured rights to research the ergonomic and physiological profile of elite handcyclists at the 2008 Beijing Paralympic Games. USC and Campinas University, Brazil also gained approval to track the player movements of elite wheelchair rugby players at the Olympics.
- A flight over Paris in a modified Airbus A300 (nicknamed the *Vomit Comet*) and ground-based research at USC were highlights of a research partnership involving exercise physiologists from USC and German Sport University Cologne. The Paris flight, part of a project funded by the German Space Agency, tested the effects of weightlessness (zero gravity) on brain activity, mood changes and blood hormonal responses. The USC-based and USC-funded work in Australia used the testing devices carried on the Airbus to assess differences in the psycho-physiological stress-relaxation thresholds of individuals during aerobic and anaerobic exercise.

International visitors to USC...

- Anand Krishnaswamy, employed by the non-profit Lemelson Foundation in Chennai, India (three-month internship with the USC Innovation Centre, offered through the Australian Government Endeavour professional development scheme)

- 12 academics from the United States and Canada (AIE-sponsored visit to familiarise delegates with the Australian education system—campus tour and presentations)

- Indonesian Ambassador Teuku Mohammad Hamzah Thayeb (opened 9th biennial Australian Society of Indonesian Language Educators Conference, USC campus)

- Dr Richard S. Matthews, philosopher and ethicist at Mount Allison University, Canada (visiting scholar, delivered a free public lecture on *Torture and evil consequences*)

- 13 academics from universities in the German state of Hessen (campus tour and attendance at USC Exchange Fair)

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Internationalisation

Internationalise the curriculum

The University's Learning and Teaching Plan, available online, requires an international focus throughout the curriculum. Implementation began in 2005 and continues, with the aim of completing examination of all courses by the end of 2009.

Moves to boost internationalisation included:

- expanding the GO program (page 46);
- increasing numbers of on-campus international students (pages 15, 47);
- inviting staff from partner universities to teach in USC programs; and
- encouraging USC staff to experience teaching overseas.

Promote appreciation of global and intercultural issues through interaction between international students, other parts of the University community and the broader community

The University calendar again included numerous public events with a global flavour. Celebrations large and small marked World Day for Cultural Diversity, Harmony Day, Indigenous Education Week, World AIDS Day, and World Mental Health Day (pages 43–44).

Research projects (pages 35–37) included international collaborations, and teaching (pages 22–31) reflected a global focus.

USC activities abroad…

- Dr Mark Sayers, Senior Lecturer in Sports Biomechanics and sports biomechanist with the New Zealand All Blacks (speaker at the 6th World Congress on Science and Football, in Turkey; helped train the All Blacks for the Rugby World Cup in France and the Bledisloe Cup in Melbourne)

- Dr Brendan Burkett, Director of CHASE (three months in Norway, Belgium, Germany and Ireland for research collaboration, teaching and USC promotional work)

Key performance indicators

Increasing to five percent the proportion of graduating students who have undertaken part of their undergraduate programs overseas by 2009

The following table summarises the number and proportion of domestic bachelor degree graduates (excluding honours graduates) who have undertaken overseas study towards their degree. Students are included if they have undertaken overseas studies as part of either a formal exchange program or in-country language studies.

Year of conferral	Graduates (total numbers)	Numbers completing overseas study	Percentage
2003	430	14	3.26%
2004	483	9	1.86%
2005	438	18	4.11%
2006	462	20	4.33%
2007[1]	488	32	6.56%

[1] Includes graduates up to and including the latest major graduation ceremony in May 2007.

Increasing to 20 percent the number of international students in the student body

A particular challenge in achieving a higher proportion of international students in the student body is rapid growth in domestic enrolments (the base against which the proportion is measured).

Year[1]	International award students	Study Abroad students	Other[2]	Total (international students)[3]	Percentage (international students)
2003	205	88	0	293	8.3%
2004	351	153	0	504	13.1%
2005	505	168	0	673	15.8%
2006	528	164	1	693	14.7%
2007	621	204	2	827	15.8%

[1] As at Census 1 each year.
[2] Includes visiting enrolments and enrolments in the Enabling and Tertiary Preparation programs.
[3] Excludes inbound exchange students; includes on and off-campus students.

On-campus international students as a percentage of all on-campus students by faculty[1]

Year	Arts and Social Sciences	Business	Science, Health and Education
2003	10%	8%	4%
2004	13%	12%	6%
2005	14%	14%	6%
2006	13%	17%	5%
2007	11%	20%	10%

[1] Based on annual EFTSL (Equivalent Full-Time Student Load).

Internationalisation

Increasing to five percent the proportion of USC staff pursuing projects involving teaching or research with colleagues from international partner universities

Staff from USC International and all USC faculties are collecting data in this area.

All courses examined through the curriculum internationalisation project by 2009

Internationalisation of the curriculum is mandated in the University's Learning and Teaching Plan. Implementation began in 2005 and continues with the aim of examining all programs and courses by the end of 2009.

Positive and constructive feedback from internal students and the community

No year-on-year trend or benchmarking data is currently available. However work to distinguish between student type in Course Experience Questionnaire data is being undertaken to enhance understanding of the University's performance in relation to international students.

Surveys and other feedback on various aspects of the University's operations yielded the following outcomes.

- USC exceeded several Total International (pages 18–19) respondent scores in an Australian Education International survey of all on-shore international students in Australia.
- USC International staff review and act upon verbal and written feedback gathered as follows: from Study Abroad students (via the Feedback on Teaching process and an exit survey); from Study Tour students; and from Homestay families.
- English Language Programs maintains systematic and thorough processes for gathering feedback. This is reviewed by the Director of Studies and staff, and used to formulate improvements.

Internationalisation award... Emi Tamba and Liani Eckard, USC International staff members, with the award for the Global Opportunities (GO) Program presented at the Celebrating International Education and Training Industry Showcase in Brisbane in August. The GO Program was commended in the Australian Universities Quality Agency (AUQA) audit report, which noted that the program was highly valued by students, and that participants were well supported by the University.

The year 2008

- International visitors will include University of Wyoming researchers, to advance work conducted during previous visits on fiscal impact modelling for local government services.
- Internationalising the curriculum (as outlined in the Learning and Teaching Plan) will continue with the goal of examining all courses by the end of 2009.
- Public events commemorating and celebrating international issues will remain a significant part of the University calendar.
- On-campus international student enrolments are poised to increase.

Return to Wyoming... former USC GO Program student Nikki Bird returned to the University of Wyoming in 2007 to begin a Masters in Soil Science. Nikki, who received a $2,000 travel grant when she studied in the GO Program in 2004, was offered a scholarship to study her postgraduate program at UWYO.

"AUQA commends USC for its provision of student support services that are highly regarded by students..."

Australian Universities Quality Agency report

Student Central… USC Student Administration staff member Jodie Roberts (left) with USC student Tenille Rutherford.

Goal: to set standards in student support which will help attract, support and retain students

Establish, in partnership with other parties where appropriate, a range of amenities to attract and support both domestic and international students

Comprehensive Orientation activities (page 24) helped prepare students for University life, and follow-up support continued throughout the year. This focused on advice and counselling (study, career and personal), mentoring, peer support, student activities and welfare services.

New support systems

The Faculty of Business launched an Employability Program (page 29) with modules focusing on career planning and professional development; teamwork in the workplace; public speaking; and maximising influence in the workplace. Workshops covered resumes, selection criteria and interview skills.

Sport and recreation initiatives included *RecPlus*, a new weekly subscription-based sport stand recreation newsletter; a daily *Recharge* hour of free lunchtime sport, including weekly *Rez Shield* challenges for residential students; and twice-weekly

bootcamp training sessions for Australian University Games participants. Other offerings included weekly tribal drumming lessons culminating in a student group performance at the *Festuri* multicultural celebration on campus.

Of note was the first Orphans Christmas Lunch for students and staff who were home alone at Christmas. Many international students attended and guests donated items towards hampers for Global Care, to assist local families in need over the holiday period.

Other highlights this year included the following.

- The University received a $3.22 million grant under the Federal Government's Workplace Productivity Program (page 18) to upgrade major administrative systems, to launch online progressively from late 2008.
- The University, Maroochy Shire Council and Allegro Networks won joint funding from the Federal Government's Clever

Networks program to upgrade internet connections to AARNet. This will increase USC's Internet capacity by up to 20 times by 2009 (page 43).

- The Faculty of Arts and Social Sciences commissioned Information Technology Services to set up a Faculty-funded counselling studio in the School of Social Sciences.
- Research higher degree students relocated to the new Graduate Centre in Building B (page 36).
- Expanded health programs included vaccination clinics for the *Gardasil* cervical cancer vaccine and the *Fluvax* program.
- The careerconnection team (pages 25, 28, 31) added an industry liaison coordinator position to expand Work Integrated Learning (WIL) and graduate employment opportunities. An integral component of the role will be expansion of the Employability Program developed in the Faculty of Business and piloted in 2007.

Student support

Scholarships and bursaries

In 2007, awards worth more than $1 million rewarded and advanced student performance. They included more than 85 community and business-funded awards totalling more than $150,000—a step closer to the USC Building Excellence Campaign (page 18) goal of raising $1 million in community funds for scholarships, bursaries and prizes.

This year, community-funded award winners included the following.

- Charma Minter, first-year Bachelor of Science (Environmental Science), won the fifth *Sunshine Coast Daily* Kathleen McArthur Memorial Scholarship valued at $3,500. This Scholarship commemorates a local conservationist, artist, author, educator and activist who died in 2000 aged 84, having helped found the Wildlife Preservation Society of Queensland and establish Cooloola National Park.
- Arlo Goozee, first-year Bachelor of Business (Accounting), won the Poole and Partners Scholarship valued at $3,500.
- University of the Third Age bursaries worth $750 each went to second-year students Renee Anderson (Bachelor of Communications), Kim Gussy (Bachelor of Health) and Danielle Tracey (Bachelor of Business).
- Fourteen students from 11 local high schools won Headstart (pages 24, 26) awards worth $375 each. They collected 15 Kirk Foundation Scholarships and two USC Indigenous Scholarships.

Assist students in achieving the best possible academic outcomes

Mechanisms for encouraging student performance and maximising the learning experience ranged from study-skills tuition (including two new enabling courses—page 25) to opportunities for personal consultations with Student Services advisers.

Embedded academic skills initiatives were introduced in all faculties. These focused on scientific language instruction, essay writing and referencing. Integration of skills components in courses has been shown to boost writing and study skills.

Community-funded awards include...

- Co-op Bookshop Textbook Bursaries
- Dillon Folker Stephens Bursary
- Lambert Innovation Prize
- Catherine King Bursary
- Darcy and Heather Stevens Rural Bursary
- Zonta Club of Caloundra Equity Bursary
- Judy Henzell Bursary
- Sunshine Coast Sports Medicine Clinic Bursary
- Keith and Rebecca Grisman Bursary
- Millennium Masonic Lodge Bursaries
- DHF Mitchell Bursary for People with Learning Disabilities
- ANZ Bank Scholarship
- Neuendorf Group Scholarship

Top performer... multiple bursary and scholarship holder and Bachelor of Arts graduate Cate Morriss, winner of the 2007 Chancellor's Medal, sets an example for grandsons Samuel (left) and Jack. The Medal is USC's highest student award. It recognises excellence in academic performance, University governance, community service and student welfare.

Library

Academic skills advisers from Student Services maintained Library 'drop-in' sessions introduced in 2007.

Library staff continued to work with Teaching and Research staff and Student Services to foster independent learning, in-line with the University's graduate attributes (page 27).

The Library's Information Literacy Program combines generic tutorials with course-specific tutorials and lectures developed in collaboration with course coordinators. Other Library-based initiatives included:

- establishment of Faculty Librarian positions to facilitate communication and collaboration between the Library and faculties;
- extended summer session opening hours (to include one evening per week); and
- off-campus loans for higher degree by research students.

IT Services

The IT Service Desks (page 53) provided 800 hours of coverage, assisting students face-to-face and responding to email and phone enquiries.

Information Technology Services (ITS—pages 26–27) staff ran a wide range of tutorials focusing on:

- the use of network resources and specialised teaching venues (for students and staff);
- *Introduction to the USC network* (for all new students at the start of each semester); and
- topics tailored to specific needs of groups such as Indigenous (page 54), postgraduate research and Headstart (page 26) students.

Work continued on the USC Portal, to support online courses and student services. Advances included:

- launching an *Academic skills online* resource page for students;
- upgrading the learning management system;
- improving the system's availability and resilience; and
- stablilising delivery to support anti-plagiarism system services.

Student support

Other initiatives this year were as follows.

- New instructional technologies included *Respondus* (for creating online assessment), *Course Genie* (for creating online courses), *Breeze* (for delivering web conferencing) and *KeePad* (enabling interactive response from students).

- ITS increased capabilities and outputs of the Media Production Studio. This supported content for studies in nursing, international relations, business, media and communications; and facilitated operations involving Student Services, Capital Programs and Operations (CPO), Education Queensland and local schools.

- *Hang-in-there* was launched as an online self-help tool for students at risk of dropping out. The information resource helps identify issues or circumstances that may be contributing to poor academic progress.

Support the development of Library resources and IT capacity

In addition to the above, expansion of Library and IT resources kept pace with increasing needs and numbers of students.

Library

Library, teaching and research staff collaborated on developing relevant resources, especially electronic books, journals and databases, to maximise access for students; and the improved value of the Australian dollar against other currencies boosted the Library's buying power and consequently its collection (page 17).

In January, management of student printing and copying services passed from Queensland University of Technology to USC Reprographics and Registry. Services also extended to the USC Noosa Centre. Benefits include a wider range of services, longer service hours and cheaper rates.

A first-semester trial enabling wireless access to Library computing facilities proved so successful that the service is now standard for Library users, with plans to extend the wireless network elsewhere on campus.

Physical space on Level Two was extended to provide a quiet study area with additional workstations and power/data outlets for laptops.

IT services

Information Technology Services began replacing computers in five computer laboratories and the Information Commons late this year, for completion early in 2008. This reflects the maintenance of consistently high standards in electronic support, as noted in the *Good Universities Guide*.

Cooperative projects involved helping Library staff to deliver the Coast Research Database project (page 33), supporting electronic publication of the University's research outcomes; and working with CPO on:

- commissioning Lecture Theatre Seven, the University's most technologically-sophisticated lecture theatre, plus a dozen additional 'Smart' tutorial rooms; and

- delivering services to the USC Noosa Centre, including a network connection linking the Centre and the Sippy Downs campus.

Improvements to resources also included:

- email system upgrades to improve performance and user interface, and reduce SPAM;

- better testing of staff and student services, prior to delivery as standard;

- increased numbers of digital cameras, video cameras and voice recorders (decided after analysis of course requirements) available for borrowing from the Library; and

Harnessing student views...

- Orientation survey
- Monitored Enrolment survey
- Student experience survey
- Indigenous Education Week survey
- Disability Services survey
- Academic Skills workshop evaluations

- trials of lecture recording and online delivery systems, resulting in selection of Mediasite as the University's standard service delivery platform in 2008.

Encourage students to engage with the University (eg through committee involvement and input to decision-making processes)

Committee service

The Deputy Vice-Chancellor's Student Liaison Committee was established in 2007 to provide a forum for student views about University facilities, and a platform for consultation and discussion. Committee members help develop policies and evaluate services. They also inform the Deputy Vice-Chancellor on emerging student issues.

The University Council (pages 6–7) again included two student members. Each serves a two-year term with opportunities (as Councillors or committee members) to discuss and influence University policy and decision-making.

Student Services also ensured student representation on working parties and committees by working closely with the Student Guild.

Canvassing student opinion

The Library's biennial Client Satisfaction Survey collects feedback on Library resources, services and facilities. This facilitates benchmarking with other Australian university libraries, and informs USC management and planning.

Of the 589 questionnaires returned to the 2007 survey, 88 percent were from undergraduate and postgraduate students. Findings included an overall satisfaction rating of 5.33 out of seven—a six percent improvement on the previous survey in 2005, and a score that places the USC Library in the top 50 percent of results from all Australian university libraries. The Library's staff, website, opening hours and prompt reshelving of books and journals rated highly.

Student support

Working together

Student Services provided WIL (pages 28, 50) placements for students undertaking health promotion and community work programs; and ITS again employed five Bachelor of Information and Communications Technology students to deliver Student Help Desk (page 51) services. The initiative benefited all parties. Participants gained valuable work experience and the University gained staff whose qualifications included an understanding of contemporary student needs.

Other opportunities for student-University engagement included:

- event organisation associated with Orientation Week, Harmony Day, World No Tobacco Day, World Mental Health Day and the DrinkSmart responsible drinking program (pages 43–44);
- participation in USC's student ambassador program, which involves conducting presentations to prospective students— particularly in high schools, event organisation for USC recruitment events, and attending careers markets; and
- participation in the National Indigenous Cadetship Program (page 54).

Encourage students to continue their association with the University on graduation as part of the alumni

Alumni members set an example for students by maintaining contact with and interest in their *alma mater* and by participating in University life.

Highlights of the year included presentation of the third annual Outstanding Alumni of the Year Award to science graduate Dr Craig Hansen, recognised for doctoral and postdoctoral epidemiology research including fieldwork in Soweto, South Africa.

The University kept in touch with graduates via distribution of the quarterly *Community Magazine* and *Connected* e-newsletter, and by offering a full program of alumni events at home and abroad.

This included the launch of the GOLD (Graduates of the Last Decade) Native Tree Project (page 11), inviting individual donations of $250 to plant trees along

Alumni Way, a pathway linking the main campus with the new Health and Sport Centre (page 16).

USC's Foundation Office (pages 10, 18) implemented Raiser's Edge, a CRM (Customer Relationship Management) software application designed specifically for fundraising and engagement activities with alumni and other members of the University community.

Interactions on campus included:

- a breakfast preview of plans for the Health and Sport Centre (page 16);
- alumni attendance at University events ranging from a Health and Sport seminar featuring Eddie Jones (page 44) and *Enterprise Tuesdays* (page 39) to USC Gallery exhibitions and unveiling of the sculpture *Pulse*; and
- *Alumni skills—winning that job*, an inaugural half-day careers seminar organised through USC careerconnection (page 25) in cooperation with the USC Alumni Office, the State Government and industry partners including the Juniper Group, the Hyatt Regency Coolum and Matthew Flinders Anglican College.

Alumni reunions included:

- a reception in Brisbane for city-based graduates;
- a function at the USC Gallery for design graduates; and
- dinners in Suva and Kuala Lumpur for postgraduate alumni.

Plans for 2008 include reunions and other events and initiatives such as:

- hosting a morning tea for students during Orientation;
- establishing USC guidelines for alumni networks and calling for expressions of interest from graduates interested in forming USC networks;
- running an entrepreneurship workshop for people who have or are planning to implement business ideas; and
- conducting an inaugural alumni survey by email.

Plans to encourage students to join alumni groups after graduation include:

- advertising the alumni program in the 2009 Student Diary;

- emailing individual welcomes to graduands after completion of studies;
- inviting alumni to be part of the WIL program (page 25) as employers; and
- inviting alumni to speak to final-year students on the benefits of ongoing associations with the University.

Provide for the particular needs of equity groups and Indigenous students

Federal funding cuts

Substantially-reduced funding from the DEST Higher Education Equity Support Program (HEESP) impacted severely on USC equity initiatives in 2007. This funding reduced by 75 percent—from $275,083 in 2005 and $264,935 in 2006 to $64,962 in 2007.

The University's allocation of new Commonwealth Learning Scholarships (CLS) also reduced. USC received 28 Commonwealth Accommodation Scholarships (down from 81 the previous year); and 33 Commonwealth Education Cost Scholarships (down from 60). The variation resulted from changes to postcode indicators of socio-economic disadvantage; yet numbers of students in equity groups at the University remained constant or increased.

USC has one of the highest participation rates of students with disabilities of all Australian universities. Enrolment of Aboriginal and Torres Strait Islander students increased this year by almost 50 percent. The number of scholarship applications to assist with educational and living expenses continued to rise.

To help compensate for drastic reductions in equity funding, USC moved to support students financially by:

- increasing funding for University Equity Bursaries from $28,000 in 2006 to $100,000 in 2007;
- increasing funding for student loans;
- broadening loan criteria; and
- coordinating the award of $17,500 worth of prizes.

Student support

Students with disabilities

This year, students with disabilities accounted for 3.80 percent of domestic students. This compares with 4.12 percent the previous year. Costs for supporting students with disabilities, however, have escalated significantly in recent years (from $45,000 in 2005 to $112,700 in 2007) as students with increasingly complex needs undertake University study.

Since 2006, USC has engaged additional sign language interpreters for Deaf students and additional participation assistants for students with physical impairments.

Ongoing assistance

Individual support for these students, organised through Disability Services, again included notetakers, aids and equipment, participation assistants, sign language interpreters and adaptive software.

Disability Services maintained ties with Education Queensland through guidance officers and principals at local schools with special education units.

It also hosted an *Introductory Auslan* community education course in second semester, in response to a national shortage of sign language interpreters and growing numbers of Deaf or hearing-impaired students on campus.

New facilities

A review of streaming media options resulted in a decision to introduce lecture streaming media next year. Online access to lectures will benefit all students, particularly those with functional challenges.

Student Services upgraded facilities in the Learning Connections Room with specialised equipment and software for use by students registered with Disability Services. Features include a CCTV, two electric height-adjustable desks, five computers and two scanners for use with print-reading software.

Career options

The University joined forces with STEPS Disability Queensland in a $30,000 pilot program to benefit graduating students with disabilities and potential employers.

Funded by the State Department of Employment and Workplace Relations,

the program extends the work of STEPS Professional Placement Services and will continue until June 2008. It involves assessing employment goals, breaking down barriers with employers, working around graduates' needs and learning about individuals.

Indigenous Australian students

Indigenous students this year accounted for 1.5 percent of domestic students. Comparisons stand at between one and 1.5 percent for each of the past four years.

Highlights of the annual afternoon tea for Indigenous graduates included presentation of graduate stoles and certificates of achievement; and acknowledgement of the three Indigenous students achieving the highest Grade Point Averages in second semester of each year, and of this year's NICP recipients.

New staff, more support

USC partners with Multicultural Affairs Queensland to provide scholarship and tutorial assistance for Australian South Sea Islander students. The University acknowledges and supports the Queensland Government's Recognition of Australian South Sea Islander people as a distinct cultural group, and the significant contributions they have made to the social, cultural and economic development of the State. The University is committed to assisting the Government in addressing areas of need identified by the Islander community, including education and employment. This year a project officer was appointed to increase the group's participation in higher education and to promote the Australian South Sea Islander Community Foundation Scholarship.

USC also appointed an Indigenous Services Officer (Regional Engagement) in second semester. The new position will build on strong existing town-and-gown relationships to boost study and career opportunities for Indigenous students, as part of an integrated strategy for improving outcomes. This involves a continuum approach, from recruitment through to faculty support and graduate career guidance.

Boost for Buranga Centre

The Buranga Centre was expanded and relocated to the new Building C (page 62) as part of a commitment to maximising study outcomes and career opportunities for Aboriginal and Torres Strait Islander students. The new premises include Indigenous Services staff offices, a 24-hour study/computing facility for students and a student common room. The Centre encourages Indigenous students to participate fully in University life and promotes recognition of Indigenous culture in the University's activities.

NICP: training for careers

Strong cross-sectoral relationships with local schools, TAFE colleges and community organisations underpin the University's focus on real-life learning to produce career-ready graduates. This includes promoting pathways for Indigenous students to succeed—such as the National Indigenous Cadetship Program (NICP).

This year, two cadets were placed with the Faculty of Science, Health and Education, with a total of 17 students gaining cadetships during the University's two-year contract. The program is part of the Federal Government's Indigenous Economic Development Strategy. It encourages Indigenous full-time undergraduates to complete degrees, matches them with prospective employers and helps them move into relevant employment.

Supporting Indigenous students

Initiatives promoting higher education for Indigenous people ranged from hosting campus tours for visiting school students from Palm Island and the Torres Strait to a research ethics workshop during Indigenous Education Week. This involved staff, students and members of the community in discussions of Indigenous education issues such as literacy and learning styles.

A survey of Education Week participants rated the workshops, forums, information and venues as excellent. Many said they had gained valuable insights into Indigenous culture and education perspectives, leaving them challenged and inspired.

Student support

Key performance indicators

Improved undergraduate student progress and retention rates, including for equity and Indigenous students

Attrition[1]

All students

Based on summary data provided by the Department of Education, Science and Training (DEST) as part of the Institution Assessment Framework Portfolio, USC continues to experience a high attrition rate for commencing bachelor students when compared to both the cohort and sector, as summarised below.

Year	USC	Benchmarking cohort[2]	Sector
2002	38.64%	20.89%	18.64%
2003	38.83%	19.97%	17.68%
2004	36.19%	19.58%	17.40%
2005	34.97%	19.52%	17.34%

[1] *Percentage of students who do not enrol in the following year nor complete their program. The 2005 attrition rate compares students enrolled in 2005 and their status in 2006. This is the most recent data available. Attrition rates for 2006 will not be released until the latter part of 2008.*

[2] *The University no longer belongs to a specific benchmarking cohort group and is one of 13 non-aligned universities. The benchmarking cohort above includes: Southern Cross University, University of Ballarat, University of Canberra, The University of Newcastle, University of Southern Queensland, University of Tasmania and the University of Wollongong.*

While the attrition rates remain high when compared to the sector and the benchmarking cohort, the attrition rate has continued to decrease since 2003. Attrition rate calculations compare only students within an institution and do not take into account movement across the sector. The University of the Sunshine Coast continues to act as a feeder institution for students planning to study elsewhere in a program not offered at USC. It is anticipated that as the University continues its development and expansion into professional programs that this factor will no longer be as significant and attrition rates will continue to decrease.

A 2003 survey of 934 first year students conducted by an external consultant early in first semester supported the contention that many students used the University as a feeder institution at that time. The survey found that more than a quarter of students surveyed (26.4 percent) intended to transfer to another university. A survey carried out by the USC Strategic Information and Analysis Unit at the beginning of 2007 found that of the 1,147

respondents, only 13.4% indicated that they did not intend to complete their program at USC. This analysis will be compared with other studies undertaken by the Strategic Information and Analysis Unit to determine if this is an accurate predictor of eventual outcomes. This survey of first year students will be undertaken again at the commencement of 2009.

During 2007, students were able to effect their withdrawal from studies online. As part of this process, students were asked additional questions regarding their reasons for leaving and were invited to make any additional constructive comments. In addition, those students who did not withdraw online were contacted (where possible) in order to gain as much information as possible. This additional qualitative information has proved very valuable, and an initial cohort (those students who withdrew in January, February, March 2007 and provided additional qualitative comments) of 209 students was assessed. Following considered content analysis of students' comments, several major drivers of attrition were identified as follows:

Driver[3]	%
Changing institutions	42.6%
Goal change	30.1%
Distance	24.9%
Work	18.7%

[3] *These drivers were not always mutually exclusive and hence a number of drivers may have been attributed to one student.*

Further collection of data and student comments has continued throughout 2007 and an analysis of students who withdrew in the period 1 April 2007–28 March 2008 will be completed by mid-2008.

Equity groups

Retention rates for equity groups produced by DEST are no longer summarised as actual rates, but rather as ratios comparing the equity group's performance against the non-equity group's performance. For all equity groups and Indigenous students, the retention ratios have been equal to or greater than the state and national rates for the most recent year of reported data (i.e. 2005 students and their status in 2006).

Second-year Bachelor of Science and Bachelor of Arts student Lee Clarke (left)... the University's first Indigenous cadet. He worked with Associate Professor in Marine Science Thomas Schlacher for 12 weeks, assisting research students with laboratory testing and on field trips.

Student support

Key performance indicators

Progress rates[4]

All students
Based on summary data provided by the Department of Education, Science and Training (DEST) as part of the Institution Assessment Framework Portfolio, USC continues to experience lower than average progress rates for commencing students when compared to both the cohort and sector, as summarised below.

Year	USC	Benchmarking cohort[5]	Sector
2002	77.73%	82.74%	84.66%
2003	79.37%	83.57%	85.31%
2004	81.70%	84.38%	85.89%
2005	74.34%	84.31%	84.84%
2006	77.27%	83.90%	84.84%

[4] Proportion of units successfully completed in a given year.

[5] The University no longer belongs to a specific benchmarking cohort group and is one of 13 non-aligned universities. The benchmarking cohort above includes: Southern Cross University, University of Ballarat, University of Canberra, The University of Newcastle, University of Southern Queensland, University of Tasmania and the University of Wollongong.

Progress rates for commencing students had continued to improve from 2002 to 2004 in line with the benchmarking cohort and the sector. The years 2004 to 2005 saw a slight decrease in rates for the sector and the cohort, while USC's progress rate decreased sharply in this period. The progress rate from 2005 to 2006 has increased at USC, while the benchmarking cohort experienced a slight drop and the sector remained stable. USC progress rates, while showing some improvement over the past year, are still considerably less than those of the cohort and sector. University initiatives to improve levels of student support and academic progress include the Tertiary Enabling Program (page 25) and the Tertiary Preparation Pathway (page 24).

Equity groups
Progress rates for equity groups produced by DEST are no longer summarised as actual rates, but rather as ratios comparing the equity group's performance against the non-equity group's performance. For all equity groups and Indigenous students, the progress ratios have been equal to or greater than the state and national rates for the most recent year of reported data (2006).

Increased uptake by students of opportunities to become involved in University decision-making
The University's formal committees (Council and its committees, Academic Board and its committees and the Student Appeals committees) include 10 designated student places. This number has remained unchanged since 2004.

Positive and constructive student feedback on infrastructure and services and student feedback on teaching

Survey outcomes
- The Student Experience Survey, conducted by the University in Semester 2, was fielded electronically to undergraduate students, with more than 1,200 raw responses. The survey gathered comprehensive information on course experience, as well as information on student status, past history, demographics, opinions on services provided by the University, study habits and practices, University strengths and weaknesses, transport issues, financial support sources, current employment, future intentions and other information. Initial assessment of information was undertaken, with the report to be complete in 2008. The survey will be undertaken annually.
- The Australasian Survey of Student Engagement (AUSSE) was designed by the Australian Council for Education Research (ACER), based on the Indiana University National Survey of Student Engagement (NSSE). Conducted as a joint effort by the University and ACER in 2007, the data was compiled, processed and weighted by ACER, with detailed tables of data being provided to each of the 20 Australian universities who participated. The information generated is being analysed, to be complete in 2008.
- A Graduate Careers Australia national online survey measured student perceptions of campus careers services, university life and their post-graduation movements. About 100 USC respondents reported considerably higher-than-average use of careerconnection (page 25) and the CareerHub website—a result which compared to or exceeded the national averages for favourable feedback. careerconnection rated "very good/excellent" for provision of careers and interview information, employer information, and careers content delivered within courses.

Student support

Key performance indicators

- An evaluation of the Orientation Week program drew 594 responses from event participants. Of these, 96 percent recommended the program as a significant activity for new students; and 89 percent rated the program highly as being "informed/very informed". The most popular sessions were the official welcome, faculty welcomes and introduction to Library services sessions.

- Users of Disability Services in 2006 were surveyed on their capacity to access IT, services, facilities and course materials. The sample included people with hearing impairment, vision impairment, learning disabilities, mobility disabilities, and psychiatric and other medical conditions. Eighty percent of respondents found campus buildings and facilities (corridors, doorways, printing and photocopying) accessible; and more than 90 percent of respondents agreed or strongly agreed that:

    – course material and other information was available in appropriate formats;

    – USC presented a welcoming environment, with friendly and respectful staff and students; and

    – the Disabilities Services Officer clearly understood and accommodated individual needs such as special exam arrangements, notetaking assistance and assistive equipment.

- More than 60 percent of respondents cited relationship issues, financial difficulties and motivational issues as reasons for unsatisfactory academic performance, in a first-semester survey of 30 students placed on Monitored Enrolment. Most respondents had not accessed any pre-semester, Orientation Week or semester-based transition workshops; and only 50 percent had attended *Academic Writing, Study Skills* or *Introduction to the Library* sessions.

- USC also sought student feedback on its infrastructure and services via *Academic Skills* workshop evaluations (2007 results not yet available) and surveys on Indigenous Education Week.

- Information gathered via the Student Feedback on Teaching (SFT) instrument also supports continuous improvement (page 30).

The year 2008

- The University will upgrade its Internet connection to AARNet with potential for increasing USC's Internet capacity up to 20 times by 2009.

- The University will launch major upgrades to online USC administrative systems, funded by a $3.22 million grant under the Federal Government's Workplace Productivity Program.

- The University and STEPS Disability Queensland will conclude a joint $30,000 pilot program designed to benefit graduating students with disabilities, and their potential employers.

- A Respite Room will be constructed enabling students with chronic health issues to access a purpose-equipped respite area.

- The USC Student Guild will partner with Student Services to run health and wellbeing peer support programs, funded by a $51,700 Commonwealth grant from the Department of Health and Ageing.

- In March, the USC Careers Fair on campus will enable students to meet local and national employers; discuss opportunities for practical industry experience; access career guidance; learn job-search, resume and interview skills; and meet USC careerconnection staff.
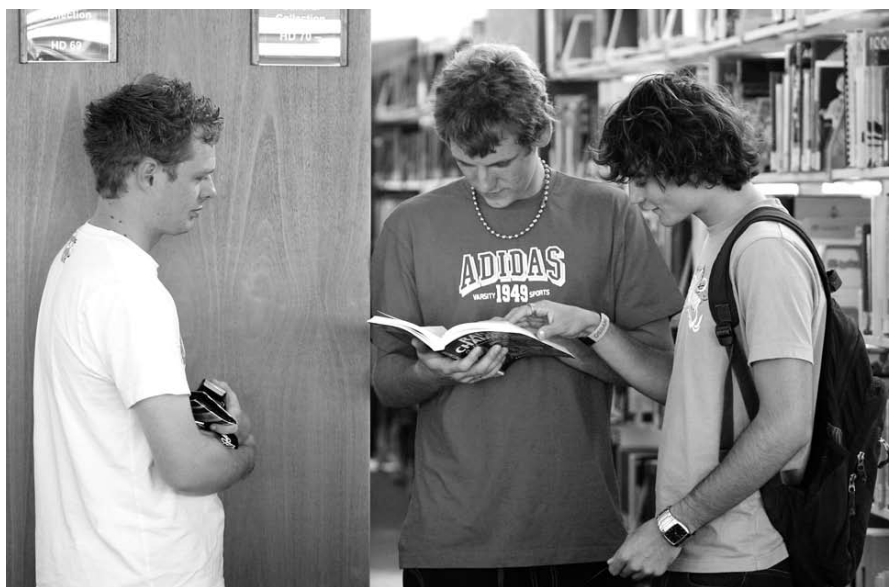
Top results... findings for the University's biennial Library client satisfaction survey this year included an overall satisfaction rating of 5.33 out of seven—a six percent improvement on the 2005 survey, and a score that places the Library in the top 50 percent of results from all Australian university libraries.

Review of operations
Staff

Loud Shirt Day... USC Student Administration and Student Services staff wear 'loud' shirts in support of the Hear and Say Centre, which helps deaf children and their families.

Goal: to attract, retain, develop and reward excellent staff

Recruit staff who will contribute to achieving the University's strategic priorities and goals with energy, enthusiasm and excellence

Employer of Choice for Women

The University was named an Employer of Choice for Women for the third consecutive year by the Federal Government Equal Opportunity for Women in the Workplace Agency (EOWA). The citation recognises USC for its representation of women at executive levels and for helping employees maintain work/life balance.

The University was required to demonstrate improved outcomes for women, particularly in the areas of attracting, promoting and retaining numbers of female staff across the organisation. Staff benefits include 26 weeks of paid maternity leave, flexible working hours, flexible appointment options, and promotional policies for both general and academic staff.

Workplace Health and Safety

The University seeks to make Workplace Health and Safety (WHS) an integral part of every operation.

Reported accidents and incidents showed little increase over the previous year, despite significant growth in numbers of buildings, facilities, staff and students as noted elsewhere in this report.

Initiatives to reduce workplace-related injury included:

- fortnightly campus inspections by an external WHS consultant;
- WHS inductions for new students and staff;
- first aid, fire warden and other WHS training programs;
- evacuation and fire emergency training in conjunction with the Queensland Fire and Rescue Service; and
- participation in the Federal Government's *Safe Work Week*, promoting safe travel to and from work.

Average time lost rate

The average number of working days lost per employee who lodged a worker's compensation claim due to incidents recorded from 1 April to 31 March each year:

	2004 (01/04/04–31/03/05)	2005 (01/04/05–31/03/06)	2006 (01/04/06–31/03/07)	2007 (01/04/07–31/03/08)
Average time lost (days)	7.94	0	7.14	6.87

Staff

Increase the professoriate to enhance academic leadership

Professoriate

Academic staff numbers have increased steadily at all levels over the past few years (table, page 60).

In 2007, in addition to Deans of the three faculties, the University's academic staff included Professors of:

- Nursing,
- Management,
- Education,
- Regional Engagement,
- Commerce,
- Psychology,
- Population Health Sciences and
- Property and Development

Adjunct staff

Seventeen appointments this year (including one for a 2008 start by an academic from the University of Florida) brought the number of adjunct staff, including adjunct professors, to 65. The practice strengthens links with business and industry partners, and ensures currency in teaching.

Provide staff training and development, including leadership development, that enhances high performance

Two series of Peer Leadership Forums were developed and delivered so as to create a network of astute, proactive middle managers with skills to establish and maintain a high-performance culture. Further forums will be offered in 2008.

The University also continued to invest in its staff development program, featuring diverse opportunities to enhance performance and personal growth. Activities included maintenance of a monthly staff development calendar and monitoring participation in internal staff development initiatives.

Carrick Citation winners... (from left) Dr Karen Brooks (Senior Lecturer, Cultural Studies) and Gayle Mayes (Lecturer, Tourism and Marketing) rated as two of the best teachers in Australia. The federally-funded Carrick Institute for Learning and Teaching in Higher Education awards about 200 prestigious citations annually.

Author, newspaper columnist and social commentator Dr Brooks (recently featured in the inaugural edition of Who's Who of Australian Women*) was recognised for boosting theoretical and practical learning outcomes through sustained public engagement in the field of communication. 1992 Olympic kayaker and former adventure tourism operator Ms Mayes was honoured for enhancing students' employability and work readiness by providing a motivational work-integrated learning experience.*

Continue to develop the University's performance management and related schemes with a view to rewarding high-performing staff and teams

Managing performance

Continuing performance management processes focused on probation; Performance Planning and Review (PPR—page 60); rewarding performance; workplace rehabilitation; staff development; the professional development program; and study assistance.

The University recognised staff via initiatives such as:

- the Vice-Chancellor's Medals for Outstanding University Researcher, awarded to Dr Alison Shapcott (page 33) and Outstanding University Teacher, awarded to Dr Phillip Ablett;

- the Vice-Chancellor's Medal for Outstanding Service (Administrative, Professional and Technical), awarded this year to Linda Addona, Judy Jakeman and Sharon Lenord; and

- grants such as the USC Teaching, Research and Development Grants (page 27).

High-achieving staff

Academic and general staff included numerous high achievers, as noted throughout this report. Some were recognised as award and grant recipients, some earned accolades in sectors outside higher education and others contributed to the community as specialists in their fields.

Staff

USC staff include...

- the youngest director elected to the eight-member board of the Australian Library and Information Association (ALIA): librarian Kate Watson, 27

- member of an advisory committee for the State Minister for Communities and Multiculturalism: Narayan Gopalkrishnan, Director of the Centre for Multicultural and Community Development

- lead authors for the Intergovernmental Panel on Climate Change (IPCC): Associate Professor Richard Warrick, Adjunct Associate Professors Graham Sem and Jeff Price, and Emeritus Professor Blair Fitzharris

- leader of Olympic Food Service Working Committee (part of Professionals in Nutrition for Exercise and Sport) working on nutrition for athletes at the 2008 Olympic Games in Beijing: sports dietitian Dr Fiona Pelly

- published authors including Associate Professor of Creative Writing Gary Crew (60 books) who helped launch the 2007 Brisbane Writers Festival, Senior Lecturer in Australian and Cultural Studies Dr Lynette Finch, Associate Professor of Nursing Margaret McAllister and Creative Writing Lecturer Lindsay Cripps

- All Blacks biomechanist and New Zealand Rugby Union national resource coach since 2004: Dr Mark Sayers (page 48)

- Brains Trust panellist in The Einstein Factor on ABC television: Dr Karen Brooks

Key performance indicators

Success in recruiting to key positions

The University successfully recruited to the following key positions in 2007.

- Professor of Psychology
- Professor of Population Health Sciences (Head, School of Health and Sport Sciences)
- Professor of Property and Development
- Head, School of Management
- Chief Financial Officer

High performance profile

The University's Performance, Planning and Review (PPR) process continues to improve staff performance profiles. PPR includes a comprehensive training program and mechanisms for annual monitoring of its implementation. Feedback on PPR implementation indicates results such as:

- more consistent participation in performance discussions;
- greater clarity about roles, strategic priorities and achievements;
- more effective targeting of staff development and use of resources;
- improved career development and planning; and
- better alignment of staff development activities with the University's strategic plan.

High qualifications profile

USC has the highest proportion of academic staff with higher degrees of any university in Queensland and the fifth highest in Australia. Ninety percent of academic staff (excluding casuals) have postgraduate qualifications. The University maintains a 65 percent DEST FTE PhD rating (source: *DEST 2006 staff publications*).

Increased proportion of staff at professorial level

DEST staff FTE (full-time equivalent) data on academic staff levels 2005–2007

Level	2005	% change	2006	% change	2007	% change
Above Senior Lecturer (D & E)	14	17%	22	57%	27	23%
Senior Lecturer (C)	32	10%	39	22%	43	10%
Lecturer (B)	48	7%	48	0%	56	17%
Associate Lecturer (A)	11	–27%	14	27%	17	21%
Total staff	105	10%	123	11%	143	14%

Increased uptake of staff development initiatives

In 2007, Human Resources continued to coordinate and develop a comprehensive range of staff development activities. Throughout the year, 651 staff participated in training and development opportunities organised through the University. This was an increase of 15 percent from 2006 participation rates.

The year 2008

- Recognition for high-achieving staff will again include University grants to advance promising projects, plus annual awards for outstanding researchers; teachers; and administrative, professional and technical staff.
- Continuing comprehensive training programs and PPR processes will support and encourage high-level staff performance.

Review of operations
Environmental sustainability

"AUQA commends USC for its commitment to embedding environmental sustainability within its capital development programs."

Wildlife safe-haven... the University's proximity to Mooloolah River National Park, combined with the open spaces on campus, has seen an increasing population of eastern grey kangaroos (Macropus giganteus) finding sanctuary on site.

Goal: to continue to lead, by example, in the areas of campus planning and development, sub-tropical architecture and all operations that have environmental impact.

Enhance the University's already excellent reputation as a regional exemplar and a national leader in campus development and in the conservation of natural resources

Leading by example

Nationally, USC was one of only five Australian universities (among 49 survey participants) awarded a best practice rating in the Australasian Tertiary Education Facilities Management Association's (TEFMA) annual *Benchmark Report on Environmentally Sustainable Development* (ESD). This was the second consecutive best practice rating awarded to USC.

USC achieved an ESD result of 85/100 in the survey, conducted in 2006 and published in 2007. ESD relates to master planning for enhancing ecological values, construction and rehabilitation projects incorporating principles of "green buildings", space usage, energy use, water, waste and natural environmental components.

Internationally, USC and the University of Southern Queensland, Hervey Bay Campus, were the only Australian representatives among 15 universities from 13 countries included in a study commissioned by the

Organisation for Economic Cooperation and Development (OECD). The study (due for publication in 2008) will determine the effectiveness of higher education in promoting sustainable development and in producing graduates likely to achieve change in their communities.

The USC site has undergone considerable economical, social and environmental improvements since its genesis as a sugar cane farm, according to a visiting OECD representative; and its environmentally-friendly architecture and campus development provide a clear lesson for students. The visit included OECD workshops to identify: visions, barriers and opportunities; examples of good practice; and policy recommendations for government.

Campus development

Major building projects for 2007 included expansion of the Dilli Village educational facility on Fraser Island plus on-campus projects as follows:

- completion of Building C and the Sports Stadium (page 16);
- completion of 2007 Campus Master Plan configuration for Web access;
- completion of the Innovation Centre Business Accelerator redevelopment (page 16), to accommodate businesses spawned by the Innovation Centre Incubator and other organisations which have developed significantly; and
- a start on the Health and Sport Centre (page 16) north of the Sports Stadium, to provide offices and laboratory space for USC and Queensland Sport and Recreation staff.

Minor works included fit-out of Café C in Building C (page 16); lighting to enhance safety on the bikeway linking Chancellor State College with the Sports Stadium and Carpark 11; and athletics track repairs and maintenance.

Environmental sustainability

Bus interchange

A bus interchange, funded by Queensland Transport and inclusive of the Greenlink to Scholars Way, is due for completion in 2008. The project results from a scoping and planning process that began in 2006. This involved proposals by State Government-appointed traffic consultants, a briefing to the University Council and consultation with University-appointed master planners, who support the proposed two-platform interchange.

Continue to refine approaches to sub-tropical architecture, in particular for heating and cooling of work environments

Building C: Chancellery and other facilities

Completed this year at a cost of $13 million, this building was nominated for the Master Builders Sustainable Development Award. Its design fits the University's Jeffersonian-based Master Plan and continues a commitment to developing an authentic, subtropical architecture for civic and education buildings.

Building C caters for 800 students, academics and researchers. Facilities include the Chancellery, 14 tutorial rooms, 40 academic offices, 600m2 of space dedicated to student services, a 251-seat lecture theatre and Café C. Large covered outdoor spaces link the various uses. The Chancellery accommodates the Vice-Chancellor, Deputy and Pro Vice-Chancellors, and Council meeting rooms. Instead, of circulation corridors, an indoor verandah links the Chancellery offices and provides a sky-lit multifunctional space for meetings or functions.

The design incorporates the University's ESD principles (page 61). Offices and tutorial rooms are mixed-mode. Windows and high-level vents, controlled from within each room, provide natural cross-ventilation for most of the year; and individual air conditioners maintain comfort and efficiency during temperature extremes. Separate switching for each space minimises energy use. All corridors are external and non-air-conditioned, and a displacement air system cools the lecture theatre.

Natural day-lighting is optimised via window placement and a series of skylights, repeated across the roof plane to allow natural light deep into the floor plate.

Take cost-effective measures to maintain the security and environmental integrity of the Sippy Downs campus as the surrounding urban fabric becomes more dense

Campus security

The University's Closed Circuit Television (CCTV) network continued to expand:

- within buildings, including main concourses, computer laboratories and high-risk areas; and
- in open-space areas on campus.

Improvements included fitting Emergency Call Points and CCTV to two carparks opened in 2006 and installing boom gates in Carparks Two and Three.

Traffic and parking

Work began on a Traffic and Parking Management Plan for completion in 2008.

A carpark utilisation survey and traffic count, conducted by Australasian Traffic Survey, was completed in July 2007 and provided quantitative data for inclusion in the Plan. The survey provided length-of-stay, parking demand and vehicle movement data across a typical teaching day.

An online traffic and parking survey conducted between 29 August and 3 October drew 314 responses from staff (30 percent response rate) and 800 from students (16 percent). Data will be used to validate information collected in the carpark utilisation survey, and to provide staff and student travel and parking profiles for inclusion in the Traffic and Parking Management Plan.

Enhance the effectiveness of the green campus corridor linking with Mooloolah National Park

The Park is intended to manage and protect the extremely high conservation values of the area's plant communities and associated fauna, including some threatened species. Hence, recreational use of the Park is limited to low-key activities such as bushwalking and bird-watching, predominantly along fire management trails.

Compensatory Habitat

In November, the University joined forces with development company Stockland to begin work on the Compensatory Habitat. One of the largest environmental projects of its kind in Australia, the project will compensate the environment for loss of land due to urban development.

The initiative results from a 20-month flora and fauna study conducted as part of the master-planned Lensworth Buddina urban site development. The study identified two conservation zones for retention as part of the Bundilla site, and informed a decision to translocate a further 12.2 hectares of rare and threatened native vegetation to a 15-hectare site on the University campus.

The move fits the University's commitment to sustainability and regional partnerships. By preserving a slab of original habitat on campus, the Compensatory Habitat will provide a living laboratory for students and staff as well as a natural bushland leisure site for common use.

Stockland will spend a total of $5 million on the translocation, which is supervised by three tiers of independent ecologists—one employed by the contractor, the second by Stockland and the third by the University. Works valued at about $500,000 finished in 2007 and the project is scheduled for completion by November 2008.

Encourage a respect for the campus as an environmental sanctuary and safe haven for all native wildlife

New signage highlighted locations of wildlife reserves. University staff continued to help visitors understand why kangaroos and other fauna should be viewed from a distance, and why domestic animals cannot be brought on campus.

Particular moves to protect kangaroos on campus included:

- enforcing a maximum 20km/h vehicle speed;
- prohibition of domestic animals; and
- construction of 1.8m-high floppy fencing along Sippy Downs Drive, to discourage kangaroos from entering the motorway.

Environmental sustainability

Key performance indicators

Awards for campus development

- Science Building (Building H)—Master Builders Project of the Year and RAIA Commendation
- Sustainable Development Award Nomination—Chancellery (Building C—page 62)

Environmentally-savvy buildings feature...

- sunshaded windows
- roof overhangs
- reverse masonry veneer to protect thermal mass
- breezeways for air movement and comfort in hot, humid weather

Environmental projects by staff and students in the green campus corridor

- Compensatory Habitat (page 62)
- campus enhancement
- wildlife surveys (Environmental Advisory Committee members)

The year 2008

- The University will launch a Traffic and Parking Management Plan.
- Construction of the Health and Sport Centre will be complete.
- Developments on campus will include completion of a bus interchange funded by Queensland Transport and inclusive of the Greenlink to Scholars Way.
- Work on the Compensatory Habitat will continue with the aim of completion by year's end.

Improved energy, water consumption and waste management data

The following data from the annual TEFMA *Benchmark Report* highlight the University's success in minimising energy/water consumption and waste management costs while catering for (1) rapidly-increasing staff and student numbers, plus (2) campus and development and construction projects during the same period.

In the period 2005–2006 the University expended a record amount on building construction. However, the dollar value of cleaning has been contained by reducing service in office areas from nightly to weekly. Wheelie bins for general and recyclable rubbish have been placed on every level of every building to help occupants maintain cleanliness in their workspaces. This, along with expanded student intakes, has reduced the dollar per EFTSL for cleaning and waste control.

Energy consumption/expenditure							
	2000	2001	2002	2003	2004	2005	2006
Annual consumption in gigajoules (GJ)	8,956	10,597	12,048	13,027	14,596	19,867	22,200
Energy consumption per EFTSL (GJ/EFTSL)	4.3	4.4	4.6	4.8	4.9	6.1	5.9

Water consumption							
	2000	2001	2002	2003	2004	2005	2006
Total water consumption (kL)	9,995	8,731	10,375	13,605	15,960	17,154	20,652
Water consumption per EFTSL (kL/EFTSL)	4.8	3.7	3.9	5.0	5.4	5.3	5.5

Cleaning and waste management services							
	2000	2001	2002	2003	2004	2005	2006
Total cost of cleaning ($/EFTSL)	109	118	132	132	127	110	99

Security							
	2000	2001	2002	2003	2004	2005	2006
Total cost of security ($/EFTSL)	NA[1]	NA[1]	152	193	182	158	151

[1] Information not reported in these years.

Please note: above data is drawn from the latest annual Tertiary Education Facilities Management Association (TEFMA) Benchmarking Survey, published in June 2007 (for reporting year 2006).

During 2007, Security dealt with:

- nil substantial security and safety incidents on campus;
- one critical incident involving a missing child of a middle-aged student (Queensland Police Service established a Critical Incident Command Centre on campus, shifted to Maroochydore CBD following receipt of relevant information);
- one incident involving use of a motor vehicle on campus by a member of the public (Queensland Police Service laid charges for offences under the USC Act and Lands, Traffic and Parking rules); and
- receipt of fiscal compensation from the Department of Justice for a 2006 break-in and theft committed in a campus building.

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Staff travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Chancellery							
Dobson J, Mr	Chancellor	Shanghai, China	Graduation Ceremony	06-Sep-07	4	09-Sep-07	8,006.03
Dobson J, Mr	Chancellor	Fiji	Graduation Ceremony	01-Nov-07	4	04-Nov-07	3,389.08
Dobson J, Mr	Chancellor	Malaysia	Graduation Ceremony	15-Nov-07	5	19-Nov-07	7,071.52
Elliot R, Prof	Pro Vice-Chancellor	Germany	International Relations marketing activities	30-Apr-07	15	14-May-07	11,557.64
Elliot R, Prof	Pro Vice-Chancellor	Japan and Singapore	Asia Pacific Association for International Education	03-Mar-07	9	11-Mar-07	5,169.48
Elliot R, Prof	Pro Vice-Chancellor	Speyer and Heilbronn, Germany	Nice Network Conference and marketing activities	09-Jun-07	12	20-Jun-07	9,998.92
Elliot R, Prof	Pro Vice-Chancellor	Norway, Sweden and Denmark	EAIE Conference, Kilroy Education Fair and Study in Australia promotion	09-Sep-07	20	28-Sep-07	14,643.96
Garlick S, Prof	Professor of Regional Engagement	Valencia, Spain	OECD Conference	15-Sep-07	14	28-Sep-07	5,293.16
Garlick S, Prof	Professor of Regional Engagement	Canada	Conference Keynote Address	08-Oct-07	9	16-Oct-07	2,867.06
Hall S, Ms	Director, Regional Engagement	Valencia, Spain	OECD Conference	15-Sep-07	11	25-Sep-07	4,207.54
Thomas P, Prof	Vice-Chancellor	Dublin, Ireland	Higher Education in the 21st Century Conference	15-Jun-07	17	01-Jul-07	16,158.96
Thomas P, Prof	Vice-Chancellor	Europe	Sabbatical	01-Sep-07	89	30-Nov-07	20,365.07
Thomas P, Prof	Vice-Chancellor	Scandinavia	Sabbatical	08-Oct-07	13	20-Oct-07	20,487.94
Faculty of Arts and Social Sciences							
Baldwin C, Ms	Lecturer	Scottsdale, USA	IAP2 Annual Conference	11-Nov-07	9	19-Nov-07	6,761.58
Bussey M, Mr	PhD Candidate and Sessional Staff Member	Seattle, USA	Symposium on Global Curriculum	16-May-07	8	23-May-07	2,352.60
Crew G, Assoc Prof	Associate Professor	New Zealand	Guest speaker at Wellington High School	30-Jun-07	4	03-Jul-07	636.13
Crew G, Assoc Prof	Associate Professor	UK	Research - presenting paper on own work	26-Apr-07	25	21-May-07	11,876.85
Dyer P, Assoc Prof	Dean, Faculty of Arts and Social Sciences	New York, USA	Humanities Symposium	21-Feb-07	14	06-Mar-07	6,833.63
Farid H, Mr	Visitor	Jakarta - USC - Jakarta	Keynote Speaker for Australian Society of Indonesian Educators 2007 Conference	05-Jul-07	15	19-Jul-07	2,142.48
Gopalkrishnan N, Mr	Lecturer	Madras, India and Thailand	International Conference Sustainability	01-Jan-07	41	31-Jan-06	5,481.20
Jacob B, Mr	Visitor	Christchurch - USC - Christchurch	Research collaboration	11-Nov-07	3	13-Nov-07	1,178.85
Mahnken P, Dr	Lecturer	Lombok, Indonesia	In-country study course	28-Dec-06	29	25-Jan-07	3,447.46
Matthews J, Dr	Associate Professor	Korea and Japan	Teaching/meetings	14-Jun-07	45	28-Jul-07	4,148.92
Miller S, Mr	Faculty Administration Manager	Lombok, Indonesia	Act as Resident Director for USC in-country program	30-Dec-06	29	12-Feb-07	19,992.49
Peake S, Ms	Faculty Administration Manager	Auckland, New Zealand	Presenting at Conference on Marine and Coastal Tourism	11-Sep-07	4	14-Sep-07	1,499.01
Todd K, Mr	Senior Lecturer	New York, USA	Visit study abroad fairs at SUNY universities	23-Sep-07	15	07-Oct-07	5,829.30
Todd K, Mr	Senior Lecturer	UK and USA	Meetings	17-May-07	18	03-Jun-07	2,120.00
White I, Dr	Senior Lecturer	Leeds, UK	PDP	29-Aug-07	45	12-Oct-07	2,802.64
Faculty of Business							
Allen P, Ms	Faculty Administration Manager	Suva, Fiji	Meetings with TPAF	20-Nov-07	4	23-Nov-07	1,703.99
Cameron L, Ms	Lecturer	Suva, Fiji	MBA Travel - Strategic Management	11-Nov-07	7	17-Nov-07	1,613.00
Corcoran P, Dr	Head of School	Oxford, UK	8th International Conference on HRD Research and Practice Across Europe	25-Jun-07	33	12-Jul-07	5,270.88

Staff travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Cradduck L, Ms	Lecturer	Paris, France	European Perspectives on Law Conference	13-Oct-07	26	07-Nov-07	3,279.03
Douglas S, Ms	Lecturer	Pune, India	PDP	14-Aug-07	180	09-Feb-08	7,112.85
Dunn J, Dr	Lecturer	Kenya and South Africa (Cape Town), Africa	Field trip	20-Sep-07	19	08-Oct-07	8,224.64
Farr-Wharton R, Dr	Senior Lecturer	Suva, Fiji	Master of Management teaching at TPAF	19-Mar-07	4	22-Mar-07	1,805.86
Farr-Wharton R, Dr	Senior Lecturer	Shanghai, China	MBA teaching at SJTU	29-Mar-07	6	03-Apr-07	2,589.32
Fitzgerald E, Prof	Dean, Faculty of Business	Suva, Fiji	Graduation Ceremony	01-Nov-07	4	04-Nov-07	2,749.68
Fitzgerald E, Prof	Dean, Faculty of Business	Suva, Fiji	Master of Management teaching at TPAF	09-Jul-07	4	12-Jul-07	1,577.07
Fitzgerald E, Prof	Dean, Faculty of Business	USA (Tampa, Florida – Raleigh – Knoxville)	AACSB Conference and visits to partner universities	19-Apr-07	11	29-Apr-07	11,012.00
Foster D, Dr	Senior Lecturer	Paris, France, Germany, Denmark and Holland	MAAOE Conference 2007 and visits to various universities	16-Jun-07	33	18-Jul-07	8,758.89
Graham W, Mr	Lecturer	Suva, Fiji	MBA Travel - Strategic Management	04-Nov-07	4	07-Nov-07	1,579.29
Harker D, Assoc Prof	Associate Professor	Dunedin, New Zealand	ANZMAC Conference	02-Dec-07	6	07-Dec-07	2,430.18
Harker D, Assoc Prof	Associate Professor	Egham, Surrey, UK	Academy of Marketing Conference 2007	14-Jun-07	26	09-Jul-07	6,513.68
Harker D, Assoc Prof	Associate Professor	Wellington, New Zealand	Meetings/presentations with DTCA	22-Feb-07	3	24-Feb-07	897.83
Harker M, Dr	Associate Professor	Auckland, New Zealand	Discuss grant application with FAR and meet Chinese Delegation on self regulation project	14-Mar-07	3	16-Mar-07	2,019.34
Harker M, Dr	Associate Professor	Dunedin, New Zealand	ANZMAC Conference	02-Dec-07	6	07-Dec-07	2,430.18
Harker M, Dr	Associate Professor	Suva, Fiji	Master of Management teaching at TPAF	28-Mar-07	4	31-Mar-07	2,198.23
Harker M, Dr	Associate Professor	Egham, Surrey, UK	Academy of Marketing Conference 2007	14-Jun-07	26	09-Jul-07	5,427.74
Harker M, Dr	Associate Professor	Wellington, New Zealand	Meetings/presentations with DTCA	22-Feb-07	3	24-Feb-07	444.60
Hefferan M, Prof	Professor	Kuala Lumpar, Malaysia	Graduation Ceremony	15-Nov-07	5	19-Nov-07	3,118.59
Heron K, Mr	Associate Lecturer	Suva, Fiji	MBA teaching	05-Nov-07	5	11-Nov-07	1,603.86
Lambert C, Dr	Associate Professor	Pune, India	PDP	14-Aug-07	182	11-Feb-08	7,162.85
Lawley M, Assoc Prof	Associate Professor	Ravensburg and Munich, Germany	Teaching German at partner universities	14-Jul-07	21	03-Aug-07	3,511.09
Lawley M, Assoc Prof	Associate Professor	New Zealand	ANZMAC	01-Dec-07	6	06-Dec-07	1,532.00
Lawley M, Assoc Prof	Associate Professor	Shanghai, China	Graduation Ceremony	07-Sep-07	5	11-Sep-07	2,861.84
Lawley M, Assoc Prof	Associate Professor	Shanghai, China	MBA teaching at SJTU	22-Mar-07	6	27-Mar-07	2,480.09
Lawley M, Assoc Prof	Associate Professor	Suva, Fiji	Master of Management teaching at TPAF	07-Mar-07	4	10-Mar-07	2,130.64
Mayes G, Ms	Lecturer	Auckland, New Zealand	CMT 2007 Conference	11-Sep-07	6	16-Sep-07	1,674.70
McKelvey J, Mr	Manager Graduate Studies	Germany	Visit universities	20-Oct-07	17	05-Nov-07	10,378.67
McKelvey J, Mr	Manager Graduate Studies	Kuala Lumpar, Malaysia	Graduation Ceremony	15-Nov-07	5	19-Nov-07	1,678.87
McKelvey J, Mr	Manager Graduate Studies	Malaysia	SEGi/visit Han Chiang College/Polytechnic Manuals	30-May-07	4	02-Jun-07	1,621.54
McKelvey J, Mr	Manager Graduate Studies	Malaysia	Post SEGi Exit Advice and Support	14-Feb-07	8	21-Feb-07	3,890.57
McKelvey J, Mr	Manager Graduate Studies	Shanghai, China	Graduation Ceremony	06-Sep-07	4	09-Sep-07	1,897.04

Staff travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
McKelvey J, Mr	Manager Graduate Studies	USA	Meet universities regarding Study Abroad	09-May-07	12	20-May-07	5,518.62
Montague J, Mrs	Administration Officer	Suva, Fiji	Graduation Ceremony	01-Nov-07	4	04-Nov-07	1,512.65
O'Donovan R, Mr	Associate Lecturer	South Korea	Export Management Student Field Trip	16-Sep-07	8	23-Sep-07	5,845.17
Parle G, Ms	Associate Lecturer	Suva, Fiji	Master of Management teaching at TPAF	14-Nov-07	4	17-Nov-07	1,649.31
Schaffer V, Ms	Teaching and Research Fellow	Auckland, New Zealand	CMT 2007 Conference	11-Sep-07	17	27-Sep-07	1,448.22
Sharma B, Dr	Senior Lecturer	Delhi, India	8th International Quality Innovation/Knowledge Management	31-Jan-07	16	10-Feb-07	3,062.25
Sheridan M, Ms	Industry Liaison Coordinator	Dunedin, New Zealand	2007 ANZMAC Conference - University of Otago	01-Dec-07	9	09-Dec-07	6,708.78
Shibl R, Ms	Associate Lecturer	Manchester, UK	IFIP 8.6 Doctoral Consortium and Conference	10-Jun-07	18	27-Jun-07	3,873.58
Spicer B, Prof	Interviewee	Auckland – USC – Auckland	Attending interview, Dean FOB	25-Nov-07	3	27-Nov-07	1,775.77
Spinks W, Mrs	Lecturer	Dunedin, New Zealand	ANZMAC, Otago University, New Zealand	27-Nov-07	10	06-Dec-07	915.04
Stiller A, Mr	Lecturer	Auckland, New Zealand	26th International Conference on Conceptual Modelling	28-Oct-07	17	13-Nov-07	2,107.21
Van Akkeren J, Ms	Lecturer	USA	PDP	22-Apr-07	7	28-Apr-07	3,135.21
Vinnicombe T, Dr	Lecturer	Suva, Fiji	Master of Management teaching at TPAF	02-Jul-07	5	06-Jul-07	1,400.96
Whiteoak J, Dr	Lecturer	Suva, Fiji	Master of Management teaching at TPAF	16-Jul-07	4	19-Jul-07	1,367.96
Willcoxson L, Dr	Coordinator, Teaching and Learning	Suva, Fiji	Meetings with TPAF	20-Nov-07	7	26-Nov-07	1,494.17
Willcoxson L, Dr	Coordinator, Teaching and Learning	USA (Tampa, Florida – Raleigh – Knoxville)	AACSB Conference and visits to partner universities	19-Apr-07	11	29-Apr-07	7,483.04
Wynder M, Dr	Senior Lecturer	Germany	Academic pursuit	20-Oct-07	92	18-Feb-08	3,616.00
Faculty of Science, Health and Education							
Askew C, Dr	Senior Lecturer	Germany and Finland	Visit universities and European College of Sports Science Congress	29-Jun-07	19	17-Jul-07	6,203.24
Aspland T, Prof	Head of School	Hong Kong and Wales, UK	APERA Conference	08-Jan-07	3	10-Jan-07	2,227.45
Burkett B, Assoc Prof	Associate Professor	Brazil	International Paralympic Centres of Excellence Meeting	29-Jul-07	6	03-Aug-07	4,031.96
Burkett B, Assoc Prof	Associate Professor	Germany, Norway and Ireland	Meetings - various universities and Olympic Sports Councils	13-Mar-07	76	27-May-07	15,217.72
Davey J, Ms	Program Administrator	USA	PDP	10-Oct-07	32	11-Nov-07	3,879.30
Duncan P, Dr	Lecturer	Canada	16th International Pectinid Conference	10-May-07	15	21-May-07	4,442.52
Duncan P, Dr	Lecturer	Manilla, Philippines	ACIAR Field Work	11-Aug-07	9	19-Aug-07	1,746.26
Duncan P, Dr	Lecturer	New Zealand	Deep Water Research Cruise	23-May-07	19	10-Jun-07	610.00
Duncan P, Dr	Lecturer	Philippines	Mollusc Aquaculture Philippines Research	24-Nov-07	15	08-Dec-07	1,718.24
Elizur A, Prof	Professor	France	8th International Symposium Reproductive Physiology of Fish	01-Jun-07	20	19-Jun-07	7,647.87
Elizur A, Prof	Professor	Israel	Meetings - Hebrew University and Beersaeba University	03-Mar-07	17	19-Mar-07	8,608.50
Fraser L, Ms	Lecturer	Greece	12th Congress of European Sports Psychology	31-Aug-07	29	28-Sep-07	2,118.01
Fulton S, Ms	PhD Student	Europe, UK and Germany	Swimming competitions	09-May-07	22	30-May-07	131.50

Staff travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Gregg J, Ms	Lecturer	Canada	19th IUHPE World Conference	08-Jun-07	36	13-Jul-07	3,339.48
Jones C, Dr	Lecturer	Beijing, China	HCI International 2007 Conference	24-Jul-07	8	31-Jul-07	1,459.44
Kuballa A, Ms	Postdoctoral Research and Teaching Fellow	Israel	Conference	09-Mar-07	12	20-Mar-07	1,441.28
Lee J, Mr	PhD Student	Singapore	Asia Pacific Congress on Sports Technology	22-Sep-07	6	27-Sep-07	2,823.07
Lowe J, Prof	Head of School	Japan	Conference	04-Dec-07	7	10-Dec-07	6,514.82
Lowe J, Prof	Head of School	USA	New Head of School – meeting to discuss future plans	08-Jul-07	8	15-Jul-07	12,629.37
Lowe J, Prof	Head of School	USA	Public Health Education 58th Annual Meeting	25-Oct-07	15	08-Nov-07	18,643.91
Lowe J, Prof	Head of School	USA – S'Coast – USA	New Head of School – meeting to discuss future plans	01-Apr-07	8	08-Apr-07	12,425.04
Mackay D, Dr	Senior Lecturer	USA	Visit universities	10-Oct-07	33	11-Nov-07	2,691.87
Nagel M, Dr	Senior Lecturer	Hong Kong and Melbourne, Australia	Research	20-Nov-07	10	29-Nov-07	493.00
Neller A, Dr	Senior Lecturer	Hong Kong and Finland	Visit and research work in universities and National Public Health Institutes	05-Jan-07	11	15-Jan-07	13,495.60
O'Hara L, Mrs	Lecturer	Chicago, USA	2007 NAAFA/ASDAH Conference	07-Jul-07	12	18-Jul-07	1,196.79
Pelly F, Dr	Senior Lecturer	USA	American College of Sports Medicine Annual Meeting	27-May-07	15	10-Jun-07	4,274.78
Readman K, Ms	Lecturer	Canada	Recruitment drive for education students	16-Sep-07	21	06-Oct-07	8,018.70
Robinson W, Mr	Lecturer	New Zealand	New Zealand Fresh Water Science Society Conference	27-Nov-07	16	12-Dec-07	2,816.61
Robinson W, Mr	Lecturer	Wyoming, USA	North America Benthological Society Annual Meeting and Research	31-May-07	43	12-Jul-07	11,294.17
Schlacher T, Assoc Prof	Associate Professor	UK	Image Analysis Workshop of Census Marine Life	13-May-07	7	19-May-07	2,411.34
Shelley K, Ms	MSc Student	Chicago, USA	2007 NAAFA/ASDAH Convention	07-Jul-07	13	18-Jul-07	4,241.25
Simpson R, Prof	Dean, Faculty of Science, Health and Education	Germany	Visit universities	14-Jul-07	21	03-Aug-07	13,540.85
Smith T, Assoc Prof	Research Coordinator	Sweden, Denmark and Norway	Conference and visit universities	04-Jun-07	14	17-Jun-07	7,517.23
Tuovinen J, Assoc Prof	Associate Professor	China	Meetings	05-Aug-07	9	14-Aug-07	2,259.44
Tuovinen J, Assoc Prof	Associate Professor	Finland	Meeting at Helsinki, Turku and Jyvaskyla Universities	13-Nov-07	19	01-Dec-07	2,956.57
Tuovinen J, Assoc Prof	Associate Professor	Indonesia	Meetings	16-Jan-07	6	21-Jan-07	2,725.69
Waterman P, Assoc Prof	Associate Professor	New Zealand	Meetings at IGCI	21-Jan-07	6	26-Jan-07	1,140.00
White E, Prof	Professor	Budapest, Hungary	ISOQOL Conference on Patient Reported Outcomes	21-Jun-07	17	06-Jul-07	5,626.03
Winstanley J, Assoc Prof	Associate Professor	Budapest, Hungary	ISOQOL Conference on Patient Reported Outcomes	21-Jun-07	17	06-Jul-07	5,399.04
Capital Programs and Operations							
Bradley M, Mr	Director, Capital Programs and Operations	Chicago, USA	Annual SCUP Conference	07-Jul-07	5	11-Jul-07	3,350.00
Burke A, Mr	Guest, Capital Programs and Operations	New Zealand	Massey University	25-Oct-07	2	26-Oct-07	1,005.84
Harker M, Ms	Guest, Capital Programs and Operations	New Zealand	Massey University	25-Oct-07	2	26-Oct-07	535.77

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Staff travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Macguire R, Mr	Operations Manager, Capital Programs and Operations	New Zealand	Massey University	07-Nov-07	4	10-Nov-07	2,395.60
Stamford R, Mr	Works Manager, Capital Programs and Operations	New Zealand	TEFMA Conference	11-Mar-07	4	14-Mar-07	1,360.04
Information Technology Services							
Klinkert M, Mrs	Director	New Zealand	CAUDIT Annual Meeting	17-Oct-07	3	19-Oct-07	1,258.82
Teaching and Research Services							
Fountain W, Ms	Educational Designer	Singapore	Ascilite Conference 2007	01-Dec-08	6	06-Dec-07	905.97
Lynch K, Assoc Prof	Associate Professor	Italy and Slovenia	Eden Annual Conference and InSITE 2007 Conference	07-Jun-07	24	30-Jun-07	8,925.64
Lynch K, Assoc Prof	Associate Professor	Wuhan, China	I3E Conference	04-Oct-07	13	16-Oct-07	3,981.67
Tait C, Ms	Educational Designer	Singapore	Ascilite Conference 2007	01-Dec-07	6	06-Dec-07	973.18
USC International							
Batzloff J, Ms	Institutional Relation Officer	San Francisco, USA	NAFSA Region XII Conference	04-Nov-07	6	09-Nov-07	2,861.91
Batzloff J, Ms	Institutional Relation Officer	USA	NAFSA Conference and partner visits	16-May-07	20	04-Jun-07	8,170.76
Eckard L, Ms	Recruitment Officer	Germany	Marketing activities at USC partner institutions	04-May-07	21	24-May-07	3,404.09
Eckard L, Ms	Recruitment Officer	Germany	Marketing activities at USC partner institutions	18-Nov-07	21	07-Dec-07	8,713.04
Ecuyer S, Ms	IELTS Examiner	Solomon Islands	IELTS Test	13-Nov-07	4	16-Nov-07	2,220.77
Ecuyer S, Ms	IELTS Examiner	Solomon Islands	IELTS Exams	24-May-07	2	25-May-07	971.99
Hardy D, Miss	Admission and Recruitment Officer	Brazil, Sweden and Zimbabwe	Agent visits, CIS Fair and student interviews	25-Aug-07	22	15-Sep-07	10,382.77
Hardy D, Miss	Admission and Recruitment Officer	UK (London), Norway, Sweden and Thailand (Bangkok)	Kilroy Road Show, TIECA Study Abroad Expo, partner and agent visits	09-Mar-07	19	27-Mar-07	9,655.69
Mash K, Ms	Program Adviser	Ontario, Canada	CANTEACH recruitment of Canadian students for Graduate Diploma in Education	08-Mar-07	43	17-Apr-07	9,463.38
Rivers C, Dr	Senior Lecturer	Denmark	AARJUS	10-Dec-07	5	14-Dec-07	1,655.00
Scott T, Mr	Recruitment Officer	Canada and USA	Go Abroad Fair – Canada/SUNY Study Abroad Fair – USA	31-Aug-07	26	25-Sep-07	12,010.69
Solomon K, Ms	Director of Studies	Solomon Islands	IELTS Testing	22-May-07	4	25-May-07	1,205.54
Tamba E, Ms	Director, International Relations	Europe and Japan	Visit universities	09-Sep-07	18	26-Sep-07	13,177.95
Tamba E, Ms	Director, International Relations	Japan, Singapore and Vietnam	Visit universities	02-Mar-07	15	16-Mar-07	5,961.86
Tamba E, Ms	Director, International Relations	Nepal, China and Korea	International Relations marketing activities	26-May-07	28	22-Jun-07	9,824.85
Tamba E, Ms	Director, International Relations	Vietnam, China and Japan	Visit universities	27-Oct-07	21	16-Nov-07	9,503.43
White G, Mr	Associate Director, Recruitment	Europe and North America	Marketing – visit partner universities	26-Sep-07	24	19-Oct-07	12,214.72
White G, Mr	Associate Director, Recruitment	South Korea	Visit partner universities	25-Jun-07	38	01-Aug-07	4,235.20
White G, Mr	Associate Director, Recruitment	Southern Africa, UK, Europe and USA	NAFSA Conference and partner visits	25-Apr-07	39	02-Jun-07	22,156.02
White G, Mr	Associate Director, Recruitment	USA	Visit partner universities	06-Nov-07	11	16-Nov-07	2,897.57
Total							**769,751.77**

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Glossary

CHASE
Centre for Healthy Activities, Sport and Exercise (University)

CPO
Capital Programs and Operations (University)

DEST/DEEWR
Prior to the change of government in late 2007, DEEWR (Department of Education, Employment and Workplace Relations) was known as DEST (Department of Education, Science and Training). DEST is used throughout the body of this Annual Report, while DEEWR is used in the Financial Statements.

ESD
Environmentally Sustainable Development— relates to master planning for enhancing ecological values, and construction and rehabilitation projects incorporating principles of 'green buildings', space usage, energy use, water, waste and natural environmental components

EFTSL
Equivalent Full Time Student Load

FTE
Full Time Equivalent

Headstart
Articulation program giving eligible high school students access to about 50 USC courses. A student who completes two Headstart courses and obtains a senior certificate from school is guaranteed entry to most USC degrees—and academic credit for relevant Headstart completions. Headstart includes scholarships (some for Indigenous students) based on academic merit and financial needs.

IFP
International Foundation Pathway (University)

ITS
Information Technology Services (University)

NICP
National Indigenous Cadetship Program

PPR
[Staff] Performance, Planning and Review (University)

QDPI&F
Queensland Department of Primary Industries and Fisheries (Government)

QTAC
Queensland Tertiary Admissions Centre

SCORE
Sunshine Coast Organisation for Regional Enterprise

TEFMA
Australasian Tertiary Education Facilities Management Association

TEP
Tertiary Enabling Pathway (University)

TPP
Tertiary Preparation Pathway (University)

WIL
Work Integrated Learning (University)

University of the Sunshine Coast

Queensland, Australia

Fraser Island

Noosa Heads

Sippy Downs

Brisbane

Queensland

South East Queensland

Sunshine Coast
Brisbane

The University of the Sunshine Coast began as the Sunshine Coast University College. Founded in 1994, the first students started at the Sippy Downs campus in 1996. In 1998 the new institution was granted full university status, and became the University of the Sunshine Coast.

The 100-hectare Sippy Downs campus lies 100km north of Brisbane on land that was once a cane farm. Other teaching and research facilities include Dilli Village on Fraser Island and the Noosa Centre.

In 2007, USC had a total operating revenue of $79 million and employed 423 staff (full-time equivalent). Ninety percent of teaching and research staff (excluding casuals) had postgraduate qualifications—the highest proportion of any university in Queensland and the fifth highest in Australia.

About 5,200 students (including nearly 1,000 postgraduates and more than 800 international students) enrolled in 384 courses in 117 programs through three faculties: Arts and Social Sciences; Business; and Science, Health and Education. The University conferred nearly 1,000 degrees, bringing alumni numbers to 5,000.

Researchers attracted significant funding for projects conducted at home and overseas; and local involvements strengthened mutually-beneficial community relationships and contributed to regional economies.