USQ Annual Report
2019

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Letter to the Minister

28 February 2020

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

Dear Minister Grace

I am pleased to present the Annual Report 2019 and financial statements for the University of Southern Queensland.

I certify that this Annual Report complies with:

- prescribed requirements of the *Financial Accountability Act 2009* (Qld) and the *Financial and Performance Management Standard 2019* (Qld); and
- detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*.

A checklist outlining the annual reporting requirements can be found on page 129 of this Annual Report or accessed at www.usq.edu.au/about-usq/governance-leadership/plans-reports

Yours sincerely

Mr John Dornbusch
Chancellor, USQ

Introduction

The University of Southern Queensland (USQ) Annual Report provides a review of the University's activities and performance in 2019 and identifies future priorities. The *Report* aims to ensure the University meets its statutory requirements for transparency in public reporting and remains openly accountable to its many stakeholders.

In describing the achievements, performance, outlook and financial position of the University in terms of the objectives of the *USQ Strategic Plan 2016-2020*, the *Report* also serves to inform continuous improvement in organisational performance.

The *Report* reflects USQ's status as a values-driven organisation committed to:

- providing opportunities for access with success to higher education by a diverse student constituency;
- supporting the Queensland and Australian economies through graduates who are highly regarded as job-ready, career-empowered, innovative and connected professionals;
- maintaining a program of responsible internationalisation for the mutual benefit of students, our local regions and the source countries of our international student body;
- conducting world-class research in select areas that impacts positively on communities; and
- serving as a partner of choice to business and community through best practice management.

In 2019, USQ consolidated its position in supporting regional development and sustainability through focussed research and accessible higher education while continuing its program of necessary reforms to position the University for success in a highly dynamic and challenging operating environment.

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

This *Report* has been produced in accordance with the *Annual report requirements for Queensland Government agencies*, August 2019 (reissued September 2019) published by the Queensland Department of the Premier and Cabinet.

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Chancellor's Report

I am pleased to report that 2019 has been another strong year for the University of Southern Queensland (USQ).

This year's many and varied achievements have only been possible through the efforts of our staff, students and alumni, and our friends in government, industry and the wider community.

I thank each of you, because your efforts enable USQ to make valuable contributions to society – locally, nationally and globally.

During 2019, independent national rankings reaffirmed USQ's distinction. For the third consecutive year, USQ has been ranked the No. 1 University in Australia for the highest median graduate starting salary (Good Universities Guide, 2020) and our world-class researchers focussed on solving regional and global problems by pushing the boundaries of scientific discovery, as evidenced in 18 fields of research receiving the ultimate accolade of 'well above world standard' (ERA Results 2019).

Investing in education is investing in Australia's future, and regional universities and their graduates are the lifeblood of our economies and communities. This year, I welcomed the Federal Government's National Regional, Rural and Remote Tertiary Education Strategy announcement which contained seven key recommendations to increase access to tertiary education for rural and remote students.

Crucially, enhancing the role of tertiary education providers such as USQ in the growth and development of regional Australia is singled out as a stand-alone strategy, with a focus on increasing research capacity, exploring strategies to attract domestic and international students and increasing opportunities for work-integrated learning.

Graduations are always wonderful events, and this year, 2012 of our 3939 graduates (including 74 Doctorates) celebrated their program completion at ceremonies in Toowoomba, Ipswich, Sydney and Kuala Lumpur. Council also awarded special University honours to the following:

Professor Steven Raine (dec'd), Professor Emeritus (honoris causa) (awarded posthumously)

Dr Ian Stewart APM, Doctor of the University (honoris causa)

Dr Kerry Betros, Doctor of Business (honoris causa).

I wish to express my gratitude to all members of Council for their contribution to USQ over the past year. Thank you to Mr Peter Becker whose two-year term as the Elected Student Member on Council concluded in April 2019. Subsequently, Ms Lauren Walsburg was elected as the Student Member on Council for a two-year term from April 2019 to April 2021.

Few have had a record of service to match Ms Jan Boys, Deputy Chancellor and additional member, who retired from USQ Council on 31 December. Jan has had a hand in many of the University's successes and I thank her for her tremendous contribution and commitment over the last 20 years. Mr George Fox was elected as Deputy Chancellor commencing 1 January 2020 for a term of office up to and including 6 October 2021.

In addition, the Council had a vacancy for one additional member in the category "graduate of the university" (University of Southern Queensland Act 1998 s.16(3)). At the Council meeting of 16 December, Ms Heidi Dugan was appointed to fill this vacancy.

In closing, I acknowledge the University executive and countless others for their ongoing commitment to the continuing growth and success of USQ, ensuring that our graduates are prized by employers worldwide.

I look forward to 2020 – thank you all.

Mr John Dornbusch
Chancellor, USQ

Vice-Chancellor's Report

In what has been a challenging year for the whole higher education sector in Australia, during 2019 USQ remained keenly committed to its purpose as a research intensive, regional university serving the needs of its communities.

At the executive level, recruitment to key positions occurred during the year, with Professor Karen Nelson commencing as Deputy Vice-Chancellor (Academic) in February, along with Professor John Cole in the role of Pro Vice-Chancellor (Engagement). In March, we welcomed Professor Ren Yi as Pro Vice-Chancellor (International) and in August Professor John Bell commenced as Deputy Vice-Chancellor (Research and Innovation). With these roles now filled, the Vice-Chancellor's Executive grew to 11 members, providing considerable advice and support regarding management of the University, the setting of strategic directions and the development and implementation of policy.

As part of the continuous improvement of our academic offerings to ensure we meet the needs of our community, we introduced a range of new programs across a range of disciplines, including cybersecurity, criminology, biomedical sciences, urban and regional planning, leadership and coaching, information technology innovation and workforce diversity and inclusion. We also planned for the expansion of our aviation programs to our Toowoomba campus in 2020, including the purchase of an additional flight simulator and the creation of an aviation precinct. In 2019, the accreditation for a range of new programs to be offered in 2020 took place, with offerings to include animal science, photography and wine studies.

This year we have focussed intensely on building our international profile, and thereby bringing more international students to our beautiful campuses in Toowoomba, Springfield and Ipswich.

In consultation with key stakeholders, we developed the five-year USQ International Strategy, which will chart a path towards measured growth of international students and improve USQ's international reputation and profile.

During 2019 the global reach and world-class quality of USQ's research was confirmed by the results from the Australian Research Council's Excellence in Research Australia report released in March. The report, which evaluates the quality of research conducted at universities around Australia, gave USQ the highest ranking of 'well above world standard' in 18 fields of research.

We officially opened the $16 million Agricultural Science and Engineering Precinct in February 2019, co-funded by the Grains Research Development Corporation. The Precinct houses ten laboratories (including specialist quarantine facilities), four glasshouses and four state-of-the-art controlled environment rooms. It is the hub of USQ's research and development in the areas of crop production, plant pathology and biotechnology.

In 2019, our MINERVA-Australis facility at Mount Kent, which houses five new telescopes and a $1 million spectrograph (an apparatus for studying stellar fingerprints), has this year discovered 19 new exoplanets orbiting distant stars. Additionally, USQ was awarded over $2million in funding from the Australian Research Council for research fellowships to develop materials to revolutionise the renewables industry; develop an air-breathing propulsion concept for engines that greatly exceed the speed of sound; to continue to search the stars for new exoplanets; and to develop fire retardant polymer building materials.

The employment outcomes for our graduates continued to be outstanding in 2019, with the *Good Universities Guide* showing, for the third consecutive year, that USQ graduates ranked the highest in Australia for median salary with our graduates receiving an average starting salary of $65,200. We were also awarded five star rankings for graduates in full-time employment, social equity and education of those students who are first in family to attend university.

Overall, 2019 was a successful year for USQ, with our collective achievements made possible through the continued effort, commitment and enthusiasm of our staff to the provision of high-quality educational experiences to our students. Continued financial responsibility and effective and efficient leadership and management will be required to ensure that our past successes become the building blocks for our future endeavours.

Professor Geraldine Mackenzie
Vice-Chancellor, USQ

Glossary of Terms

For a complete list of USQ terms, please refer to the Definitions Dictionary in the USQ Policy and Procedure Library at https://policy.usq.edu.au/.

ACADEMIC PROGRAM: An approved Higher Education Award of the University, consisting of a combination of courses, the successful completion of an offering of which, together with any credit transfers and exemptions in accordance with the relevant requirements, will fulfil the prescribed requirements for that particular Award.

BLENDED DELIVERY: Combines different technologies, in particular a combination of traditional (e.g. face-to-face instruction) and online teaching approaches and media.

COURSE: The basic unit of study and assessment for which a student may be awarded a grade, and may accumulate credit units towards completion of a Program.

ENABLING PROGRAM: A program for disadvantaged students which meets Commonwealth guidelines for such programs and from which successful completion leads to automatic admission into an Academic Program of the University.

EXTERNAL/DISTANCE/OFF-CAMPUS: Each of these terms have been used interchangeably at USQ and represent courses, the offer of which involve arrangements whereby lesson materials, assignments, etc. are delivered to students, either by post or courier service or via the Internet, and for which any associated attendance at the University is of an incidental, irregular, special or voluntary nature.

ON-CAMPUS: Represents courses, the offer of which involves attendance at the University on a regular basis.

ONLINE: Represents courses in which the instruction, communication among academic staff and students, submission of assignments and feedback is offered mainly through the internet.

STUDENT LEARNING JOURNEY: A framework that is used to evaluate performance at every stage of the student life cycle. The journey commences at the first point of contact (decision to apply time) and proceeds through to graduation and alumni. The Student Learning Journey prompts people across the organisation to think about the student experience from a holistic perspective and not a series of unrelated events.

VIRTUAL LEARNING ENVIRONMENT: An encompassing term for the Learning Management System incorporating USQStudyDesk, USQStaffDesk, and USQOpenDesk and their associated systems.

Overview: The University of Southern Queensland

Background

The University of Southern Queensland (USQ) has evolved through a number of phases over its 50+ year history – commencing as a regional campus of the, then, Queensland Institute of Technology in 1967, becoming an autonomous college of advanced education – the Darling Downs Institute of Advanced Education (DDIAE) – from June 1971, and passing through an interim stage as the University College of Southern Queensland (UCSQ) in 1990-91 to become The University of Southern Queensland (USQ) from 1 January 1992.

Functions

USQ is a body corporate established pursuant to the provisions of the *University of Southern Queensland Act 1998*. The latest version of the *USQ Act* came into effect from 1 August 2018.

USQ's functions under Section 5 of the *USQ Act* are:

- to provide education at university standard;
- to provide facilities for, and encourage, study and research;
- to encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community;
- to provide courses of study or instruction (at the levels of achievement the Council considers appropriate) to meet the needs of the community;
- to confer higher education awards;
- to disseminate knowledge and promote scholarship;
- to provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University;
- to exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the University, whether alone or with someone else; and
- to perform other functions given to the University under [the *USQ Act*] or another Act.

In line with the functions as stated in the *USQ Act*, The University defines its purpose as *leading in economic and social development through higher education and research excellence*.

Locations and spheres of influence

The University is headquartered at the USQ Toowoomba campus (USQ Toowoomba) located 110 kilometres west of the Brisbane CBD; has two campuses west of Brisbane – USQ Springfield and USQ Ipswich – and operates the USQ Hub@Stanthorpe based within the Queensland College of Wine Tourism (QCWT), located 140 kilometres south of Toowoomba. The QCWT is a joint venture with the Qld Government.

In addition to on-campus study, USQ builds on over 40 years as a provider of higher education programs to students studying off-campus across Australia and overseas by enabling globally connected education unconstrained by time and location. Some two-thirds of USQ's students study fully online both within Australia and overseas. The University has relationships with major offshore partners in a number of countries.

As a community-centred regional university, USQ defines its driving aspirations as encompassing:

- leadership in physical and digital higher education learning experiences geared to a diverse student constituency;
- leadership in broadening higher education attainment;
- leadership as a source of graduates who are highly regarded as practical, innovative and connected professionals;
- the attainment and maintenance of world-class research results in focused areas of research activity that provide positive societal impact; and
- engagement across all areas of operation and serving as a partner of choice with like-minded organisations.

Organisational values

USQ fosters a values driven culture - one that is built around relationships and community; mutual respect; diversity and inclusion; and a strong commitment to ethical behaviours and integrity, collaboration, creativity and innovation. The organisational values are *Respect, Integrity and Excellence*.

The philosophy underlying USQ's business and operational model also naturally reflects the five Queensland Public Service Values:[1]

Customer first:

- Student success and attainment are central to our learning and teaching.
- Mutually beneficial partnerships are core to our research and engagement.
- Internal customer focus informs our service culture.

Ideas into action:

- "Challenging the norm and suggesting solutions", "encouraging and embracing new ideas" and "working across boundaries" are all central to the operations of a university.

Unleash potential and Empower people:

- USQ prides itself as a university that supports the broadening of university attainment, has a positive impact on society, and builds a high performing and productive workforce.

Be courageous:

- USQ is an organisation that takes responsibility for its actions, learns from both its successes and mistakes, takes calculated risks within approved frameworks, and acts with transparency.

Operating environment

The operating environment for Australian universities is extremely challenging. The cessation of demand-driven funding saw a funding freeze on bachelor-degree spending imposed by the Commonwealth for 2018 and 2019. This resulted in a real decline in Commonwealth revenue. From 2020, funding adjustments will be linked with local population growth for universities which meet certain performance criteria. These austerity measures by the Commonwealth have coincided with an increasingly stringent regulatory environment, a flattening of domestic student demand and increasing competition for international students from both within and outside Australia in what are already highly complex and dynamic markets. Universities are also facing the introduction of more stringent criteria for maintaining the title of 'university'.

Strategic direction

To optimise the positioning of USQ in this challenging operating environment, the University's priorities for 2019 centred on broad strategies to:

- achieve growth in domestic markets, target international markets and further diversify the revenue profile to reduce the University's exposure to government funding;
- increase the level of innovation in the learning and teaching program, including expansion into micro-credentialing, reforming enabling education and enhancing strategies to reduce student attrition;
- establish a leadership position in the quality of the student experience and improve student success – including for Higher Degree Research (HDR) students;
- provide graduates of choice in key disciplines;
- strengthen the University's service performance culture;
- continue to improve research culture, reputation and impact; and deepen research capability;
- strategically align the University's resources and enhance our position as a partner of choice;
- build the University's engagement and advancement capacity, and enhance industry engagement; and
- streamline administrative structures and processes to achieve organisational efficiencies while maintaining and further optimising productivity and quality through continuous improvement.

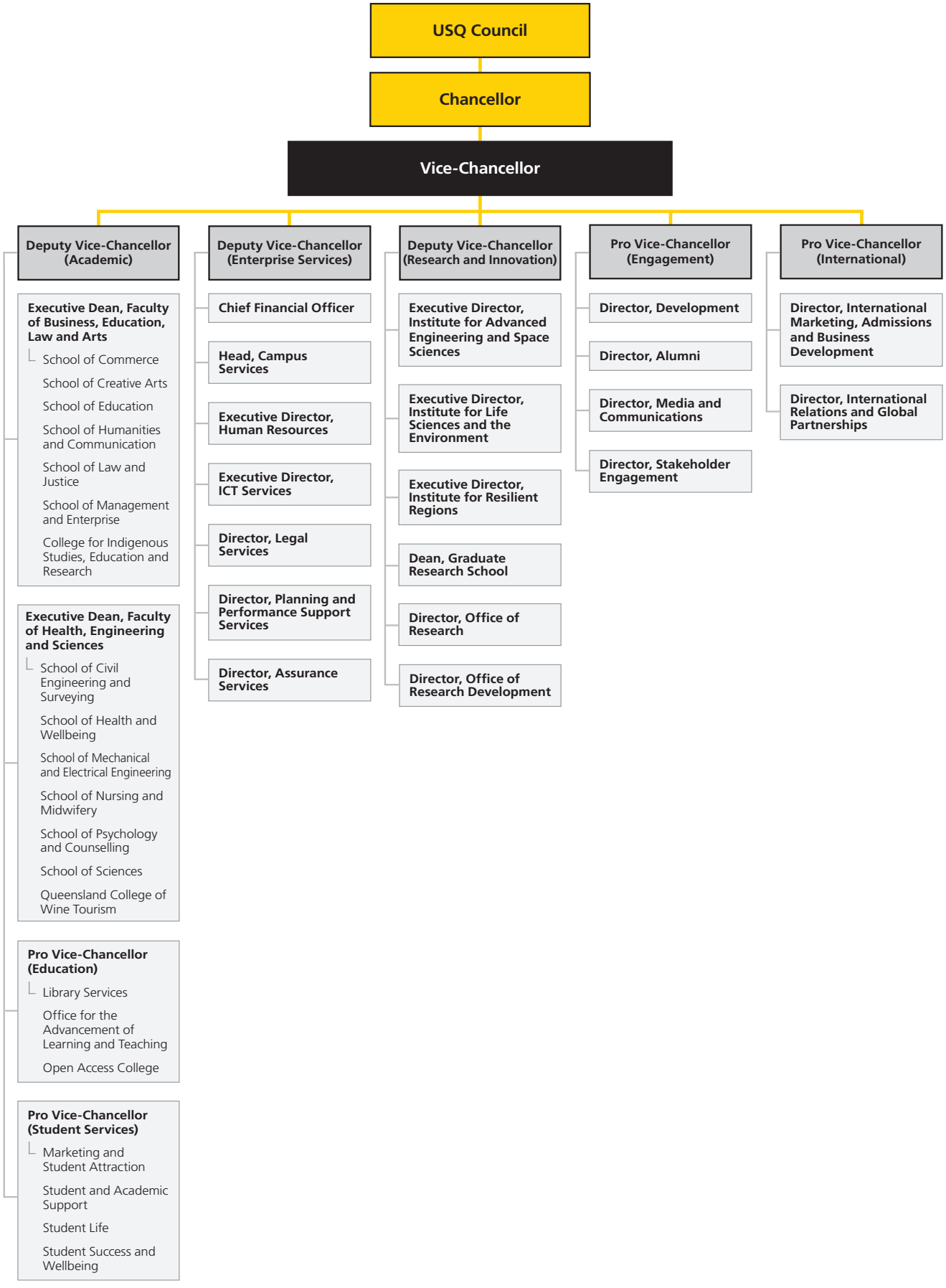
The University made significant progress towards the achievement of these strategic priorities in 2019, as described in the Education, Research and Enterprise sections of this *Report*.

[1] https://www.forgov.qld.gov.au/our-values

harmony day
you + me = us
ESPERANTO

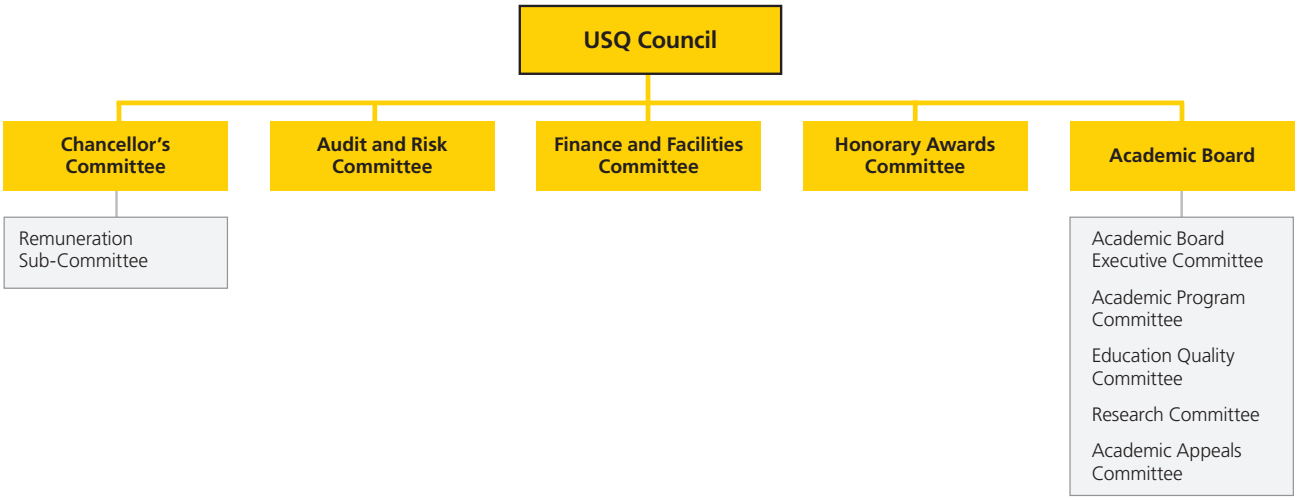
USQ Organisational Structure

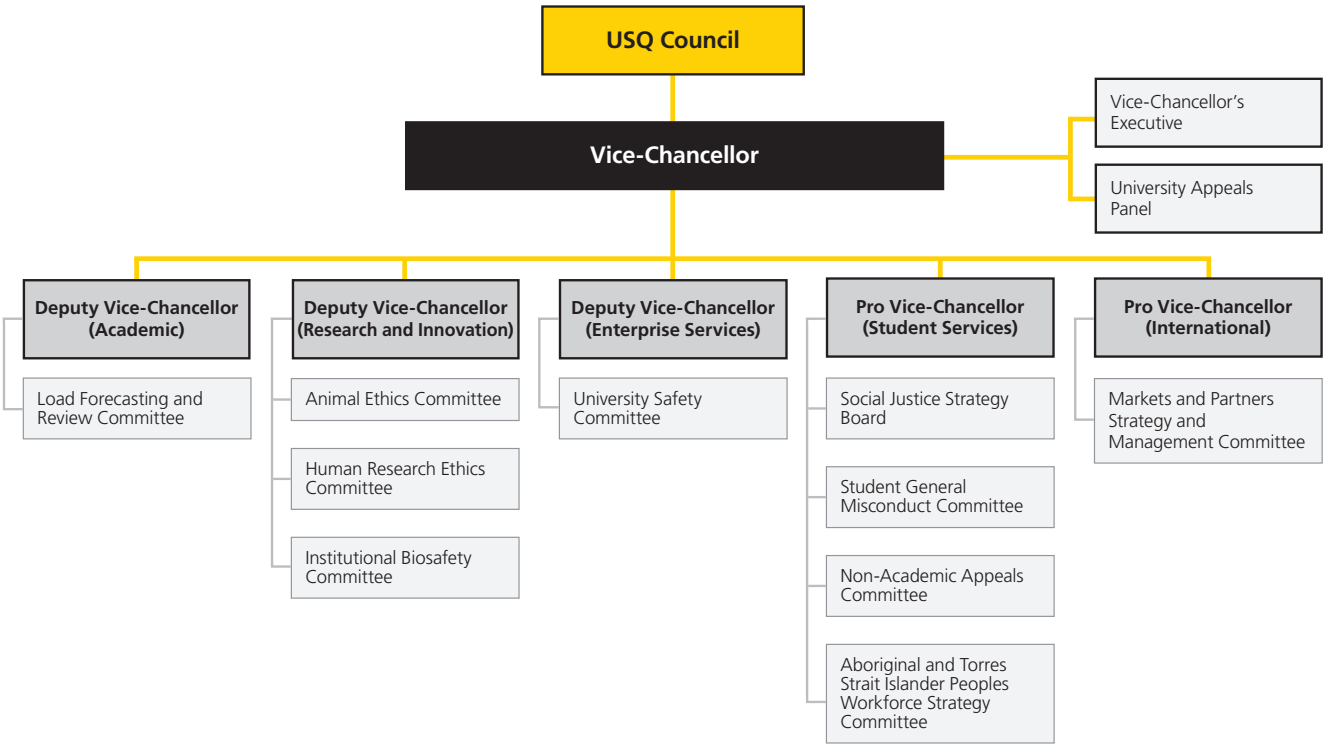
as at 31 December 2019



USQ Committee Structure

as at 31 December 2019





USQ Management

EXECUTIVE MANAGEMENT

Vice-Chancellor

Professor Geraldine Mackenzie

LLB *QIT*, LLM *QUT*, PhD *UNSW*, FAAL, FQA, FIML, GAICD

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

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

Deputy Vice-Chancellor (Academic)

(from 4 February, 2019)

Professor Karen Nelson

BIT, BIT(Hons), PhD *QUT*, PFHEA

The Deputy Vice-Chancellor (Academic) has overall responsibility for setting the direction and leading the planning, delivery and quality of the University's undergraduate and postgraduate teaching programs and for achieving high quality student outcomes. As head of the Academic Division, the position provides strategic direction, leadership and management of the functions of the Academic Division which comprises the Faculty of Health, Engineering and Sciences; Faculty of Business, Education, Law and Arts; the Education Portfolio; and the Student Services Portfolio.

Deputy Vice-Chancellor (Research and Innovation)

Professor Mark Harvey (1 January – 16 March 2019)

BSc(Hons) MBA PhD *Qld*

Professor Peter Terry (Acting 18 March – 19 August 2019)

BHum *London*, GCertEd *London*, MA *Victoria BC*, PhD *Kent*

Professor John Bell (from 20 August 2019)

BSc(Hons) *Sydney*, PhD *UNSW*

The Deputy Vice-Chancellor (Research and Innovation) leads the Research and Innovation Division of the University and is responsible for providing strategic direction, leadership and management of the Centres, Institutes and Offices that comprise the Research and Innovation Portfolio. The Deputy Vice-Chancellor (Research and Innovation)'s role is to enhance the University's research profile, its research performance and its culture of research excellence and quality research training. The position oversees the fostering of collaborations and partnerships with government, industry and the community to deliver applied research outcomes that have regional relevance, align with national and organisational priorities, and deliver global impact. The Research and Innovation Division comprises the Office of the Deputy Vice-Chancellor (Research and Innovation), Graduate Research School, Office of Research, and Office of Research Development; as well as the University's three Research Institutes and nine Research Centres.

Deputy Vice-Chancellor (Enterprise Services)

Michael Thomas

BBus *QUT*, PGCertMgt *USQ*

The Deputy Vice-Chancellor (Enterprise Services) has overall management responsibility for the University's business functions including the Human Resources, Facilities Management, Planning and Performance Support Services, Legal Services, Financial Services, and Information and Communication Technology (ICT) Services. This role is responsible for the University's organisational performance; development and improvement through strategic leadership of the corporate services that underpin the successful operation of the University, including the strategic positioning of the University's physical, information, financial and human resources.

Pro Vice-Chancellor (Education)

Professor Helen Partridge

BA GCertEd PGDipPsych *Qld*, GDipLib&InSt MIT PhD *QUT*, FALIA

The Pro Vice-Chancellor (Education) is responsible for providing strategic direction, leadership and management of the functions and departments that comprise the Education Portfolio which incorporates the Office for the Advancement of Learning and Teaching (OALT), Library Services, and Open Access College (OAC). The Portfolio is responsible for supporting and facilitating the University's education strategy, and is responsible for ensuring a culture of excellence and innovation in learning and teaching.

Pro Vice-Chancellor (Engagement)

(from 18 February, 2019)

Professor John Cole

BA (Hons) PhD *Qld*

The Pro Vice-Chancellor (Engagement) is responsible for the leadership and management of key engagement activities at USQ, and works with colleagues across all campuses to realise the University's commitment to working with and for our diverse communities. The Portfolio includes Advancement and Fundraising, Alumni Relations and Development, Business and Community Engagement, Partnerships, Media and Communications. The Pro Vice-Chancellor (Engagement) also fulfils the responsibilities of Head of USQ Springfield and USQ Ipswich with a focus primarily on external engagement and contact at these campuses.

Pro Vice-Chancellor (International)

(from 4 March 2019)

Professor Ren Yi

BA *BUAA*, MBA *Swinburne*, PhD *Melb*

The Pro Vice-Chancellor (International) provides University-wide leadership in international strategy in addition to critical leadership and direction in the USQ International Department, broader USQ community and beyond; together with continuing strategic development of international activities and engagement. The role leads the development of the University's international strategies and plans; manages and develops international agreements, relationships and partnerships; creates strategic mobility initiatives; identifies and leverages opportunities to grow research capacity in international markets; and provides high level strategic and operational advice on international regulatory matters, projects and proposals across all domains of University activity.

Pro Vice-Chancellor (Student Services)

(from 18 February 2019)

Helen Nolan

BBus *USQ*

The Pro Vice-Chancellor (Student Services) is responsible for delivering on the University's priorities related to the student experience. The role provides the strategic leadership to drive innovation in student success, retention, and graduate and career outcomes by strengthening student engagement at the University. The Pro Vice-Chancellor (Student Services) plays a central role in the non-academic component of the student journey and experience. The Portfolio includes Marketing and Student Attraction, Student and Academic Support, Student Life, and Student Success and Wellbeing.

Executive Dean (Faculty of Business, Education, Law and Arts)

Professor Barbara de la Harpe

BSc(Hons) *Rand Afrikaans*, GradDipEd *Curtin*, PhD *Curtin*

The Executive Dean (Faculty of Business, Education, Law and Arts) is responsible for providing strategic direction as well as leadership and management of the functions and schools in the Faculty. The Faculty comprises the Schools of Creative Arts; Humanities and Communication; Commerce; Law and Justice; Management and Enterprise; and Education. The Executive Dean also manages the College for Indigenous Studies, Education and Research (CISER).

Executive Dean (Faculty of Health, Engineering and Sciences)

Professor Glen Coleman

BVSc(Hons) *Qld*, GDipBiotech *QUT*, PhD *Qld*

The Executive Dean (Faculty of Health, Engineering and Sciences) is responsible for providing strategic direction, leadership and management of the functions and schools in the Faculty of Health, Engineering and Sciences. The Faculty comprises the Schools of Sciences; Civil Engineering and Surveying; Health and Wellbeing; Mechanical and Electrical Engineering; Nursing and Midwifery; and Psychology and Counselling. The Executive Dean also manages the Queensland College of Wine Tourism (QCWT).

Chief Financial Officer

Athol Kerridge

DipCoDirCrs *AICD*, BBus *USQ*, MBA *USQ*, FCPA

The Chief Financial Officer has the management responsibility for the operations of the Financial Services Department. Financial Services provides expertise and support in relation to financial operations, procurement, financial reporting, financial systems and management accounting functions, including related financial management policies and procedures. The Department also coordinates insurance activities for the University.

Vice-Chancellor's Executive

The Vice-Chancellor's Executive (VCE), comprising all members of the management executive, is a key advisory committee to the Vice-Chancellor on all matters relating to the management of the University and on the setting of strategic directions and the development of policy.

Specifically, VCE provides advice to the Vice-Chancellor on the following matters:

- The management of the University.
- The relevance, implementation and modification of existing policies and strategies, and on the development of new ones that are considered desirable.
- The development and review of strategic and operational planning through the review of plans, and negotiation of planning outcomes.
- Institutional performance in all areas of the University's operation.
- The development of the University's budget methodology and budget allocation.
- The academic and infrastructure planning and development of the University.
- The assurance of regulatory compliance and ethical accountability for the institution.
- The implementation of risk management across the University.
- Reports containing recommendations and advice from the University's standing committees.
- The continued development of University-wide communication and cooperation.
- Other strategic matters referred to the Committee by members.

For 2019, VCE met 22 times.

Back, from left: Pro Vice-Chancellor (Education) Professor Helen Partridge, Deputy Vice-Chancellor (Enterprise Services) Michael Thomas, Executive Dean (Faculty of Business, Education, Law and Arts) Professor Barbara de la Harpe, Chief Financial Officer Athol Kerridge, Pro Vice-Chancellor (Engagement) Professor John Cole, Pro Vice-Chancellor (Student Services) Helen Nolan.

Front, from left: Executive Dean (Faculty of Health, Engineering and Sciences) Professor Glen Coleman, Pro Vice-Chancellor (International) Professor Ren Yi, Vice-Chancellor Professor Geraldine Mackenzie, Deputy Vice-Chancellor (Academic) Professor Karen Nelson, Deputy Vice-Chancellor (Research and Innovation) Professor John Bell.

Executive Service to the Professions and the Community

Vice-Chancellor Professor Geraldine Mackenzie

Professor Mackenzie represents USQ in the Universities Australia Vice-Chancellors' Group, and the Regional Universities Network Vice-Chancellors' Group.

Until 28 October 2019, Professor Mackenzie was a Board member of the Toowoomba Chamber of Commerce. On 10 October 2019, Professor Mackenzie became a Board member of Toowoomba and Surat Basin Enterprise (TSBE) and on 12 December 2019 joined the Board of the Ipswich Hospital Foundation. Professor Mackenzie became a member of the Australian Government Space Industry Leaders Forum on 19 November 2019. She is a Fellow of the Australian Academy of Law, the Queensland Academy of Arts and Sciences, and the Australian Institute of Managers and Leaders.

Deputy Vice-Chancellor (Academic) Professor Karen Nelson

Professor Nelson represents USQ in the Universities Australia Deputy Vice-Chancellors (Academic) Group. She was the Chair of the Regional Universities Network DVC/PVC Learning and Teaching Group and Student Success Cluster from 2014 to early 2019 and continues to support the work of this group as a mentor. She is a member of the Higher Education Research and Development Society of Australasia.

Professor Nelson serves the sector as member or chair of various external panels related to her role. In addition, she is the chief editor of Student Success, an open access journal exploring the experiences of students in tertiary education, which publishes three issues annually. She continues more than 12 years of service as Chair and Co-Chair on the organising committee for the annual Students, Transitions, Achievement, Retention and Success (STARS) Conference (and its predecessor conference).

Deputy Vice Chancellor (Research and Innovation) Professor Mark Harvey

Professor Harvey continued his role as a Board Director of Sunsuper Pty Ltd and Vice-President of the Chamber of Commerce and Industry, Queensland.

Professor Peter Terry

Professor Terry is a member of the 'Respect. Now. Always' Working Party of the Australian Council of Graduate Research, and an Advisory Board member of the Queensland Academy of Sport, and the National Rugby League. He is a Fellow of the Australian Psychological Society, the Australian Sports Medicine Federation and the British Association of Sport and Exercise Sciences. He is an Overseas Fellow of the Royal Society of Medicine.

Professor John Bell

Professor Bell is a Fellow of Engineers Australia, a member of the Australian Institute of Physics, the American Physical Society, the American Chemistry Society and the Smart Energy Council.

Deputy Vice-Chancellor (Enterprise Services) Michael Thomas

Mr Thomas is a continuing member of the Universities Australia Deputy Vice-Chancellor (Corporate) Group.

Pro Vice-Chancellor (Engagement) Professor John Cole

Professor Cole continued as Chair of Queensland's Rural Economies Centre of Excellence, a collaboration between USQ, The University of Queensland, CQUniversity, James Cook University and the Queensland Government; and as Honorary Chair at the University of Queensland Business School. Until the expiration of his term on 22 October 2019, he was a member of the Ambassadors Council for the Queensland Government's Queensland Plan. Professor Cole is also a member of the Policy Advisory Board for the Chamber of Commerce and Industry Queensland.

Pro Vice-Chancellor (Education) Professor Helen Partridge

In 2019, Professor Partridge chaired the External Review Panel for the Information Division at the University of the Sunshine Coast. She is a member of the Australian Library and Information Association Education Advisory Committee.

Pro Vice-Chancellor (International) Professor Ren Yi

Professor Yi is a member of the International Network of Research Management Societies. He is also a member of the Universities Australia Deputy Vice-Chancellor (International) Group.

Pro Vice-Chancellor (Student Services) Helen Nolan

Ms Nolan is a Fellow of the National Institute of Management and Leadership; a member of the Australian Marketing Institute; a Board member of the Queensland College of Wine Tourism (QCWT); and a member of the management committee of Toowoomba Together.

Executive Dean (Business, Education, Law and Arts) Professor Barbara de la Harpe

In 2019, Professor de la Harpe continued as a board member of the Council for Humanities, Arts and Social Sciences and Chair of the Regional Universities Network Executive Women Group.

Executive Dean (Faculty of Health, Engineering and Sciences) Professor Glen Coleman

Professor Coleman is current chair of the Australian Veterinary Association Queensland Division education sub-committee. In May 2019, he co-chaired an international site team accreditation evaluation of the University of Sydney's veterinary program. Professor Coleman is also a member of the Ipswich Region Chamber of Commerce and Industry Board.

Governance

Governing body – USQ Council

Under Sections 7 to 11 of the *USQ Act 1998*, the University Council is established as the governing body of the University. The Council consists of official, appointed, elected and additional (co-opted) members. As Council members contribute to the development of policy and strategic planning, they are required to have a knowledge and understanding of the legislative framework within which strategy and policy may be developed and applied in order to minimise risks.

The legislative framework within which the Council operates is the *USQ Act 1998*. The *Act* defines the functions and powers of the Council (at Sections 8 and 9) and sets limits on what the University and its authorities may do.

Under the *USQ Act 1998*, the Council has the power to:

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

The Council may delegate its powers to:

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

However, the Council is not able to delegate its power to make an election policy, or to adopt the University's annual budget.

A delegation of a power to the Vice-Chancellor may permit the sub-delegation of the power to an appropriately qualified member of the University's staff.

Section 10 of the *USQ Act 1998* states that, in discharging these responsibilities, the Council must act in the way that appears to it most likely to promote the University's interests. In doing so, the Council endeavours to monitor and assess its performance, both collectively and in terms of the individual contributions of members.

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

USQ Council members are able to receive remuneration for attendance at Council meetings and Council activities. Council members who are also University employees receive their normal remuneration while attending to Council business. The University accepts financial responsibility for travel costs related to Council meetings and Council activities. Remuneration details can be accessed at: https://www.usq.edu.au/about-usq/governance-leadership/plans-reports.

USQ Council key achievements in 2019

Council governs all the University's affairs, finances and property. The following are some selected specific achievements in 2019:

- Approval of the 2018 USQ Annual Report and Financial Statements.
- Approval of the USQ Annual Plan and Budget for 2020.
- Approval of monthly Financial Statements throughout the year.
- Approval of University domestic, international and administrative fee schedules for 2020/2021.
- Approval of USQ Corporate Governance Review Action Plan to address risks and opportunities for improvement identified from the external review of corporate governance.
- Approval of Research Code of Conduct Policy.
- Approval of Conflict of Interest Policy.
- Approval of USQ Reconciliation Action Plan 2019-2021.
- Approval of a Corruption Complaints About the Vice-Chancellor Policy.
- Approval of updated terms of reference for all Council Committees (including Academic Board).
- Approval of authority for Academic Board to approve/endorse Academic Quality policy and procedure
- Approval of an updated Charter of University Governance.
- Approval of updated USQ Internal Audit Charter.
- Holding a half-day Reflective Forum to consider specific strategic matters.
- Endorsement of USQ International Strategy 2020-2024.

10th USQ Council

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

Meetings and membership[1]

The 10th Council of the University met on seven occasions during 2019. Membership was as follows:

Chancellor (ex-officio)

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

Retired Chairman, Dornbusch Partners Pty Ltd, Toowoomba

7/7
[6/6] *Chair, Chancellor's Committee*
[1/1] *Chair, Remuneration Sub-Committee*
[2/2] *Chair, Honorary Awards Committee*
[6/6] *Member, Audit and Risk Committee*
[6/6] *Member, Finance and Facilities Committee*

Vice-Chancellor (ex-officio)

Professor Geraldine Mackenzie
LLB *QIT*, LLM *QUT*, PhD *UNSW*, FAAL, FQA, FIML, GAICD

7/7
[6/6] *Member, Chancellor's Committee*
[2/2] *Member, Honorary Awards Committee*
[6/6] *Member, Finance and Facilities Committee*

Chair, Academic Board (ex-officio)

Professor Grant Daggard
DipEd BA(Hons) PhD *Macquarie*

7/7
[5/6] *Member, Chancellor's Committee*
[2/2] *Member, Honorary Awards Committee*

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

Professor Pauline Collins
LLB *Adelaide*, BVisArt GDipProfComm *USQ*, LLM PhD *Qld*

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

7/7
[1/2] *Member, Honorary Awards Committee*

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

Mrs Mary McGilvray
BSc (Psych) *USQ*

Senior Executive Officer (Campus Services), USQ

7/7
[0/2] *Member, Honorary Awards Committee*

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

Mr Peter Becker – to 18 April, 2019
DipMin *Harvest*

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

2/2

Ms Lauren Walsburg – from 19 April, 2019
BA *USQ*

Enrolled student, Faculty of Business, Education, Law and Arts, USQ

5/5

Five members appointed by the Governor-in-Council

Ms Rachel Barlow
BBus *USQ*, GDipAppFinInv *Finsia*, FFin, CFP®

Senior Private Client Advisor, MGD Wealth Ltd

5/7
[6/6] *Member, Finance and Facilities Committee*
[1/1] *Member, Remuneration Sub-Committee*

Mr Chris Bazley
BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

7/7
[5/6] *Chair, Finance and Facilities Committee*
[5/6] *Member, Audit and Risk Committee*
[5/6] *Member, Chancellor's Committee*
[0/1] *Member, Remuneration Sub-Committee*

Dr Carol Cox AM
MBChB *Edin,* FRACGP FRCP

Fellow of USQ, Retired Family Practitioner, Toowoomba

5/7
[4/6] *Member, Chancellor's Committee*
[2/2] *Member, Honorary Awards Committee*

Mr Brett Delaney
BCom *Qld*, FCA

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

6/7
[6/6] *Chair, Audit and Risk Committee*
[6/6] *Member, Chancellor's Committee*
[6/6] *Member, Finance and Facilities Committee*

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

Assistant Commissioner Charysse Pond APM
BA(Soc) *CQU*, GradDipCrim *QUT*, MLship&Mgt(Policing) *CSU*, GradCertAppliedMgt *AIPM*

Operational Commander, People Capability Command, Queensland Police Service

7/7
[1/1] *Member, Remuneration Sub-Committee*

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

Ms Jan Boys (Deputy Chancellor)
DipT *BCAE*, BEd *QUT*, BA *Qld*, MEd *GU*

Retired (formerly Regional Executive Director of Education, Moreton)

6/7
[5/6] *Member, Chancellor's Committee*
[5/6] *Member, Audit and Risk Committee*
[5/6] *Member, Finance and Facilities Committee*
[1/2] *Member, Honorary Awards Committee*
[0/1] *Member, Remuneration Sub-Committee*

Mr George Fox
BCom LLB (Hons) *Qld*

Solicitor, Adjunct Professor of Law

5/7
[6/6] *Member, Chancellor's Committee*
[6/6] *Member, Finance and Facilities Committee*

Ms Heidi Dugan – from 16 December, 2019
BCA *USQ*, AssocDip(IntlTrade) *RMIT*

Television and Live Broadcast Host. Member of Board of Directors, AustCham Shanghai. Director and Co-Owner, Chef Mama. Health and Wellness Lifestyle Coach.

1/1

USQ Council is supported by the Governance Office, headed by the University Secretary

Professor Mark Toleman
BAppSc GDipInfProc *DDIAE*, MSc *JCU*, PhD *Qld*, MACS, MAIS, MAICD

USQ Council *(as at 28 October 2019)*

Back (left to right) – Ms Rachel Barlow, Professor Pauline Collins, Dr Carol Cox AM, Mr Chris Bazley, Assistant Commissioner Charysse Pond APM, Mrs Mary McGilvray

Front (left to right) – Professor Grant Daggard, Professor Geraldine Mackenzie, Mr John Dornbusch, Ms Jan Boys, Mr George Fox

Inset: Mr Brett Delaney and Ms Lauren Walsburg

Legislative Compliance

Re-registration condition

The Tertiary Education Quality Standards Agency (TEQSA) is Australia's independent national quality assurance and regulatory agency for higher education. USQ is required to comply with the *Higher Education Standards Framework (Threshold Standards) 2015* as part of its registration as a self-accrediting higher education provider in Australia. The University's international education programs are also subject to governance under the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code).

In 2018, USQ received re-registration from TEQSA in the category of Australian University for a seven year period. The re-registration had one condition related to 'Governance and accountability reporting obligations' which was relevant to both the Council and Academic Board. Both Council and Academic Board have put in place processes to actively address the requirements of the re-registration condition which had a three-year timeframe. One non-statutory condition was that the University undertake an independent external review of its corporate governance in accordance with Standard 6.1.3d of the Higher Education Standards Framework (Threshold Standards) 2015. The review was undertaken with a report and action plan considered and approved by Council in September 2019, and provided to TEQSA.

Academic Board

USQ maintains an Academic Board with defined roles under Part 4, Division 3 of the *USQ Act 1998*. Academic Board serves as the principal advisory committee to USQ Council on academic matters. The Board monitors the academic activities of the University's Faculties and Colleges, while promoting and encouraging teaching, scholarship and research. Underpinning this is the role of academic policy development and review. The Academic Board Terms of Reference are supported by the Academic Board Charter. The term of office of the current Academic Board is three years from 31 July 2018. The term of the current Board will continue up to, but not including the regular meeting of the Academic Board in July 2021.

For this Academic Board term, Professor Grant Daggard was appointed Chair by Council. Associate Professor Fernando Padro was elected as Deputy Chair by and from the members of the Academic Board. The Board comprises 35 members, including executive and senior members of the University, elected members of academic staff and student representatives.

Arising from recommendations made by the Academic Board's Governance of Academic Quality Framework Working Group, Academic Board approved a restructure of its standing committees on 16 April 2019. The new structure and terms of reference align more strategically with the academic governance requirements of the Higher Education Standards Framework (Threshold Standards) 2015 and address the findings of the 2017 Academic Board Internal Audit Report. The standing committees are structured as follows:

- **Academic Board Executive Committee** – responsible for managing the business of Academic Board through agenda setting oversight and coordination of standing committees.
- **Academic Program Committee** – responsible for monitoring, advising and providing assurance on matters relating to the quality and effectiveness of the educational programs of the University.
- **Education Quality Committee** – responsible for ensuring excellence in learning and teaching across the University.
- **Research Committee** – responsible for providing leadership in relation to the quality assurance of research and research training.
- **Academic Appeals Committee** – responsible for hearing formal appeals made by students, or their authorised representative, about decisions relating to academic matters in accordance with the Academic Appeal Procedure.

The Academic Board's focus for 2019 has been to implement a number of recommendations to strengthen compliance with academic governance and quality requirements, as per the TEQSA re-registration condition, as mentioned above. Actions have included the following:

- Formation and operation of the cross-divisional TEQSA Implementation Group to ensure collaboration and information-sharing with respect to the re-registration conditions.
- Development of a pilot for a data dashboard to provide the Academic Board with comprehensive diagnostic analysis and cohort tracking as a critical component of addressing academic quality reporting obligations.
- Establishment of draft academic and research risk registers.
- Development of an Academic Delegations Register and high-level principles.

The Board met on six occasions throughout 2019. Recommendations were considered for the accreditation of 15 new programs and the reaccreditation of 10 existing programs to commence in January 2020.

In 2019 the Academic Board established a working group to review the University's existing approach to academic freedom in response to the Independent Review of Freedom of Speech in Australian Higher Education Providers initiated by the Federal Government. The aim of the review was to assess the effectiveness of University policies and practices to promote and protect freedom of expression and intellectual inquiry at USQ. A set of principles on academic freedom is under development and will form the basis for the development of a formal policy which, in turn, will guide an all-of-University strategy.

Financial Accountability Act 2009 (Qld)

USQ is a statutory body as defined by the *Financial Accountability Act 2009* (Qld) and is subject to the provisions for statutory bodies as specified under *The Act*, as well as further requirements as outlined in subordinate legislation. Queensland's *Financial and Performance Management Standard 2019* provides a framework for the development and implementation of systems, practices and controls for the efficient, effective and economic financial and performance management of the University. USQ has a range of policies, procedures and systems in place to ensure compliance with its responsibilities under the Standard in the areas of strategic and operational planning, performance management and review, general resource management, internal audit, and reporting.

The USQ Planning, Reporting and Review Framework

Under Queensland's *Financial and Performance Management Standard 2019*, USQ is required to have in place a strategic plan covering a period of four financial years, and processes for annual operational planning and performance review that meets specific legislative guidelines.

The *USQ Strategic Plan 2016–2020* was approved by USQ Council in March 2016 and the University develops an *Annual Plan and Budget* which meets legislative requirements.

USQ enacted improvements to its Planning, Review and Reporting Framework in 2019. These included the new approach to operational annual planning, in which Divisional planning shifted to a lower granularity of Section planning. This ensured stronger alignment between service planning and academic planning; improved the alignment of Organisational and Divisional goals through a KPI cascade; and improved the 360-degree review process to better inform continuous advancement. In addition, the University continued the development of its Campus Master Plan in 2019.

Financial management practices

USQ has a number of policies and procedures published as part of the *Financial Management Practices Manual* (FMPM).

The FMPM provides an authoritative internal source of information and guidance to assist the University to manage its financial resources, and meet its financial responsibilities and obligations. The FMPM includes policies in relation to financial management and accountability, revenue, expenditure, assets and liabilities to support the financial management and financial operation of the University.

Financial reporting arrangements

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

In line with USQ's status as a not-for-profit Higher Education Provider established under the *USQ Act 1998* and a statutory body as defined in the *Financial Accountability Act 2009*, the Annual Financial Statements represent the audited general purpose financial statements of the University. They are prepared on an accrual basis and comply with Australian Accounting Standards. Additionally, the statements have been prepared in accordance with the *Higher Education Support Act 2003* (Financial Statement Guidelines) and the *Financial and Performance Management Standard 2019* issued pursuant to the *Financial Accountability Act 2009*.

Assurance Services

The Council and the Vice-Chancellor recognise Assurance Services (Risk Management, Compliance and Internal Audit) as key components of USQ's governance framework. Operating independently, Assurance Services provides objective assurance and advisory service to:

- the Vice-Chancellor on the adequacy and effectiveness of risk management, internal control and governance processes;

- the Vice-Chancellor and Council that USQ's financial and operational controls are designed and operating in an efficient, effective, economical and ethical manner within acceptable risk; and
- assist management in improving the University's performance.

Internal audit

The Internal Audit Charter, which is reviewed annually, establishes the authority and responsibility conferred on Assurance Services (Internal Audit) so that it may operate as an effective function of the University in accordance with the *Financial Accountability Act 2009* and the *Financial and Performance and Management Standard 2019*. The Internal Audit Charter is consistent with the Audit Committee Terms of Reference.

Internal Audit plays a key role in:

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

An *Internal Audit Plan* was developed to provide an appropriate level of assurance to the University Council, Audit and Risk Committee, and management by focusing on key risks, business processes and information systems across the University. The *Plan* was implemented by Internal Audit during 2019 and augmented through an established co-sourced partner arrangement.

In 2019, eight individual audits were delivered across a range of audit types including financial, compliance and performance audits. These audits included Financial Management Strategy and Budgeting; Tendering, including probity principles and Accounts Payable; Admission Management – International; Biosafety; Student Complaints Management; and Payroll; Academic Partnership as well as Data Analytics (Cash Collection and Banking) and Continuous Control Monitoring Proof of Concept activities. The Internal Audit Charter was reviewed and endorsed by the Vice Chancellor and the Audit and Risk Committee.

Compliance

USQ routinely monitors the external environment to ensure that compliance with regulatory instruments is embedded in policies and procedures.

Risk management

The *USQ Risk Management Policy* and *USQ Risk Management Plan* have been adopted to establish a Risk Management Framework informed by international standards (ISO 31000:2018 and aligned to the Institute of Internal Auditors Framework) to comply with the *Financial and Performance Management Standard 2019*.

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

Overall there has been a continual maturing of the audit and risk activities at USQ which confidently provides governance and management with high quality reporting on the University's risk profile and the status of associated risk management activities.

Audit and Risk Committee

The University Council has in place the Audit and Risk Committee, operated in accordance with *Audit Committee Guidelines – Improving Accountability and Performance* published by Queensland Treasury.

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

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

The Audit and Risk Committee is independent of management. During 2019, the Committee comprised three members of Council (one of whom is *ex officio*, the Deputy Chancellor) who are not employees or students of the University and are able to contribute to the broad skills

base relevant to the business of the Committee; and two persons external to the Council and staff of the University who represent the accounting profession with experience in auditing. Members of the Audit and Risk Committee were as follows:

Mr Brett Delaney (Chair)
BCom *Qld*, FCA

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

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

Retired Chairman, Dornbusch Partners Pty Ltd, Toowoomba

Mr Chris Bazley
BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

Ms Jan Boys (Deputy Chancellor)
DipT *BCAE*, BEd *QUT*, BA *Qld*, MEd *GU*

Retired (previously Regional Executive Director of Education, Moreton)

Mr Tim Davis
BBus *USQ*, FCA, CTA

Consultant, Horizon Accounting Group, Toowoomba

Mrs Kylee Valentine
BCom *USQ*, FCA

Senior Partner – Brisbane, Findex Australia.

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

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

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

The Audit and Risk Committee met on six occasions during 2019. Remuneration details can be accessed via: https://www.usq.edu.au/about-usq/governance-leadership/plans-reports.

Some selected specific achievements of the Committee in 2019 include the following:

- Appointment of Director (Assurance Services) (from March 2019), and Acting Director (Assurance Services) (from October 2019).
- Review and approval of 10 final Internal Audit reports.
- Review of the Audit and Risk Committee Terms of Reference for recommending to USQ Council for approval.
- Review of Internal Audit Charter.
- Endorsement of the insurance strategy for the University's 2020 insurance renewal program.
- Receipt of regular reports on risk management.
- Monitoring of fraud control activities.
- Receipt and monitoring of regular management reports, including on integrity and professional conduct, litigation, information privacy, safety, workplace relations, Right to Information, Legal Discovery and administrative access.

External Scrutiny

Independent scrutiny of the University's performance is provided by a range of State bodies which may publish reports on significant operational or performance issues.

Education: 2017-18 results of financial audits (Report 19: 2018-19)

This report summarised the results of the Queensland Audit Office financial audits of the education sector. The University enacted a strategic response to the minor issues identified in the Report.

Integrity in procurement decision making: An audit of Queensland Health and other public sector agencies

The Crime and Corruption Commission report published in 2019 examined procedures and processes in place to ensure probity during procurement in Queensland. In response the University provided a relevant case file which the Commission examined to assess the complaint handling capability.

10 years on: Queensland government agencies' self-assessment of their progress in right to information and information privacy

This publication reported on agencies' self-assessment of their adoption of good practices for compliance with the *Right to Information Act 2009* and *Information Privacy Act 2009*. The University's result is well within the compliant range, although to further improve on this performance in the current year, extra attention was given to improving information governance and administrative access, and incorporating privacy impact assessments into major projects.

Other Legislative Requirements

Records and information management

The University continues to mature its records and information management practices and compliance with the *Public Records Act 2002* (Qld), the *Queensland State Archives Records Governance Policy* and the *Records Governance Policy Implementation Guideline*. Internally, the *Records and Information Management Policy* and *Procedures* direct and guide the University's management of its records and information in order to meet its obligations and business needs.

Recordkeeping business tools such as the authorised retention and disposal schedules, the Business Classification Scheme, the recordkeeping self-assessment tool and other associated resources, have been developed to assist employees in the execution of their records and information management responsibilities and activities.

During 2019, the recordkeeping program activities included the following:

- Deployment, training and functional support of the electronic document and records management system ('Content Manager').
- Development and endorsement of a defensible process for the early disposal of temporary records following digitisation.
- Automatic download of student records from the Customer Relationship Management system to Content Manager.
- Introducing a digitisation program for corporate, student and employee files.
- The offering of consultancy and advisory service for internal and external enquiries.
- The offering of self-paced online records and information management training modules through the University's staff professional development program.
- Information lifecycle management of the University's information and data that included creating, storing, using, sharing, archiving, and authorised disposal of records.

There were no serious breaches of the public authority's recordkeeping system during 2019.

The USQ Historical Archives managed by Corporate Records continued to play an important role in preserving the history and memory of the University.

Information Privacy Act 2009 (Qld)

The University meets its privacy obligations through appropriate governance measures and provision of privacy information, online training and support services to staff and students. Compliance with the information privacy principles continues to be provided through the Privacy Office.

Right to Information Act 2009 (Qld)

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

- the pro-active release of documents under the University's Administrative Access Scheme (where possible);
- the processing of formal access requests for documents held by the University;
- maintaining a Publication Scheme, which describes and categorises information that is routinely available;
- maintaining a Disclosure Log, which makes information available that has been released in response to an access application under *The Act*;
- ensuring Right to Information policy and procedures are in place to provide information; and
- providing mandatory Right to Information training as a component of the e-Induction program under the 'compliance module'.

One formal request under the *Right to Information Act 2009* (Qld) was processed in the reporting period.

Queensland Public Sector Ethics Act 1994 (Qld)

In accordance with the *Public Sector Ethics Act 1994* (Qld), the University's Code of Conduct provides the standards of conduct consistent with the ethics principles and values of public sector entities and the University's core values. Employees are required to undertake an online training course each year, as well as on initial induction.

Integrity and professional conduct

Trust is important for the University and its staff. A perception of wrongdoing can diminish trust regardless of how well a function is performed. Therefore the University has strict integrity requirements covering conflict of interest, gifts and benefits, meeting protocols, decision making, and professional conduct complaints.

Strengthening the integrity framework is a constant organisational objective and a major responsibility of the Director (Integrity and Professional Conduct). This is achieved through continuous improvement of the University's integrity systems and practices, and ongoing revision of the policy, procedures and administrative standards impacting integrity and professional conduct.

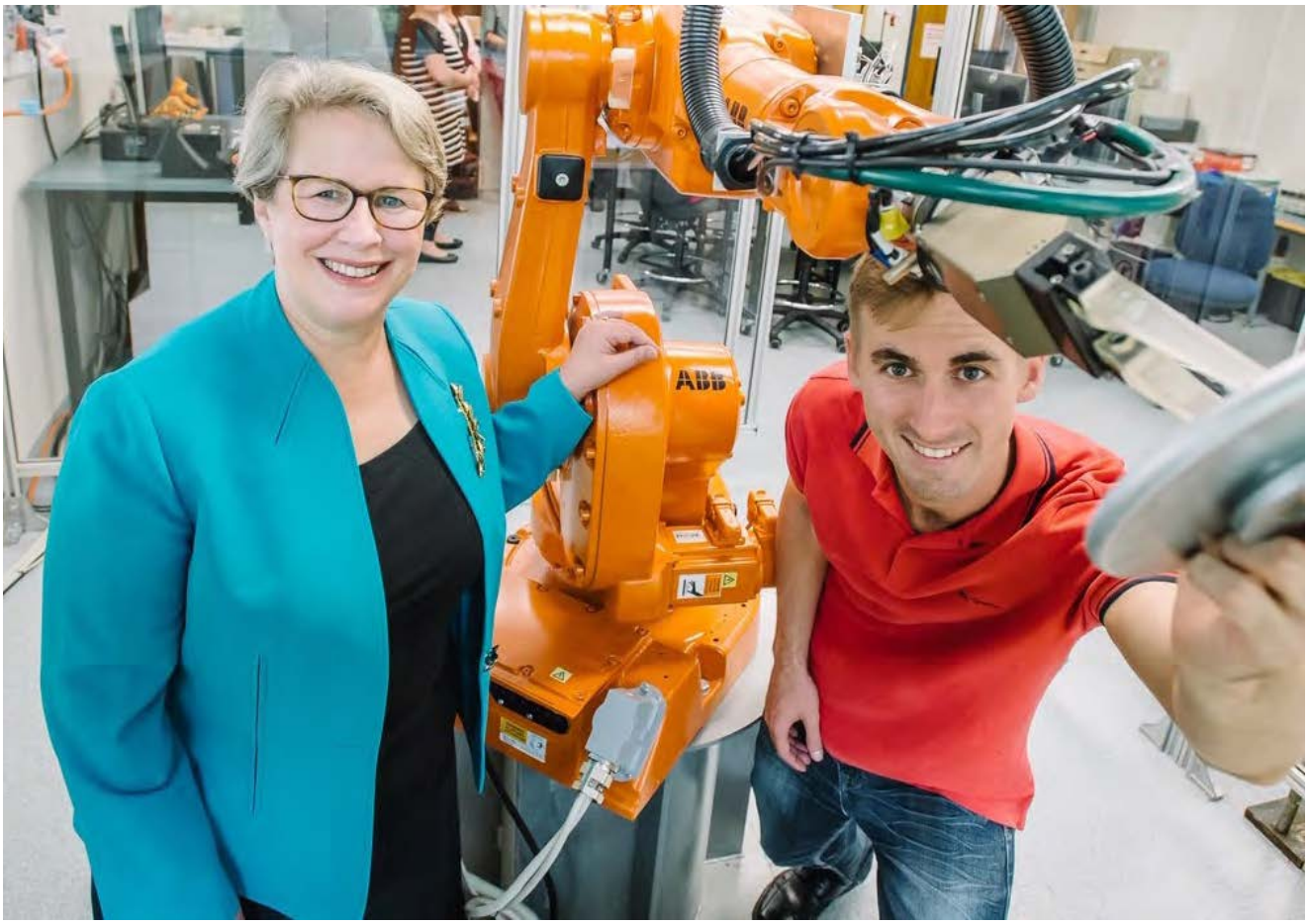
Supporting Queensland Government's Objectives for the Community

USQ actively supports the Queensland government's objectives for the community - as stated in *Our Future State: Advancing Queensland's Priorities* – through its teaching, research and engagement programs.

Engage more young Queenslanders in education, training or work:

- As a higher education provider, a core function of USQ is to encourage, attract and support the engagement of Queenslanders in higher education. Some 59% of full-time USQ students live or work in regional areas.
- USQ produces graduates in essential professions such as nursing, teaching, engineering, law and accounting, keeping regional students in their regions and attracting students into the regions who may come there after graduation.
- USQ ranks highly for graduates in full-time work and is one of the largest employers on the Darling Downs.
- Enhancing graduate employability and positioning graduates to remain competitive in today's job market is a key focus of USQ's academic ethos. The careers and employability team help students explore career opportunities, gain relevant industry experience and expand professional networks through career events, industry mentoring programs, internships and work experience. An emphasis is also given to explicitly embedding employability in coursework, and this represents a major theme in the professional development of teaching staff.

Vice-Chancellor Professor Geraldine Mackenzie with a student in an engineering laboratory at the Toowoomba Campus.



Keep Queenslanders healthy:

- USQ graduates a significant cohort of health professionals each year.
- USQ researchers are working with partners including Cancer Council Queensland and Prostate Cancer Foundation Australia to improve cancer survivorship and quality of life for regional Queenslanders.
- USQ is spearheading a project to develop an online platform giving young people direct access to tailored mental health information and support. The online platform integrates detection, assessment and tailored interventions addressing common mental health problems such as anxiety, depression, substance use and sleep problems.
- USQ Ipswich operates a Sport and Exercise Clinic which offers major benefits to the local community, providing an exercise rehabilitation service for people with chronic and complex health conditions, who may be unable to pay for private exercise physiology services, or who have exhausted available publicly funded services within the hospital system.
- USQ researchers are focussing on bio-behavioural approaches to the understanding and promotion of active lifestyles, looking at sedentary behaviour, muscle strengthening exercise, holistic movement and mental health. Their work has looked at large data sets to determine whether people do enough muscle strengthening activity, as well as researching the benefits of moving more and sitting less and how to change such behaviours.
- USQ research is looking to improve health outcomes, specifically chronic diseases including obesity, diabetes, HIV/sexual health and hepatitis, among vulnerable communities. A collective of researchers from varied disciplines (including psychology, economics, nursing, health and wellbeing, and exercise science) are working in partnership with affected communities, health practitioners and industry stakeholders to improve health behaviours and outcomes.

Keep communities safe:

- USQ is the largest provider of higher education into correctional centres in Australia, working with correctional institutions for more than 30 years. The University developed strategies for providing online-like study experiences to students without requiring connection to the internet through the multi-award winning *Making the Connection* project. Since this project launched, the percentage of eligible prisoners engaged with tertiary education in Queensland has doubled. USQ has since transitioned the project into an ongoing commitment to supporting incarcerated students with this approach. It is noted that prisoners undertaking education and training have significantly lower recidivism rates than for the prison sector as a whole.

Reduce Queensland's contribution to climate change:

- USQ's climate science research is helping to improve the management of risk and resilience in agriculture. The Climate Mates initiative, part of the Northern Australia Climate Program, involves a group of project officers being mentored by an experienced team of USQ climate risk management researchers and grazing industry extension officers, before returning to their local communities and sharing critical climate information and forecasts specifically tailored to their region.
- Increasing energy costs are one of the major challenges facing Australian agriculture and a key driver of energy efficiency. A reduction in direct on-farm energy use enables farmers to proactively respond to rising energy costs and contribute to a reduction in greenhouse gases. Information on optimising irrigation system performance, energy efficiency, selecting alternative farming systems or methods, best management practices and the benefits of emerging technologies is being developed at USQ and delivered to industry via training workshops, field days, fact sheets and web resources. USQ projects will also increase awareness of on-farm energy use and highlight the importance of energy assessments, particularly when considering infrastructure change.
- USQ's Professor Roger Stone has a direct line to key international policy makers as President of the United Nations World Meteorological Organization (UN-WMO) Commission for Agricultural Meteorology and is also an expert team leader within the UN Commission for Climatology.

Improve water quality:

- USQ has played a key role in the development of on-farm irrigation technologies nationally for the past 20 years by developing precise and automated control systems for a range of irrigation systems across the sugar, cotton and dairy industries.
- USQ research is focussing on soil structural constraints to productivity, irrigation and waste water quality with researchers seeing an immense value in the strategic use of marginal quality water sources for irrigation.

University Strategy

The *USQ Strategic Plan 2016-2020* was approved by USQ Council in March 2016. The Strategic Plan states the University's purpose, vision and values; and lists goals, objectives and strategies under the three organisational pillars of *Education, Research and Enterprise*. Ten strategic success indicators are described for assessing the University's progress towards implementing the Strategic Plan.

In the following sections of this Report, strategies and actions enacted during 2019 to progress the achievements of these Goals are discussed.

Education

Overarching Goal: *USQ successfully blends access with excellence and is a leading university for student experience and graduate outcomes.*

The University strives to broaden higher education attainment and social impact. Through ensuring the high quality of its programs in partnership with graduate employers and professional bodies, and demonstrating leadership and innovation in the quality of the student experience, USQ enhances its global standing as a source of graduates who excel in the workplace and develop as leaders.

Research

Overarching Goal: *USQ is internationally recognised for high impact research in specified areas of research focus.*

The University works in collaboration with leading partners to develop solutions that can be applied directly to business, industry and the community in the areas of: agriculture and agribusiness; astrophysics; cultural heritage and archaeology; environmental sciences; health and behavioural sciences; mathematical sciences and hypersonics; materials engineering and engineering technology; and regional community and economic development; as well as education and digital literacy.

Enterprise

Overarching Goal: *USQ is a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of its values.*

The University aspires to be an employer of choice by embracing a workplace culture that values and recognises staff contributions to the achievement of its priorities. Best practice recruitment and talent management frameworks support a commitment to productivity, diversity, equity and opportunity across the workplace.

The University continues to build a profile as an organisation that is a responsible corporate citizen and a business partner of choice by managing its physical and digital infrastructure and systems to ensure its business success and sustainability.

Former Queensland Police Service Commissioner and USQ alumnus Ian Stewart received the honorary award of Doctor of the University at the September 2019 graduation ceremony in Toowoomba, in acknowledgement of his distinguished service to the community during his 45 year career as a police officer.

EDUCATION

USQ successfully blends access with excellence and is a leading university for graduate outcomes.

USQ's overarching goal for Education as stated in the USQ Strategic Plan 2016–2020 is that USQ successfully blends access with excellence and is a leading university for student experience and graduate outcomes. The University's Vision is to excel within a global context. USQ's education achievement lies not just in providing wide access to enrolment into university awards, but in enabling students with the capability and commitment to successfully complete academic awards that are relevant to their study objectives and future graduate goals. This enablement depends on both the academic (learning and teaching) and the non-academic (general student support and service) experiences of students.

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

Objective 1: Broaden Higher Education Attainment and Social Impact

With one of the most diverse student bodies of any Australian university, USQ continues to provide opportunities for access to higher education for Queenslanders from all walks of life, as well as connecting regional and outer metropolitan Queensland with the global community.

Priorities for 2019 included: Increasing domestic enrolments, achieving growth in target international markets and reforming enabling education.

Domestic recruitment in 2019: bringing higher education to more Queenslanders

Through the Commonwealth Grant Scheme (CGS), the Australian Government subsidises tuition costs for higher education students across a wide range of discipline areas and qualification levels. The University receives funding for these Commonwealth supported places (CSPs) as a combination of a tuition subsidy and a regulated student contribution in accordance with the funding amounts determined for each field of education. From 2012 until 2017, under the 'demand-driven system', the Australian Government supported an unlimited number of domestic bachelor-degree students. However, through a measure introduced in the MYEFO 2017–18, the Government capped the level of funding for these students at 2017 levels for 2018 and 2019.

For 'designated' courses of study (non-research postgraduate courses, medicine courses, enabling courses and sub-bachelor courses of study) the Commonwealth provides funding up to a maximum amount for an agreed number of CSPs in a given year as defined in the funding agreement with the University. While in previous years the University has had the flexibility to transfer any allocation of Commonwealth supported places for designated courses of study between sub-degree and postgraduate courses, this practice was not permitted in 2019.

Both of these changes, creating an effective cap in bachelor degree CSPs and separate non-transferable caps for designated sub-degree and postgraduate courses for 2019, presented major challenges for USQ to manage and optimise its Commonwealth income and has created challenges for the University to achieve targets for domestic recruitment for the foreseeable future.

Domestic marketing

In early 2019, USQ adopted a market driven approach to determine and recommend priority programs for consideration by the Faculties. A desktop market scan was conducted, using a combination of internal USQ data sets and publicly available external market intelligence. The market scan was provided to the Executive Deans to assist decision-making regarding the selection of priority programs.

The promotional Semester 2 campaign which built on the 'Become More' messaging launched in 2018, was in market from 17 March - 1 July, and used outdoor (bus backs, bus shelters and digital billboards) and digital (Facebook, Twitter, LinkedIn and display) media. Priority Programs for Semester 2 2019 promotional campaigns included: Bachelor of Creative Arts, Bachelor of Biomedical Sciences, Bachelor of Engineering (Honours), Bachelor of Spatial Science (Honours) (Surveying), Bachelor of Sport and Exercise (Honours), Graduate Certificate of Professional Communication, Graduate Certificate of Leadership and Coaching, Graduate Certificate of Workforce Diversity and Inclusion, Master of Cyber Security, Bachelor of Science (Astronomical and Space Sciences) and Master of Science (Astrophysics).

The Semester 3 campaign was in market from 21 September - 15 November and used press, radio and digital display media. Messaging focused on pathway, postgraduate and undergraduate programs. The creative direction emphasised the 'Become More' messaging with consideration to specific target audiences with 'Become University Ready' (pathways audience), 'Become Rewarded, Become Recognised, Become More' (undergraduate audience) and 'Become Ready to Move Up' (postgraduate audience). All creative output emphasised USQ's position in leading graduate salary rankings in Australia.

Admissions Transparency

As part of a joint initiative of the higher education sector and Australian Government, continuous improvement is actively undertaken to ensure course program entry requirements and application processes are transparent for future students. The overall aim of this initiative was to better position prospective domestic undergraduate applicants to make informed enrolment decisions through improved information availability and consistency across higher education providers. To date, USQ has taken several steps to ensure all applicants applying for admission are aware of the necessary admission requirements and entry pathways. The QTAC website featuring higher education institution profiles was updated accordingly to reflect key applicant information such as open days, early offer guarantees, adjustment factors and specific school-leaver scholarships. The USQ website continues to be monitored and reviewed for continuous improvement purposes to ensure transparency of admission policies, process and practices and to improve comparability of information about entry requirements for prospective students.

Higher Education Participation and Partnership Program funding

USQ received an allocation of $5,041,910 from the Commonwealth's *Higher Education Participation and Partnership Program* (HEPPP) for 2019. HEPPP funding allowed the University to continue to undertake initiatives and implement strategies targeting domestic undergraduate students from low socio-economic backgrounds. Investing in programs and projects that commit to widening participation and accessibility in education contributes to the University's strategic focus to drive improvements to student entry pathways, strengthen strategic partnerships in our communities and coordinate University-wide efforts to improve student access, retention and attainment. The key Initiatives were set out in the University's 2019 *Access and Participation Plan*, as required by the Commonwealth Department of Education.

Improving participation for students from educationally-disadvantaged backgrounds

Schools and community outreach

As a regional university, USQ has a particular commitment to contributing to addressing the significant under-representation of regional students in higher education. The University enjoys a high level of brand recognition and is active in communities with low levels of higher education attainment offering a range of immersive school and community outreach programs which aim to raise educational aspirations and awareness of post-secondary study options and careers. As an example, the Making Career Choices program provided a career outreach service to high school students, parents and teachers to build career decision-making capacity and make informed decisions concerning pathways into higher education. The program also provided career outreach services to community organisations which support staff and clients regarding their understanding of pathways to higher education.

USQ also maintains a program of on-campus Student Experience and Career Days to expose school students to university campuses and deliver aspiration building and career development activities, particularly from schools in disadvantaged areas or with high proportions of students from under-represented groups. The program includes Year 9 and 10 Careers Days which provide support for Senior Education and Training planning and exposure to a range of post-school options. Year 11 and 12 Student Experience Days and two-day experiences are designed to immerse students in a study area of their choice, with undecided students taking part in career development activities. Sessions included industry-relevant career information and talks by USQ Alumni and USQ Student Ambassadors.

The winning team of the Darling Downs Science and Engineering Challenge 2019 from Centenary Heights State High School.

Entry pathways

In addition to providing the largest fully online university preparatory program in Australia – the Tertiary Preparation Program (TPP) – USQ also offers a range of entry pathways to suit the broad needs of our student constituency. These include:

- the Accelerated Entry Pathway Program (AEPP), designed specifically for Year 12 students who have not chosen an ATAR pathway;
- the Head Start Program, an academic extension program which enables high school students to undertake university subjects whilst still at school;
- foundation certificates and diplomas, and associate degrees which scaffold into degree study; and
- the Indigenous Higher Education Pathways Program (IHEPP).

Equity scholarships

The 2019 Equity scholarships, jointly funded through HEPPP and USQ designated funding, assisted over 1,000 students to access and maintain their tertiary studies. With the introduction of an online application management system, processing times for these scholarships have been greatly improved, enabling funds to be delivered to students earlier in the semester.

Residential College scholarships

The USQ Residential College Scholarships contributed towards accommodation costs at the University's residential colleges for regional and rural commencing and continuing full-time undergraduate students experiencing financial hardship. Benefits included enhanced accessibility to attend classes; College support through the academic assistance program; pastoral care and wellbeing support; and access to learning communities and engagement activities.

Excellence in Aboriginal and/or Torres Strait Islander Education

Queensland has the second highest proportion of Aboriginal and/or Torres Strait Islander peoples in its population. This places an added responsibility on Queensland universities to ensure that there are strong programs in place to address the particular needs of this diverse group of Australians.

College for Indigenous Studies, Education and Research

The College for Indigenous Studies, Education and Research (CISER) encourages and supports the further education of our Aboriginal and/or Torres Strait Islander communities. Located across all three USQ campuses, CISER aims to:

- promote Aboriginal and/or Torres Strait Islander cultures and assist communities to develop their economic and cultural independence;
- act as an advocate for Aboriginal and/or Torres Strait Islander students when meeting educational, social, economic and cultural difficulties in a tertiary institution; and
- undertake research and consultancy projects that will address education and other issues that affect Aboriginal and/or Torres Strait Islander people at all levels.

USQ Reconciliation Action Plan

Reconciliation Australia has endorsed USQ's second Innovate Reconciliation Action Plan (RAP) 2019-2021. This Plan commits the University to improve education and employment outcomes for Aboriginal and/or Torres Strait Islander peoples. Through learning and teaching, research and community engagement activities, our vision for reconciliation is *to support an Australia where equity exists between Aboriginal and/or Torres Strait Islander peoples and other Australians, where there is unity between cultures and historical acceptance for past injustices, and where we celebrate the unique place of Aboriginal and/or Torres Strait Islander peoples in our society.* The implementation of the RAP's actions are overseen by a cross-institutional working group and deliverables are reported through to University governance committees. The refreshed USQ RAP will be launched in 2020.

Elders and Valued Persons Advisory Board

The Elders and Valued Persons Advisory Board provides high-level strategic advice to the Vice-Chancellor to assist her in positioning the University to pursue Reconciliation and the improvement of outcomes for Aboriginal and/or Torres Strait Islander peoples through the activities of the University. The Board's membership is drawn from respected individuals within the University's local communities. In 2019, the Elders and Valued Persons Advisory Board met twice, providing input and advice on a range of key issues. The Chair of the Elders and Valued Persons Advisory Board, Uncle Wayne Fossey, is USQ's Elder in Residence.

Indigenous Governance Mechanism

To date, the Head of CISER has acted as the nominal sole-constituent of USQ's Indigenous Governance Mechanism, while also managing a portfolio of programs and courses, conducting research, and leading engagement and advocacy activities spread across many different communities located within USQ's catchment regions. With the aim of enhancing the involvement of Aboriginal and/or Torres Strait Islander people in decision making, the funding requirements for the

Commonwealth's Indigenous Student Success Program (ISSP) for 2020 has seen the introduction of a new requirement for at least two Indigenous Australians to be involved in each higher education provider's Indigenous governance arrangements. To respond to these new arrangements, USQ established an Indigenous Governance Mechanism Committee in late 2019, focussed specifically on matters relating to the internal management of the ISSP grant program. The Indigenous Governance Mechanism Committee includes representation from the University senior executive, and the Aboriginal and/or Torres Strait Islander employee and student bodies, with the Head of CISER as Chair. This complements the high level strategic consultancy on Indigenous matters provided by the Elders and Valued Persons Advisory Board to the Vice-Chancellor.

Indigenous Student Success Program

USQ is committed to improving educational opportunities for Aboriginal and/or Torres Strait Islander students and the University workforce more broadly, and acknowledges funding support through the Commonwealth's ISSP program. USQ's commitment is enacted through a range of activities supporting the goals of the *USQ Strategic Plan* and other associated strategies and programs across the University, including scholarships, bridging/enabling support, targeted academic support services, and outreach activities for Aboriginal and/or Torres Strait Islander students.

ISSP Scholarships

Through 2018 and 2019 the Scholarships Office and CISER worked towards improved communication and consultation to enhance access to and delivery of ISSP Scholarships. Through close cooperation on advertising, assistance with applications and support to students at key times USQ has achieved a 27% increase in active recipients from Semester 2 2018 to Semester 2 2019 and saw nine recipients graduate from their program mid-year.

Indigenous outreach

DEADLY WAYS

Deadly Ways works with Indigenous students across Years 7 to 12 to engage them in a positive University experience that contributes to raising their career aspirations and encourages them to consider higher education as part of their career path. Deadly Ways moved into its third year of operation at USQ in 2019, providing a continuous pathway for Indigenous students as they journey through Years 7 to 12 to engage with various aspects of university life, learn about pathway opportunities and study options, and experience cultural activities under the guidance of mentors and other role models. One of the key goals of this program for 2019 was to strengthen relationships with schools across the Ipswich and Springfield regions, with the purpose of increasing the awareness by these schools of the Program, and subsequently, expand the reach of the Program for the benefit of young Indigenous people.

INDIGENOUS CONNECTIONS - INDIGENOUS EDUCATION, YOUTH AND SPORT PROGRAM

USQ facilitates the Ipswich Education, Youth and Sports Program as a winter school for Years 4 to 12 students in partnership with Kambu Aboriginal and Torres Strait Islander Corporation for Health. Additionally, HEPPP funding supports a 10-week Literacy Program for Years 4 to 7 students. Both initiatives have been successfully operating for four years and aim to attract and inspire Aboriginal and/or Torres Strait Islander students and parents to connect with USQ and develop healthy and positive education practices that will lead students to think about the opportunity for university study in the future.

Global Leadership in Education Provision to Incarcerated Students

The University has been delivering higher education into prisons since 1989 and has since firmly established itself as the leading provider in this specialist area of education. Following on from the success of the $4.39 million HEPPP-funded project, 'Making the Connection', a *USQ Incarcerated Student Strategy* was developed and released for implementation in 2019. Designed to enable incarcerated students access to an offline/virtual online study experience equivalent in quality to USQ's mainstream online education programs, the *Strategy* allows USQ to provide a high quality learning experience within the prison environment, optimise support of these students and streamline processes within USQ so that the provision of higher education to prisoners becomes more effective, scalable and sustainable.

Incarcerated students are studying with USQ in all Australian States and Territories except for South Australia. The University has so far deployed its advanced methodology into prisons in Queensland, Northern Territory, Western Australia and Tasmania. An Incarcerated Students Coordinator was appointed to oversee the offline incarcerated student methodology and to play a key role in recruiting students and jurisdictions. A total of $242,000 was allocated in HEPPP funding in 2019 to support the implementation of the *Incarcerated Student Strategy*. **[CMS TO PROVIDE STUDENT NUMBER AND/OR LOAD IN THE PROGRAM AT END-JANUARY 2020]**

International education program: connecting Queensland to the world

In March 2019, Professor Ren Yi was appointed as Pro Vice-Chancellor (International) to provide direction to USQ International (USQI) and lead USQ's international operations. Subsequent to the appointment of the Pro Vice-Chancellor (International), and in consultation with key stakeholders, a five-year *USQ International Strategy* was developed to chart a path towards measured growth of international students and improve USQ's international reputation, brand and profile. The strategy outlines priorities to meet the strategic goals and objectives of the University. During 2019, the following key initiatives were in focus:

- Building the USQ brand internationally by collaborating with research intensive international universities.
- Focussing on in-country needs in USQ markets.
- Strengthening USQ's agent network.
- Diversifying USQ recruitment in all targeted markets.
- Working with the Academic Division to offer new market leading programs.
- Partnering with external funding agencies to utilise opportunities such as Destination Australia and Regional Visa schemes.

USQI continues to provide a strong brand message to identified regions through targeted marketing, consistent messaging, re-establishing relationships and drawing on established research outcomes. These efforts have resulted in several new articulation and partnership initiatives, and negotiations with Indian and Chinese universities and institutions are ongoing. USQI has focused effort on the International Recruitment Agent management processes, following up on audit findings and the need to instigate relationships that are more productive. Under new guidelines, the training provided to the Agents, both onshore and offshore is now more regular and systematic.

New in-country representatives were appointed for Greater China and Southeast Asia to address the decline in these markets and progress marketing activities boosting USQ's presence in the Asian region. All in-country representatives bring extensive knowledge and understanding of the international student market, through building close networks with their local agents and partners, and assist the growth of USQ's international student numbers.

The Academic Division and USQI have worked together to identify in-demand programs within the markets and reacted to new market intelligence which has led to the rollout of the Master of Cyber Security and other popular programs. USQI continues to provide a strong brand message to identified regions through targeted marketing, consistent messaging, re-establishing productive relationships and drawing on established research outcomes.

Scholarships form an important part of international student recruitment activities. To build the market share in the Subcontinent's increasingly competitive environment, a 10% High-Achiever Scholarship has been introduced. A $3 000 scholarship will be awarded to all new commencing international students from Southeast Asia and to all new commencing high-achieving students from Latin America. To establish a foothold in these regions USQI also established a 10% tuition fee scholarship to international students applying for undergraduate programs from eligible overseas institutions. As well, USQI will continue the $2 000 scholarship for eligible Study Abroad students.

USQ signed a Memorandum of Understanding with East China Normal University in December 2019.

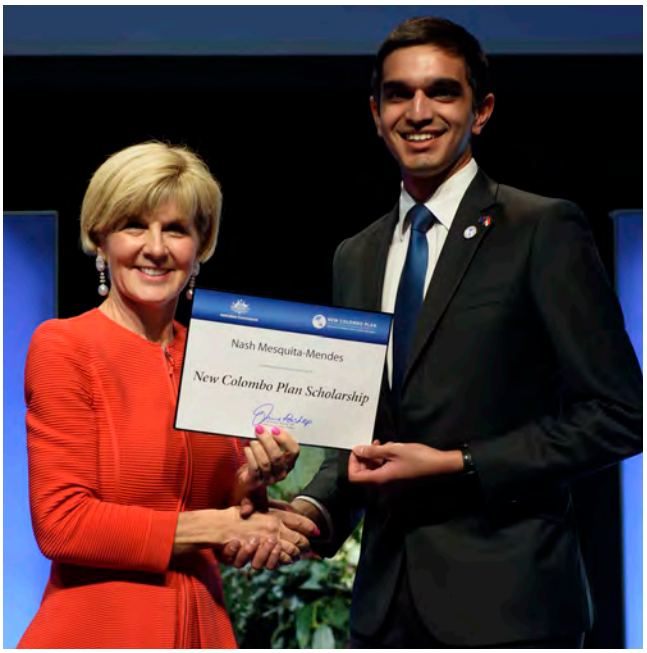
Destination Australia Program 2020

USQ was successful in securing $792,000 in funding via the Destination Australia Program 2020. The funding will support 34 scholarships including 17 domestic and 17 international scholarships for students enrolling in a range of programs at USQ Toowoomba, and associated promotion and administration funding.

Markets and Partners Strategy and Management

During the year, a wide range of initiatives were implemented to further strengthen the University's approach to third party provider management, including the redevelopment of partner due diligence processes, third-party education provider agreements, internal policies and procedures and arrangements for the ongoing monitoring of partner performance. The University's Markets and Partners Strategy and Management Committee (MAPSM), established on 7 August 2019 has a focus on building a strategic approach for establishing, monitoring and managing quality arrangements with agents and third party providers involved with USQ's onshore and transnational education programs. The Pro Vice-Chancellor (International) chairs the Committee, with the two Executive Deans serving as Deputy Co-chairs. The Partner Operations Committee, a sub-committee of MAPSM with responsibility for operational management of Education Partnerships in relation to the activities outlined in the third party provider agreements, was also established in 2019.

Bachelor of Information Technology graduate Nash Mesquita-Mendes completed his new Columbo Plan Scholarship in 2018 and graduated in September 2019. He is pictured with then Minister for Foreign Affairs Julie Bishop.



Responsible internationalisation

USQ is conscious of the need to ensure that its international educational program is conducted responsibly. Strict entry standards apply for international students. These include minimum English language standards, with English language programs offered by the University to assist prospective students achieve the standards necessary for undergraduate and postgraduate entry.

As a values-driven organisation, the University recognises its duty of care to all students and to ensuring that both international and domestic students have the opportunity to reap the full range of benefits that internationalisation provides, including by encouraging interactions and networking opportunities.

A dedicated position of Multicultural Coordinator has been maintained at USQ for over two decades to provide community engagement and education involving both our internal and external communities in the promotion of multiculturalism, multi-faith and an appreciation of the benefits of diversity – further emphasising the benefits and opportunities created by international education.

From an enterprise perspective the University seeks to mitigate risk by diversifying source countries of inbound students and monitoring its level of exposure to international markets.

Finally, USQ actively explores opportunities to "give back" to source countries. This is achieved through USQ maintaining an engaged international alumni network – USQ currently has a global network of over 106 000 alumni in more than 140 countries – and through the University's core activities of teaching and research. As an example, USQ researchers from the Centre for Agricultural Engineering (CAE) have been working in 12 villages across Nepal, India and north-west Bangladesh to improve year-round access to water for irrigation through farming collectives.

Objective 2: Leadership in quality of the student experience

The capacity to provide high quality learning and social experiences to a highly diverse student constituency through commitment and innovation represents a major business differentiator for USQ.

Priorities for 2019 included: increasing the level of innovation in the learning and teaching program, enhancing strategies to reduce student attrition, establishing a leadership position in the quality of the student experience, and improving student success.

Student assessment of the quality of educational experience

USQ Student Experience Survey scores (2018) for current and completing students improved significantly from 2017 results. Undergraduate satisfaction increased from 74% in 2017 to 77% in 2018. However, while statistically significant improvements were observed for 'teaching quality', 'learner engagement', 'learning resources', and 'skills development', the combined 2017/2018 score of 75% was lower than the national average of 79%. Importantly, USQ exceeded the national average for 'student support'.

Postgraduate satisfaction also improved significantly, with an increase from 74% in 2017 to 82% in 2018. Significant improvements were observed for 'teaching quality', 'student support' and 'skills development'. The combined 2017/2018 score of 79% exceeds the national average of 76%. USQ is on par with the national average for 'teaching quality' and exceeds the national average for 'student support', 'learning resources' and 'learner engagement'.

Strategy

USQ Academic Plan

Led by the Deputy Vice-Chancellor (Academic), USQ launched its *Academic Plan* in August 2019 spanning all academic and related endeavours across the University and providing a whole of University approach to the achievement of USQ's overarching Education goal.

Reflecting the University's commitment to providing a comprehensive suite of high-quality programs and learning opportunities in a flexible and supportive environment that values excellence in education, the three core pillars of the *USQ Academic Plan* are focused on quality and excellence in three broad areas:

a) USQ's program portfolio including traditional undergraduate and postgraduate programs, innovative education offerings, and structured pathways to USQ for domestic and international students at all levels.
b) Innovative learning and teaching policy and practice which is designed to maximise learning, emphasise employability outcomes, and to develop students to be global citizens in a challenging and rapidly changing world.
c) Student experiences of USQ that are positive, productive and rewarding and intentionally designed to provide all students with curricular and co-curricular opportunities to enhance and strengthen their learning.

The *USQ Academic Plan* is designed to align with outward facing strategies and will support the first refresh of the Plan that is due during 2020. The Plan is a living document that will be updated and reviewed frequently during its three-year cycle to ensure it remains a guiding document aligned with emerging University priorities and strategies.

Student Success and Retention Strategy

In striving for excellence, the University acknowledges that more needs to be done to improve student success and retention. This three year *USQ Student Success and Retention Strategy* recognises the University's regional context and the profile of USQ students who are largely mature-aged, online and part-time – groups that are vulnerable to experiencing pressures and challenges that can lead to attrition. The *Strategy* acknowledges the success factors that sit outside the University's sphere of influence and seeks to address those that the University is able to influence.

The *Strategy* is designed to address the three major phases of a student's relationship with the institution: 'transition in', 'transition through' and 'transition out'. The concept of transitions acknowledges that students will experience these phases uniquely, bringing different experiences, facing different challenges and having different conceptions of success. Initiatives are designed around key transition points and are not just "point-in-time" activities but available as and when needed.

The *Strategy* was also informed by recommendations in the Higher Education Standards Panel (HESP)'s report on improving retention, completion and success in higher education, drawing on sector good practice and the outcomes of consultation with key stakeholders throughout the University. The *Strategy* is implemented within the wider context of USQ's overarching Education Goal and is directly aligned with USQ's strategic objective of leadership and innovation in the quality of the student experience.

A Student Success and Retention Committee was established in 2019 to provide oversight of implementation of the *Strategy*, and to provide expert information, recommendations and advice.

Assistive Intervention Management Strategy

In Semester 2, 2019, teams in Student Services piloted a proactive and progressive intervention initiative to improve student success and retention via the *Assistive Intervention Management Strategy* (AIMS). Based on the research and practice evidence that shows student belonging and connectedness are critical to success, and that early intervention can enhance student grades and retention, AIMS provides the ability to recognise and respond to the needs of USQ's student cohorts through a four step process:

1. Identify - students who would benefit from Assistive Intervention.
2. Assess - individual student needs.
3. Action - appropriate support through preferred communication channels.
4. Monitor - student progress.

The key milestones included are:

1. Pre-Semester (prior to semester commencement);
2. Pre-Census (first four weeks of semester); and
3. During semester - pre-withdrawal without Academic Penalty (weeks five to eight of semester).

Other cohort-based intervention triggers were deployed alongside the milestone related processes. For example, not submitting first item of assessment; reaching Grade Point Average (GPA) threshold for conditional academic standing; and students with high overall risk scores.

Further development of AIMS is taking place during Semester 3, 2019 and the initiative will be extended to all commencing and continuing undergraduate students from Semester 1, 2020.

Improved structures and processes

School, College and Faculty leadership and management structures, roles and committees model

From August 2019, progressive implementation of the revised School and College Leadership and Management Structures, Roles and Committees Model took place, promoting a move towards shared ownership of a School's/College's academic endeavours and allowing sufficient flexibility to meet the needs of different Schools/Colleges. The revised committee structure was developed in close alignment with the new Academic Board standing committees and took into account the role descriptions and responsibilities for key activities and processes related to program quality assurance contained within the new Program Accreditation Procedure. This alignment of accountabilities from school level through to Academic Board is playing an important role in strengthening academic governance processes and facilitates enhanced communication and reporting.

Nursing students undertaking practical experience in one of USQ's simulated medical wards.

Core School/College and Faculty Committees comprise the following:

- **School/College Executive Committee** – provides management oversight of the planning and strategy, operational, and infrastructure operations of the School/College.
- **Learning, Teaching and Student Success Committee** – responsible for advising the Head of School/College on issues relating to learning and teaching quality, curriculum design and program offerings, and student success.
- **Assessment Sub-Committee** – a sub-committee of the Learning, Teaching and Student Success Committee responsible for overseeing and ensuring all matters associated with assessment.
- **Research Committee** – provides recommendations to the Head of School/College on issues relating to research and research training.
- **Advisory Board** – provides insight and advice on current and potential programs and specialisations relevant to the School/College and/or major program or discipline area.
- **Faculty Academic Program Committee** – responsible for the quality assurance of programs and courses offered by the Faculty.
- **Faculty Learning, Teaching and Quality Committee** – responsible for oversight of learning and teaching performance and student experience in the programs and courses offered by the Faculty.
- **Faculty Research Committee** – responsible for oversight of research quality and performance.

Academic Quality Framework

USQ instigated a phased Academic Quality Framework project in July 2019 consisting of five key elements and an agreed systematic schedule of formal curriculum conversations at survey, course, program, Faculty and University levels, reporting through to Academic Board and Council. The three phases of the project included:

- *Phase 1* - design of the Academic Dashboard Proof of Concept.
- *Phase 2* - design of the Academic Quality Framework and quality processes, as well as defining the business specifications and rules for the academic quality reports to be generated by the USQ data warehouse.
- *Phase 3* - staged implementation of the Phase 2 recommendations, prioritising work that will support academic quality assurance through comprehensive diagnostic analysis for each higher education program that USQ offers.

A key outcome of the Framework will be consolidated reporting of program performance data and the comparative information about various USQ student groups including equity groups, Aboriginal and/or Torres Strait Islander students and different cohorts of international students.

In the second year of implementation, evidence-based formal quality curriculum conversations will be occurring regularly and will be documented, with future plans for curriculum enhancement approved. In the third year, succession planning to support academic staff changes will then be in place. Survey, course, and program teams will meet regularly and future plans will be approved, enacted and used to inform accreditation.

A Reference Group consisting of the Deputy Vice-Chancellor (Academic), Chair of Academic Board, Pro Vice-Chancellor (Education), Deputy Vice-Chancellor (Enterprise Services) and Executive Deans has been formed to provide oversight of the development of an Academic Quality Framework, including the implementation of the ten recommendations from the USQ Academic Quality Project Final Report.

Scholarship Application Management System

USQ launched an online Scholarship Application Management System (SAMS) in February 2019. SAMS resulted in the replacement of paper based applications and manual processing of these applications with an online application form and backend processing system with the ability to score and rank scholarship applications, make offers, send automated email communications and efficiently manage the entire end to end application process.

Load Forecasting and Review Committee

Recognising the need to progress to the next stage of maturity in the load planning process across the organisation, Vice-Chancellor's Executive approved the formation of a Load Forecasting and Review Committee with cross-Divisional membership. Chaired by the Deputy Vice-Chancellor (Academic), the Committee, which came into effect from 15 May 2019, has oversight of the University's student load management processes (load forecasting, monitoring and review) and University student load submissions to government.

Key outputs of the Committee in 2019 included the following:

- The development of a rolling five year work plan for load forecasting and planning cycles with plotting, monitoring and tracking of the University's product catalogue including associated dates for development of new products and program re/accreditations.
- Securing the active involvement of Heads of School/ College in the process of setting and reviewing intake load estimates for 2020.
- The adoption of an assumed knowledge admissions framework as a key action arising from meetings held with Heads of School/College. A blanket change was made to the USQ admission requirements for undergraduate programs from a prerequisite of four semesters of Sound Achievement (4SA) in English across Years 11 and 12 to assumed knowledge, with exceptions managed by making a case to the Executive Dean for an exemption. This change brings USQ into line with a number of its competitors and is expected to have a positive impact on load growth, with the changes taking effect for the 2020 commencement cohort. Academic Board will be provided with an annual report detailing the exceptions to assumed knowledge, as well as the strategies put in place to monitor the effect of the change on student performance.

Assumed Knowledge Working Group

A working group of key stakeholders across the Academic Division was formed in 2019 to ensure USQ is providing appropriate early interventions, advice and ongoing support to students who enter into USQ programs with assumed knowledge. Referrals to bridging courses (Tertiary Preparation Program), early diagnostic assessment and referrals to online and in-person discipline support are now available for all students in such circumstances, and especially those in programs that require a Math or Science pre-requisite.

Library Systems upgrade

In July 2019, the Leganto Course Readings Solution implementation project commenced roll-out. Leganto is an Ex Libris Cloud-based, end-to-end Solution that integrates with the USQ institutional environment (including existing Ex Libris systems and StudyDesk) and facilitates active cooperation between Instructors, students, and librarians for the creation, management, use and evaluation of Course Reading Lists. Leganto has the potential to transform the provision of Reading Lists into a collaborative, streamlined experience, helping boost student engagement, foster meaningful learning, and maximise the use of Library content. The new Course Readings Solution was piloted in 46 courses in Semester 2, 2019 with positive feedback from both academic staff and students about the ease of use of the new system. The pilot was conducted across both USQ Faculties and all discipline areas. The Solution was also rolled out for Semester 3, 2019, with further development work planned to ready the system for scaling up to all USQ courses by the end of 2020.

Reporting of complaints made by students

Complaints and appeals management

USQ's custom-built, fully online and Oracle Service Cloud-integrated complaints and appeals management system was deployed in 2019 as business as usual. A new Online Academic Appeal form and triage site was released for deployment in March introducing:

- an improved student experience reducing confusion around the complexity of the process/es;
- intuitive filtering of each student's position in the process to ensure they have completed all the steps before getting to the online form;
- automated responses to students (auto-communications to be expanded as part of Phase 2);
- reduced manual assessment and processing requirements; and
- robust reporting functionality.

Both systems will continue to be reviewed in the interests of continuous improvement and in an effort to further improve the student experience; to conserve resources through automation; and to provide an increasingly valuable educational tool on USQ complaint and appeals processes for both students and staff. At a University level, the new website and systems provide transparency, consistency and sharing of information while still protecting the privacy of students. From the students' perspective, an online guide and submission system for complaints and appeals at USQ is available for all students.

Formal complaints

A report was submitted to USQ Council in July 2019 which represented full year complaint comparisons for the years 2017 and 2018. In summary, the University received and processed through the Online Complaints Management System 135 Formal Student Complaints in 2018 compared to 106 in 2017.

For 2018, 62.0% (67.9% in 2017) of all complaints received were resolved within the recommended 15 business days which gave a 2018 total of 68.6% of all formal complaints being resolved within the recommended time period, compared to 79.2% in 2017. Causes for the increase in

volume and response times included Student Services also assuming responsibility for Academic Appeals and Academic Integrity; increasingly complex complaint matters; increased student mental health concerns; and increased student awareness regarding complaint lodgement.

In mid-2018, a continuous improvement module for the complaints management system was implemented with the following characteristics. In the instance where a complaint is 'sustained' (a matter where USQ has accountability) the investigator is required to undertake continuous improvement tracking. The investigator records and assigns actions to be undertaken to ensure a similar event is not repeated. Additionally, 'sustained' complaints cannot be closed while any continuous improvement task remains outstanding. On balance, students reported that they were more satisfied than dissatisfied with the Complaints Management System and Complaints Handling at USQ.

Anonymous complaints

Owing to USQ's three semester calendar, complaints reporting for the full year 2018 is reported in 2019. Some 11 student complaints were received anonymously for 2018 (compared with 11 in 2017). In accordance with the USQ Complaints Type and Responsibilities Schedule, anonymous complaints are managed by the University's Office of Integrity and Professional Conduct. The issues primarily involved academic experience (6), student conduct (3), staff conduct (1) and favouritism (1).

Ensuring high quality academic programs

Program accreditation and online portal

The new Program Accreditation Procedure, associated new schedules and development of an online accreditation portal to support the new procedure, went live on 29 July 2019. The project commenced in July 2018 and its launch was supported by extensive briefing and training sessions for academic and professional staff. The project was led by the then Learning and Teaching Taskforce under their remit for developing a University-wide framework for learning and teaching quality and quality assurance. The new procedure, schedule, online portal and supporting documentation served to provide increased efficiency and effectiveness in program accreditation activities, as well as greater openness, transparency and accountability in curriculum decision making. Ongoing work to refresh a number of other associated procedures and schedules will further contribute to supporting curriculum design and quality assurance practices that are compliant with the Australian Qualifications Framework and the TEQSA Higher Education Standards Framework.

Program revitalisation in 2019

The revitalisation of program offerings at the undergraduate level included the following new programs, which commenced in 2019:

- Associate Degree of Criminology and Criminal Justice (from Semester 2);
- Bachelor and Associate Degrees of Biomedical Sciences (from Semester 1);
- Bachelor and Associate Degrees of Medical Laboratory Science (from Semester 1); and
- Bachelor of Urban and Regional Planning (Honours) (from Semester 1).

Innovative new postgraduate programs that commenced in 2019 included the following:

- An executive suite of specialised Graduate Certificate and Diploma programs for leaders, (from Semester 1):
  - o Graduate Certificate of Leadership and Coaching;
  - o Graduate Certificate of Workforce Diversity and Inclusion;
  - o Graduate Certificate of Professional Communication;
  - o Graduate Certificate of Public Relations;
  - o Graduate Diploma of Editing and Publishing; and
  - o Graduate Diploma of Public Relations.
- Masters programs in rapidly growing fields of Information Technology (from Semester 2):
  - o Master of Cyber Security; and
  - o Master of Information Technology Innovation.

In addition, the following professional body accreditations occurred in 2019:

- The Australian Psychology Accreditation Council accredited for a period of five years until 31 December 2024 the following programs: Bachelor of Science (Psychology); Bachelor of Science (Psychology Extended); Bachelor of Arts and Bachelor of Science (Psychology); Bachelor of Business and Commerce and Bachelor of Science; Bachelor of Psychology (Honours); Bachelor of Science (Honours) (Psychology); Master of Science (Research) (Psychology Research); Master of Professional Psychology; Master of Psychology (Clinical); and Master of Psychology (Clinical)/ PhD.
- The Australian Computer Society (ACS) approval of the Information Technology and Information Systems suite of undergraduate and postgraduate programs.
- Engineers Australia accreditation of the Engineering suite of programs including the Associate Degree of Engineering, Bachelor of Engineering Science, Bachelor of Engineering (Honours), Master of Engineering Science, and Master of Engineering Practice.

Further new program offerings for 2020 include the following:

- The expansion of Aviation programs to USQ Toowoomba, including the purchase of an additional flight simulator. This will complement the new Qantas Pilot Academy to be located at Toowoomba Wellcamp Airport.
- The rollout of all first year Music courses and of the 16 unit Contemporary Music major within the existing Bachelor of Creative Arts at USQ Springfield (from Semester 1 2020).
- Separation of the existing Bachelor of Education offering into three programs, comprising the Bachelor of Education Early Childhood, Bachelor of Education Primary, and Bachelor of Education Secondary from 1 January 2020. A new Industrial Technology and Design specialisation in the Bachelor of Education Secondary will also commence, following on from the introduction of this specialisation in the existing Bachelor of Education (from Semester 2, 2019).
- The expansion of postgraduate offerings at the Graduate Certificate and Diploma levels to include a new Master of Editing and Publishing (from Semester 1 2020); representing the only program of its kind in Australia that is offered fully online.
- New or substantially revitalised program offerings for 2020 include:
  - o Diploma of Wine;
  - o Master of Adaptive Leadership;
  - o Master of Clinical Psychology – Advanced Entry;
  - o a new Psychology training model involving a minor change to the Master of Professional Psychology and a major change to the Master of Psychology (Clinical); and
  - o Graduate Certificate of Business Administration, Graduate Diploma of Business Administration, and substantially revised structure for the Master of Business Administration.
- New majors for 2020 include:
  - o Photography major within the Bachelor of Communication and Media; and
  - o Animal Science and Statistics majors within the Bachelor of Science.

Commencing 1 January 2021, the Master of Learning and Teaching offering will be separated into three separate programs, with the Master of Learning and Teaching Early Years, the Master of Learning and Teaching Primary, and the Master of Learning and Teaching Secondary.

The School of Law and Justice launched the USQ Law Ready program in 2019. USQ Law Ready is the umbrella for curricular and co-curricular programs run by the University and the USQ Law Society (the student law association) that are overtly directed towards helping students to prepare for legal practice. A number of these individual activities have been running for some time, but Law Ready will enable them to be re-presented as a coherent set of programs that market the opportunities available to current and future students for improving their employability and readiness for practising law. There are a number of themes to USQ Law Ready including: Internships and work placements; Practice-directed coursework; Advocacy coursework and training; and Transition to practice workshops, seminars and networking events.

Students attending Orientation event at the Toowoomba campus.

Integrated Management of Course and Program Specifications

The Integrated Management of Course and Program Specifications (IMPS) project commenced in 2017 as an ICT Investment Portfolio project. Initiated in response to an identified need to manage course and program information, the original project aimed for transformational change through an end-to-end solution for the management of curriculum information. The absence of mature and cost-effective vendor solutions and a number of internal readiness factors that had emerged by mid-2017 required the scope of the project to be reduced.

The re-scoped project resulted in the soft launch to staff of IMPS in May 2019. IMPS maps the relationships between USQ programs and courses and records and displays the structure of USQ programs in an elegant and simple application. IMPS leverages data in existing systems and its functionality includes a dynamic search capability for course and program attributes with course to program mapping; codification of program rules; course and program coordinator lists; product change impact reporting; and a dynamic centrally maintained staff view of key product information. The delivery and deployment of the IMPS tool will also support work that is planned to refine curriculum models and program structures at USQ.

Micro-credentialing

USQ has embarked on the offering of credentials for short courses of study in specific topic areas intended to address the need for ongoing 'just-in-time' professional development and career upgrading across the workforce. These offerings provide individuals and businesses with highly flexible strategies to not only attain the knowledge and skills needed to adapt to the changing needs of the workplace, but serve to position individuals and businesses for the future of work.

An initial offer of 18 USQ UpSkill minicourses was opened for enrolments from 1 April 2019. Developed by disaggregating existing postgraduate courses accredited at AQF Level 8, the initial group of courses served as a 'proof-of-concept' and allowed the project team to test and review the educational and learning design for future development of modularised fully online minicourses.

Phase 2 of the USQ Micro-credentialing Strategic Project saw the rollout in November of an additional 20 USQ UpSkill minicourses in key areas of strategic demand. A *USQ Micro-credentialing Strategy* is also being developed and will form part of the broader *USQ Digital Strategy*.

Ensuring high quality learning and teaching

Optimising academic staff performance

The following three developments during 2019 have had a significant impact on academic development and teaching performance, and hence on the quality of the student experience.

ACADEMIC DEVELOPMENT AND OUTSIDE STUDIES PROGRAM (ADOSP)

The Academic Development and Outside Studies Program (ADOSP) was updated in 2019, providing for a streamlined, contemporary and strategically aligned refreshed program. This included the introduction of a new 'academic career revitalisation' category, increased flexibility where warranted under special circumstances, and the introduction of the Academic Portfolio used to compile and present supporting evidence and information to accompany applications.

HUB FOR IMMERSIVE AND VIRTUAL EXPERIENCES

Contributing to the enhancement of the student digital experience and furthering USQ's reputation as a leader in immersive learning, the Hub for Immersive and Virtual Experiences (HIVE) was launched in April 2019 at USQ Toowoomba, with over 250 staff members participating in activities during a week. The HIVE is designed to provide a physical and virtual space to allow USQ educators and researchers to come together to explore the opportunities afforded by virtual and augmented reality. The opportunity to explore, experiment and engage with the HIVE across all USQ campuses is facilitated by mobile kits and an online web presence, with the HIVE situated on the ground floor of S Block at USQ Toowoomba.

ACADEMIC WORKLOAD MODEL

Following a comprehensive process to revise the Academic Division Academic Workload Allocation Model, a revised workload model for Academic Division academic employees was released in October 2019 for implementation from Semester 1, 2020. The revised workload model responded to the widespread desire for a less granulated model but one that still provides appropriate mechanisms for equitable workload management. A Workload Model Implementation Committee has been established to oversee the implementation of the model. The Committee, co-chaired by the Executive Deans and Pro Vice-Chancellor (Education) or nominees, has representation from each Faculty and the Education Portfolio, the Staff Consultative Committee and Human Resources.

LEARNING, TEACHING AND STUDENT SUCCESS EXCELLENCE AWARDS AND STRATEGIC PRIORITY TEACHING AND LEARNING AWARDS

To provide additional opportunities for recognition of excellence in staff contributing to learning, teaching and student success at both faculty and University level, in 2019 changes were made to the USQ Learning and Teaching Citations and Awards scheme. The changes provided a pool of awardees to be considered for the highest level University Medal for Academic Excellence by increasing the middle tier University Excellence Awards from one (in 2018) to four in 2019. Recipients of the Excellence Awards for 2019 were:

- Excellence Award for Advancing Student Learning: Dr Ashley Jones, School of Creative Arts
- Excellence Award for Innovative Leadership (Learning, Teaching and Student Success): Dr Bronte van der Hoorn, School of Management and Enterprise
- Excellence Award for Teaching - Faculty of Business, Education, Law and Arts: Dr Karen Peel and Dr Brad McLennan, School of Education
- Excellence Award for Teaching - Faculty of Health, Engineering and Sciences: Dr Eliza Whiteside, School of Health and Wellbeing.

2019 University Excellence Award winners.

In 2019, USQ also recognised and celebrated excellent learning and teaching via the awarding of six USQ Strategic Priority Teaching and Learning Awards (formerly known as the Learning and Teaching Citations), as follows:

- Casual Teaching: Dr Kate Cantrell, School of Humanities and Communication
- Early Career Teacher: Dr Bronte van der Hoorn, School of Management and Enterprise
- Employability in the Curriculum: Dr Ashley Jones, School of Creative Arts
- Online Learning Innovation:
  - o Associate Professor Noeleen McNamara and Dr Kerstin Braun, School of Law and Justice
  - o Associate Professor Eric Kong, School of Management and Enterprise
  - o Ms Melissa Fanshawe, School of Education

Grants for Embedded Learning and Teaching Strategy

Designed to address educational challenges experienced by particular cohorts of students with a goal of enhancing the student learning experience and student success, six teams were awarded a combined total of $50 000 in grants in 2019 for embedding learning and teaching strategy for:

- the application of digital innovation to courses and programs;
- increasing student engagement in the course experience (on-campus, online or blended); and
- embedding employability and career perspectives in courses and programs.

Teaching videos

In a collaboration between industry stakeholders, USQ staff, students and graduates, 40 short teaching videos were produced in 2019 that focused on core curricula of a range of USQ courses across a diversity of disciplines. The videos, which are no more than 20 minutes in length, provide an avenue for USQ academics to showcase contemporary approaches to teaching in collaboration with industry counterparts. They are being embedded in courses via course StudyDesks, with viewing of the videos for the relevant courses a requirement for students and an invaluable resource for study and revision purposes. At least one third of the final cut of each video was filmed off-campus at a relevant industry site.

Virtual USQ Open Hour webinars

In a new initiative, USQ held Virtual USQ Open Hour webinars from October to December 2019 as a follow-on from on-campus Open Day events. The webinars targeted specific cohorts of prospective students including school leavers; parents/guardians or influencers of school leavers; mature age students and their influencers; and international students. Participants were provided with the opportunity to join in live online and ask a panel of experts about the University's industry relevant degrees, scholarships, early offer guarantee and alternative pathways programs as well as a raft of information specific to each cohort. Information about university life and support services was also provided as was the facility to register to receive a recording of the webinar after the event.

Improving assessment practices

Review of the Assessment Policy Suite

As part of the University's regular policy review cycle, and in response to recommendations arising from the Academic Restructure Enablement Report, the Pro Vice-Chancellor (Education) Professor Helen Partridge, initiated a comprehensive review of the Assessment Policy suite in February 2019. The purpose of the first phase of the review was to frame the vision, values and objectives for assessment to underpin development of the overarching policy and all associated procedures and schedules. A set of Assessment Principles was developed that was informed by an analysis of information gathered from the first round of staff and student consultations, a desktop audit of Australian university policy and procedure documents, Quality Indicators for Learning and Teaching data and a review of higher education assessment good practices. These principles formed the foundation for the second round of consultations held between 31 July and 8 August. The third phase of the review commenced with gazettal in September and again in November of a new draft Assessment Policy. It is anticipated that the comprehensively revised Assessment Policy will be submitted to Academic Board for approval in February 2020, with the procedures to be submitted progressively in the first half of 2020.

Online Examinations Pilot

An online examinations pilot to explore more flexible and efficient ways to offer examinations to USQ students in the future, using emergent examination proctoring services and tools, commenced in October 2019. Using ProctorU, the pilot will take place in two phases concluding in December 2020.

Specific initiatives

Optimising the student experience

Through a series of staged initiatives, a project designed to optimise the student experience at USQ was progressed during 2019. It involved creating a centre-led, integrated and consolidated suite of student support services aligned with various student lifecycles. In order to enable provision of the absolute best service to students, the repositioning of Student Services to become part of the Academic Division was announced mid-year. The identity of Student Services will be retained as a discrete section within the Academic Division.

In line with this broader agenda, functional and business process redesign work to develop an integrated approach to student services was undertaken to support the refurbishment of the R Block 'Hub' for Semester 1, 2020 as part of the Toowoomba 'Campus Heart' Project.

As a basis for improving performance, the University is continuing to address existing process separation and service duplication between functional teams. Intensive process re-engineering and support for cultural and organisational changes across the student support areas of the Academic Division is currently underway.

New Colombo Plan Mobility Program

The Federal Government's New Colombo Plan Mobility Program (NCP) provides funding to support Australian undergraduate students to participate in semester-based or short-term study, internships, mentorships, practicums and research in 40 host locations across the Indo-Pacific region. In 2019, 62 USQ students were awarded funding from the 2020 NCP to undertake a range of opportunities including: nursing placements to Vietnam; ceramics and painting study in Japan; engineering placements in Nepal with Engineers Without Borders; film and television tours to Vanuatu; management study to China; and teaching placements in the Philippines.

StudyDesk Consistency Project

The online learning and teaching system, USQ StudyDesk is built on the Moodle Learning Management System platform. Each USQ course has its own StudyDesk, which is the portal through which all students access course materials, lectures, discussion forums and assessment items as well as other learning resources. The StudyDesk Consistency Project which commenced in mid-2018, had as its aim the provision of a dependable student experience with educational courses and learning and thereby contributing to improvements in student success and retention by removing barriers to participation and engagement. Standard features were implemented on all StudyDesks for courses offered in Semester 2, 2019, with further roll-out to follow for subsequent offerings. The project is an important foundational effort and will underpin further quality developments in USQ's online learning environment. The features assured by the project include:

- consistent location, layout of and navigation to key information sources including assessment information, course activities and study schedule, and consultation times for on-campus and online students;
- inclusion of a 'getting started' section with a welcome message and list of links to course information and resources; and
- completion tracking of activities and resources enabled to support the tracking of completion and progress.

Support Officers have been engaged to assist Course Examiners implement the priorities and create consistent StudyDesks.

Meet-up

Findings from an analysis undertaken by staff in the USQ Library of progression data for first year courses identified around 30 courses which may benefit from utilising USQ's peer assisted program, Meet-up. USQ engaged high achieving current students as Meet-up tutors, with the program providing students with support and advice on topics that directly impact students. During Semester 1, 2019 there were 57 Meet-up courses which involved 1 428 total attendance times for face-to-face and 456 total online attendance times for online sessions. In Semester 2, 2019 there were 48 Meet-up courses and 7 in Semester 3, 2019. Further analysis of the course progression data was undertaken to determine the impact of peer assisted learning in first year courses with lower progression rates.

Improved student engagement and communication

Digital student communications

The University recognises that students expect to receive highly personalised, relevant and timely information specific to their student learning journey, and the digital student communication channels initiative facilitates this by optimising the University's engagement with current students. The initiative reduces the volume of single subject emails sent to varying cohorts of students, by limiting those to administrative, compliance or course related matters. This is achieved by consolidating and coordinating communication to students, through a monthly digest of engagement and experiential communication, which continues to provide relevant information via a single point of contact with students. This program accommodates the increasing need for digital communication output in support of continued student communication demand across the commencement, orientation, transition, progression and graduation phases of the student learning journey. The focus has been on developing communication plans for all University projects, programs and opportunities; the consolidation of experiential, event and engagement messaging in a monthly Student News outbound email to students; and targeted campaigns to at risk students to support, enable and optimise their success at university.

Social media platforms

With a substantial following on social media platforms, USQ uses its virtual communities and networks to facilitate the communication and sharing of its accomplishments, quality degree programs and career interests. The ability to circulate important and timely information via channels that are used frequently by students has many advantages; including providing opportunity for greater interaction with peers. This transparency of the student experience and encouragement of peer networking allowed the current student body to connect and foster relationships with fellow USQ students globally.

Customer Relationship Management Upgrade Project

USQ uses a customer relationship management (CRM) system as a basis for ensuring a satisfying and high quality study experience for students. The CRM Upgrade Project focussed on improving the interface design of CRM student facing components, the redesign of components aiming for improved efficiencies in incident handling, and the retention, extension and optimisation of student communication channels including phone, SMS and additional social media platforms.

Domestic admissions processes have been streamlined, with auto-assessment of direct domestic applications now taking place. This auto-assessment identifies the entry requirements for each program offered at USQ, and evaluates an applicant's information against these criteria, providing an 'eligible for offer' or 'ineligible for offer' outcome with a high degree of efficiency as determined by the system.

Respect. Now. Always.

Since 2016, USQ has supported Universities Australia's Respect.Now.Always. campaign aimed at eliminating sexual assault and sexual harassment from Australian universities. The University's Respect.Now.Always. Advisory Group, chaired by the Pro Vice-Chancellor (Student Services), oversees the University's *Respect.Now.Always Action Plan*. This *Action Plan* addresses key recommendations from the Australian Human Rights Commission's *Change the Course Report* and End Rape on Campus' *Red Zone Report*, as well as recommendations developed by Universities Australia. A number of key deliverables on the *Action Plan* have been achieved in 2019:

- The successful launch of online learning modules for both staff and students, which are compulsory for identified front-line staff and Residential College residents. This training module complements a suite of resources and face-to-face training that is disseminated across the University regarding healthy relationships and consent, responding to disclosures of sexual assault, bystander intervention and support and referral options.
- The implementation of mandatory face-to-face training for identified front-line staff to assist in the management of incidents of sexual assault and/or sexual harassment.
- The conduct of an external review of USQ's Residential Colleges to gain an understanding of the factors that may contribute to sexual assault and sexual harassment in University accommodation. The University commenced actioning recommendations from this review during 2019.
- The training of Health and Wellness staff members in responding to trauma, domestic and family violence, and cultural competence and sensitivity to enable them to respond more effectively in a counselling context to disclosures of sexual assault and sexual harassment.
- The development, in consultation with staff, students and external experts, of an advanced draft of a standalone policy and set of procedures in managing sexual assault and sexual harassment.

Objective 3: Graduates who excel in the workplace and as leaders

With high quality academic programs developed with professional bodies and employers to meet existing and future job needs and an emphasis on producing job-ready career-empowered graduates, USQ graduates have the highest starting salaries in Australia.

Priorities for 2019 included: providing graduates of choice in key disciplines.

Survey outcomes

A number of survey instruments are used within the higher education sector to gauge various aspects of student, employer and graduate experiences and outcomes. These, in turn, serve to inform continuous improvement activities across the University.

Good Universities Guide 2020

For the third consecutive year, USQ graduates have the highest starting salary in the country according to the *2020 Good Universities Guide*. The *Guide*, which uses Quality Indicators for Learning and Teaching (QILT) data, reported that the median starting salary for USQ graduates was $65,200, the joint highest in Australia. The results reflected the University's continued focus on high quality education and producing job-ready graduates.

Graduate Outcomes Survey

The Graduate Outcomes Survey measures the short-term labour force outcomes achieved by graduates of Australian higher education institutions (approximately) four to six months post completion. USQ has higher than average labour force participation rates for undergraduate (95%) and postgraduate coursework (97%). USQ also has a high overall employment rate for undergraduate (85%) and postgraduate coursework (92%), with scores higher than the Regional Universities Network and combined Universities Australia three-year average. Graduates from undergraduate studies have a higher than average median salary of $67,700 and $88,300 for postgraduates.

A lower than average conversion rate to full-time study of 9% for undergraduates compared to the university average of 19.4% was observed in 2018, declining by 2.2%. Postgraduate students had a conversion rate to full-time study of 6.8% which was on par with the university average of 6.3%. A declining full-time employment rate for undergraduates of 7.7% to 72.8% and for postgraduates of 2.2% to 83.8% was observed.

Employer Satisfaction Survey

The Employer Satisfaction Survey (ESS) asks supervisors of graduates who participated in the QILT Graduate Outcomes Survey (GOS) to provide feedback about the generic skills, technical skills and work readiness of the graduate employed in their workplace. The 2019 ESS Report (January 2019) relates to students who completed their studies in 2018. For USQ students who completed their studies in 2018, the Overall Employer Satisfaction score for undergraduates was 85% (73 employers) which is consistent with the ratings for the 2017 cohort (26 employers) and the national average for undergraduates of 85.8%. The Overall Employer Satisfaction score for USQ postgraduates increased from 82% (10 employers) for the 2017 completing cohort to 89% for the 2018 cohort (28 employers) and is above the national average for postgraduates of 82.7% These results indicate that employer satisfaction of USQ undergraduates has remained constantly high while satisfaction with USQ postgraduates has improved and is above the national average. Overall, the ESS results indicate that employers would be highly likely to employ a graduate of USQ.

Graduate Attributes Policy

A revised and renamed Graduate Attributes Policy, which articulates the attributes that all students will demonstrate upon the completion of coursework degrees, was approved in 2019. The policy informs curriculum development and the Student Learning Journey. Graduate Attributes will be developed, practiced and assessed within courses and across program curricula. They are referenced explicitly within course objectives, assessment criteria and relevant course materials. Through their participation in curricular and co-curricular learning experiences, University graduates from coursework degrees are enabled to be the following:

- **Well-informed individuals** with discipline-specific expertise and industry knowledge relevant to their profession or area of study.
- **Critical, creative, thinkers** who can integrate and apply knowledge and relevant skills: including research and digital literacy skills, to analyse and evaluate ideas, concepts, theories and problems, and offer insights, innovative approaches and solutions.
- **Effective communicators and collaborators**, who actively and respectfully lead, listen, reflect, discuss and negotiate in order to work productively with a range of individuals and groups including professional teams.
- **Ethical, engaged professionals and citizens** who engage in non-discriminatory, safe practices and consider the local, global, social, economic, legal and environmental influences on, and impact of, their thoughts and actions.
- **Employable professionals** who are confident, self-directed, know how they learn, and are resourceful, resilient and adaptable to change.
- **Culturally capable individuals** who are self-aware and sensitive to Aboriginal and Torres Strait Islander knowledges and perspectives, equitable and respectful of diversity and multiculturalism, and can apply these capabilities in their professional practice.

The implementation plan for the policy will incorporate three phases of activity that commenced in June 2019 and will finish in November 2024. The completion date ensures that programs accredited in 2019 will be at the redevelopment stage of their re-accreditation cycle, and thus achieving:

- institution-wide, strategic and procedural integration of the new Graduate Attributes Policy;
- awareness-raising, socialisation and learning and teaching guidance, particularly for key stakeholders, to support policy implementation; and
- implementation of the policy in all coursework program and course curricula by November 2024.

Careers and employability

Effective careers education helps to ensure 'the right fit' between students, their academic program, and their career goals. Career education increases student confidence, adaptability, and resilience, results in higher academic achievement, and lays the groundwork for successful future careers.

The USQ Careers and Employability team is responsive to the diverse needs of individuals and empowers them to make informed career choices that optimise their life opportunities, through the provision of current, relevant and professional career and employment services. The team conducted more than 1,200 one-on-one student appointments in 2019 for students seeking support in understanding self, their strengths and values, career and study decision making, program and subject selection, and employment-seeking.

Real world industry experience and connections

USQ has a strong focus on connecting students with industry. This work is supported by an Employer Engagement team that made more than 400 employer contacts in the first half of 2019, resulting in a broad range of positive outcomes from employment and work experience for students, employer participation in career education events and activities, and site visits.

The University hosts the Industry Experience Program, a non-assessable non-compulsory placement program for students. The program enables students to engage in work experience in their discipline and develop their professional networks. In 2019, around 40 students engaged in the Industry Experience Program. In an additional effort to connect students to industry, in 2019 the University continued its use of an eMentoring platform specifically designed to connect students with industry, irrespective of geographical location. During the year, more than 240 student participants and 200 industry participants engaged in five distinct mentoring programs.

In March 2019, USQ hosted another of its annual online careers fairs. The 2019 fair exceeded targets from previous years with the platform reaching capacity with 45 organisations from a range of industries hosting a virtual booth. More than 400 USQ students from around the world attended the fair in 2019, with almost three-quarters of these reporting that they were satisfied or very satisfied with the event. In response to the success of the fair in Semester 1, USQ hosted a repeat of the Career Insights Conference via a series of webinars hosted in partnership with key employers in November.

Careers in the curriculum

In 2019, careers and employability courses EMP2020 Career Success and EMP2030 Employability and Professional Skills commenced, as part of the Employability and Entrepreneurship minor of the Bachelor of Commerce. EMP2030 has also been included as a core course in the new Associate Degree of Criminology. Seven students enrolled in EMP2020 and 13 in EMP2030 in 2019.

The USQ Careers and Employability team have delivered career education activities into the curricula of a number of additional courses, including in Sports and Exercise Science, Accounting, Education, Nursing, Management, Science, Human Services, and Urban Planning. In 2019, the Careers and Employability team participated in a collaborative project to embed networking skills into the Bachelor of Urban Planning curriculum.

The University also offered several co-curricular programs for students in specific disciplines, such as Graduate Recruitment training programs for Paramedicine and Law students and bespoke industry mentoring programs for Education and Health students.

USQ Television and Radio graduate Liam Vickery commenced work as a camera operator for Channel 7 in the Press Gallery at Parliament House, Canberra.

Student employability resources

In 2019, the suite of self-access resources designed to help students develop resumes, prepare for interviews, establish LinkedIn accounts, understand options for gaining work experience, and develop their professional networks, was extended. Each resource now includes the ability for students to receive one-to-one feedback and support from the Careers and Employability team. Two additional resources were developed to meet the specific needs of Higher Degree by Research (HDR) students and international students. In 2019 more than 700 students accessed these resources, with more than 150 receiving individual feedback on a resume, LinkedIn profile, or mock interview.

2019 Aurora Indigenous Scholars International Study Tour

Danika Watson, a third year Bachelor of Arts Student majoring in Indigenous Studies and Anthropology, was selected to participate in the 2019 Aurora Indigenous Scholars International Study Tour. The Study Tour, which runs over five weeks, is designed to provide opportunities for talented Indigenous Australians to gain insights into the experience of undertaking postgraduate study at these premier institutions and to build the networks and knowledge to make this a reality. Included in the Study Tour are visits to Berkeley, Columbia, Harvard, New York University and Stanford in the US, and Cambridge, London Business School, London School of Economics and Oxford in the UK.

Inaugural Indigenous Law Student Program

USQ Bachelor of Laws student Charlotte Batterham completed the inaugural Indigenous Law Student Program, a joint initiative of the Bar Association of Queensland in partnership with the Queensland and Federal Courts designed to promote and support Aboriginal and Torres Strait Islander peoples in pursuing a career as a barrister. As part of the program, Charlotte shadowed Dan O'Gorman QC in his practice and attended the Federal Court of Australia and the Supreme Court of Queensland to build on her theoretical learning undertaken as part of her studies at USQ.

Futures Challenge

USQ Bachelor of Engineering (Honours) student, Mark Tomarchio was awarded the 'Futures Challenge' award at the Institute of Public Works Engineering Australasia, Queensland (IPWEAQ) Excellence Awards for 2019. The Challenge offers final year civil engineering students an opportunity to present their thesis to delegates at the IPWEAQ annual conference.

Alumni community

USQ actively seeks to keep alumni informed so they remain engaged and knowledgeable of the University's development and achievements. Strong alumni relationships bring many benefits to both USQ and alumni. In particular, alumni can serve as effective role models to prospective and current USQ students, as they reflect positively on the benefits of successful study and the range of career avenues possible.

USQ currently has more than 106 000 alumni, with 15 active alumni chapters, and another four alumni chapters looking at launching within the next year. In June 2019, the Alumni team began reviewing every aspect of the alumni program to endeavour to identify ways in which the University can improve the quality of overall alumni engagement. Outcomes of this review include the re-launch of USQ's Education Alumni Chapter, in partnership with USQ Residential Colleges and the Queensland College of Wine Tourism (QCWT). In the second half of 2019, an upgrade of the University's alumni and philanthropic database to a newer version was undertaken. This database upgrade has better enabled tracking of all USQ alumni, donors and other stakeholders in a single location, allowing the ready recording and tracking of all philanthropic gifts to USQ in the database. During 2020, the alumni program will continue to be reviewed, in order to identify opportunities for improvement in all areas.

RESEARCH

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

USQ's overarching goal for Research as stated in the *USQ Strategic Plan 2016–2020* is that *USQ is internationally recognised for high impact research in our areas of research focus*. The University's Vision is to employ world-leading research to help create outcomes that change the world for the better.

Integral to USQ's focussed research programs is the offering of Higher Degree by Research (HDR) awards. Postgraduate research students at USQ have access to a wide range of facilities and are mentored by our researchers and partners to create a dynamic and rewarding environment that fosters innovation and the nurturing of future entrepreneurs.

The overarching Research goal is to be reached through the following key objectives.

Objective 1: High Quality Research that Makes a Difference to Communities

USQ continues to strive to enhance our national and international standing for high quality, focused and engaged research that makes a difference to communities.

Priorities for 2019 included: continuing to improve research culture, reputation and impact, and deepen research capability; and enhancing industry engagement.

Distinct research focus

Research is fundamental to a university and is integral to its role within the community, and this is particularly true for regional universities. In 2019, USQ's research performance significantly strengthened and the University's research profile has seen substantial improvement. These achievements are the result of strong leadership, a commitment to research excellence, the formation of new research structures, continuous improvement and the targeted investment of Strategic Research Funds.

The University has continued to build focused and distinct programs in fundamental and applied research that draw on expertise across disciplines, attract world-class researchers and demonstrably deliver impact. The University's areas of research focus include:

- Agriculture and Agribusiness;
- Astrophysics;
- Cultural Heritage and Archaeology;
- Digital Life;
- Environmental Sciences;
- Health and Behavioural Sciences;
- Mathematical Sciences and Hypersonics;
- Materials Engineering and Engineering Technology; and
- Regional Community and Economic Development.

Continued investment in research

USQ officially opened the $16 million Agricultural Science and Engineering Precinct (ASEP) in February 2019. The new facility was opened by the Minister for Agricultural Industry Development and Fisheries the Hon Mark Furner MP, Grains Research and Development Corporation (GRDC) Chairman John Woods, USQ Chancellor John Dornbusch and USQ Vice-Chancellor Professor Geraldine Mackenzie.

Co-funded by the GRDC and USQ, the ASEP is used for GRDC-supported, USQ-led research conducted for the benefit of Australian grain growers. Other beneficiaries of the ASEP will include research projects funded by the Broadacre Grains Research Partnership, AgriFutures Australia, Hort Innovation, and the Australian Centre for International Agricultural Research. USQ plays a major role in research and development in the areas of crop production, plant pathology and biotechnology. The ASEP houses ten laboratories (including specialist quarantine facilities), four glasshouses, root and soil sampling facilities for nematodes, and four state-of-the-art controlled environment rooms.

At the official opening of the Agricultural Science and Engineering Precinct are, from left, Chancellor John Dornbusch, Minister for Agricultural Industry Development and Fisheries the Hon Mark Furner, Vice-Chancellor Professor Geraldine Mackenzie and GRDC Chairman John Woods.

The MINERVA-Australis facility at Mount Kent, which houses five new telescopes and a $1 million spectrograph (an apparatus for studying stellar fingerprints) had by the end of 2019 already discovered 15 new planets orbiting distant stars. MINERVA-Australis is the only facility in the southern hemisphere dedicated to providing ground-based observations to support NASA's Transiting Exoplanet Survey Satellite (TESS) mission. The new facility is funded by the Australian Research Council (ARC), USQ, and international partners - Massachusetts Institute of Technology, George Mason University, University of Louisville, University of Florida, University of Texas, University of California Riverside and Nanjing University.

Expanding industry engagement

USQ, Wagners Composite Fibre Technologies and specialist chemical suppliers Allnex have embarked on a $10 million project that has received $3 million in funding from the Australian Government's Co-operative Research Centre Program. The partnership aims to increase the productivity of pultrusion manufacturing; a technology which creates continuous lengths of composite material by pulling fibre-reinforced profiles through a cross section of dye, resin and heating and cooling zones. The project will create advanced structures to capture new high value markets in the oil, gas and transport industries both in Australia and internationally.

USQ and Gilmore Space Technologies, a leading Australian rocket company based on the Gold Coast, signed a strategic agreement to collaborate on advanced rocket technology research, testing and Science, Technology, Engineering and Mathematics (STEM) initiatives. The initial focus of the research partnership is to develop space-grade composite capabilities and to explore new rocket test facilities in Queensland. The partnership will focus on the development of advanced automated composite manufacturing, hypersonics, high temperature flow diagnostics, rocket fuel analysis and satellite tracking.

In 2019, USQ renewed its collaborative agreement with the Queensland Department of Agriculture and Fisheries (QDAF) for the successful Broadacre Cropping Initiative (BACI). The first BACI partnership was established in 2014 and made significant progress through the delivery of impact and benefits to industry during its five years of operation. BACI 2.0 will run from 2019 to 2024 and will deliver $2.25 million in funding to USQ to enable University researchers to continue to enhance grower knowledge of disease processes in farming systems. BACI 2.0 will enable USQ to continue to engage with industry in focused areas of research such as the management of root-lesion nematodes (one of Queensland's most destructive pests) and the development of crop varieties that are resistant to yield-limiting diseases such as Crown Rot and Yellow Spot.

Community engagement and education

Throughout 2019, USQ actively worked with and within communities to promote the importance of research and to communicate the University's passion for new knowledge. A range of festivals, forums and public events were conducted to highlight disciplines from archaeology to astronomy.

In May, USQ hosted the annual Australian Society of Sugar Cane Technologists (ASSCT) Conference in Toowoomba, the first time in nearly a century that the conference has been held outside a sugarcane-growing region. The 2019 theme 'Broadening our Horizons' was highly applicable to USQ's research into farm automation and robotics. More than 400 people attended the event, which provided growers with a unique opportunity to connect with their industry affiliates.

USQ's School of Humanities and Communication hosted the 38th Australian Historical Association Conference at Toowoomba's Empire Theatre in July 2019. The conference theme was 'Local Communities, Global Networks' and spoke to the centrality of history for engaging with community and family networks. The conference, which attracted visitors from around the world, explored varieties of enquiry into the past that enrich our understanding of Australian and world history.

USQ's Centre for Astrophysics again hosted the Festival of Astronomy in July 2019. The 2019 event coincided with the 50th Anniversary of the Apollo 11 Moon landing (20-21 July 1969). A variety of events were held during the Festival including a 'Curious Kids' session and Q&A session which provided children with the opportunity to quiz four of the nation's top astronomy and science experts.

Resilient Regions Week 2019 once again brought together health experts, community organisations and researchers at the USQ Toowoomba and USQ Ipswich campuses. The University collaborated with leading health and regional development organisations, including the Toowoomba and Surat Basin Enterprise, the Prostate Cancer Foundation Australia, the Darling Downs and West Moreton Public Health Network, and the Darling Downs Hospital and Health Service, to deliver a range of seminars, presentations and events to a wide range of practitioners, researchers and community members.

Recognition of research excellence

Australian Research Council's Excellence in Research for Australia Report

The global reach and world-class quality of USQ's research was confirmed by the results from the Australian Research Council's Excellence in Research Australia (ERA) report released in March 2019.

The ERA assessment, which evaluates the quality of research conducted at universities around Australia, rated USQ as 'well above world standard' in the following 18 fields:

- Numerical and Computational Mathematics;
- Physical Sciences;
- Astronomical and Space Sciences;
- Chemical Sciences;
- Inorganic Chemistry;
- Macromolecular and Materials Chemistry;
- Environmental Science and Management;
- Microbiology;
- Agriculture, Land and Farm Management;
- Crop and Pasture Production;
- Materials Engineering;
- Mechanical Engineering;
- Medical and Health Sciences;
- Clinical Sciences;
- Human Movement and Sports Science;
- Nutrition and Dietetics;
- Public Health and Health Services; and
- Psychology.

Other Recognition

USQ has maximised impact by ensuring alignment with State, national and international industry and government priorities in the University's key research focus areas. The impact of the University's research has been recognised through a number of national and international awards and fellowships in 2019.

USQ was awarded funding through the National Health and Medical Research Council's Future Fund to establish a digital, population-level model of care that makes evidence-based interventions for mental health accessible to all Australian children and adolescents. Led by Professor Sonja March from the School of Psychology and Counselling, the USQ research team members are Professor Stuart Biddle (Centre for Health, Informatics and Economic Research), Dr Michael Ireland (School of Psychology and Counselling) and Dr Enamul Kabir (School of Sciences). The five-year $4.9 million multi-institutional project will focus on the most prevalent mental health difficulties in young people, anxiety and depression; along with substance abuse, unhealthy lifestyle behaviours and suicide, which are commonly experienced together in this cohort. The project research team will engage with industry partners including the Kids Helpline, West Moreton Hospital and Health Service, Darling Downs and West Moreton Primary Health Network, Education Queensland, Aftercare, and Children's Health Queensland to deliver a platform that integrates detection, assessment and tailored interventions to address depression, substance use, sleep problems, suicide, and social relationships – with the ultimate goal of promoting healthy lifestyles. University collaborators are Griffith University, University of Queensland, Queensland University of Technology, Federation University, and the Australian National University.

Dr Pingan Song, Senior Research Fellow from USQ's Centre for Future Materials was awarded an Australian Research Council (ARC) Future Fellowship valued at $888 000 in October 2019 for his research into developing advanced fire-retardant coatings to be applied to rigid polymer foam-based building materials. ARC Future Fellowships are designed to support excellent mid-career researchers to undertake high quality research of national and international interest, and this award will enable Dr Song to continue his work with an international research team that includes researchers from Zhejiang University (China), University of Lille (France), Texas A&M University (USA), University of Auckland (New Zealand), University of New South Wales, Deakin University, The University of Melbourne and The University of Queensland.

Members of USQ's Centre for Future Materials at RAAF Base Amberley

Professor Jim Cavaye from USQ's Institute for Resilient Regions became the first Australian to be awarded the prestigious 'Community Development Achievement Award' by the International Community Development Society in 2019. The award recognises Professor Cavaye's extensive work in rural community development and his delivery of evidence-based programs that foster entrepreneurship and collaboration in rural communities. Professor Cavaye was presented with the award at the annual conference of the Society in the USA in July.

Dr Rajib Rana from USQ's Centre for Health, Informatics and Economic Research was one of only 16 outstanding researchers to be awarded a highly competitive Australia China Young Scientist Exchange Fellowship in 2019. The collaboration will add significant value to advance artificial intelligence (AI) research for assessment of mental illness. Dr Rana's collaboration with leading researchers from Baidu Research, Tsinghua University, AISpeech and the Institute of Scientific and Technical Information of China (ISTIC) has delivered state-of-the-art knowledge from the field of AI to address the current fundamental challenges of developing predictive health algorithms, including accuracy, data scarcity, robustness and privacy.

Professor Lorelle Burton from the School of Psychology and Counselling is a member of a research team that was successful in attaining a grant for an Australian Research Council Linkage Project in 2019. Led by RMIT University and receiving over $250,000, the project aims to investigate how media technologies can facilitate cross-cultural engagement between Indigenous and non-Indigenous peoples. The project expects to develop a new model for practice-based research, two mobile apps, two digital archives and a toolkit to guide people on driving, cycling and walking tours to Indigenous places of significance.

In 2019, Associate Professor Ravinesh Deo from the School of Sciences had a paper listed among the top-cited research publications in *Applied Energy* for 2016-2017. *Applied Energy* is a premier research journal for energy modelling, security and policy. Written with international colleagues from the Chinese Academy of Sciences, Associate Professor Deo's paper on forecasting short- and long-term global incident solar radiation has received more than 120 citations since it was published just three years ago. In recognition of his efforts and contributions to *Applied Energy*, Associate Professor Deo was invited to the International Conference on Applied Energy in Sweden to be presented with the '2019 Highly Cited Paper' award. Also in 2019, Associate Professor Deo was awarded an Australia–India Strategic Research Fund Early and Mid-Career Fellowship 2020 by the Australian Academy of Science. The fellowship will support Associate Professor Deo to travel to India and work with leading researchers at major Indian science and technology organisations.

Dr Michael Scobie from the Centre for Agricultural Engineering (CAE) was awarded the prestigious Endeavour Research Leadership Award in 2019. The Endeavour Leadership Program is run by the Australian Government and supports overseas study opportunities and professional development for Australia's highest-performing students, researchers and professionals. Dr Scobie travelled to the USA between July and December 2019 and worked alongside water engineers and scientists at the Institute of Water Research, Michigan State University. During the visit, Dr Scobie focused on a key area of CAE research, the use and uptake of decision support tools and mobile phone and tablet apps for irrigation and water management. Dr Scobie's work also featured in the April edition of *Michigan Farmer* - a large-scale American farming publication.

Qld Tall Poppy Science Award Winner Dr Benjamin Allen

Dr Benjamin Allen, the Vice-Chancellor's Senior Research Fellow (Wildlife Research), was a recipient of the Queensland Tall Poppy Science Award. The prestigious annual Tall Poppy Science Awards aim to recognise the achievements of Australia's outstanding young scientific researchers and communicators.

Professor Craig Baillie, Director of the Centre for Agricultural Engineering was awarded a 2019 Fulbright Scholar Award to identify game-changing technology developments and strengthen collaborative research opportunities between Australia and the USA. The scholarship allowed Professor Baillie to spend four months based at College Station, Texas, working with Texas A&M University and other research institutions. His Fellowship focused on identifying research gaps needed to facilitate the next generation of technologies and served to strengthen relationships with current research partners including Texas A&M University, Iowa State University and John Deere.

Dr Erin Rayment, Director of the Office of Research Development, was one of 60 scientists, technologists and educators chosen for Science & Technology Australia's coveted 2019-20 Superstars of STEM Program, which aims to create a critical mass of celebrity Australian female scientists and technologists to progress equal representation in the media by women and men working in all fields in STEM. The two-year program will provide a platform for Dr Rayment to connect with hundreds of school children, as well as providing local, national and international media opportunities to represent her work. Dr Rayment, who began her career as a biomedical scientist, leads a team that manages USQ's strategic research partnerships, contract research, consultancy, commercialisation and e-research.

USQ Astronomer Dr Belinda Nicholson, from the Centre of Astrophysics commenced in a new role as a post-doctoral researcher at Oxford University's Department of Physics and Exoplanet Group. Dr Nicholson's research at USQ focussed on 'teenage' stars, in the early-to-mid phases of their evolution. Dr Nicholson will maintain her strong ties with USQ, staying on as an adjunct research fellow and member of the Centre for Astrophysics team, and supporting MINERVA-Australis to examine exoplanets discovered by NASA's Transiting Exoplanet Satellite Survey (TESS).

In late 2019, USQ was successful in receiving more than $1.2 million from the ARC's Discovery Early Career Researcher Awards (DECRA) for researchers from the Institute for Advanced Engineering and Space Sciences for their cutting edge work in renewable materials, hypersonics and astrophysics. The project 'Developing high-performance GeTe-based thermoelectric materials' received $400,116 in funding to explore the use of high-performance thermoelectric as a means to generate electricity from waste. Dr Fabian Zander's project 'Novel testing of a Supersonic Airbreathing Rotating Detonation Engine' will receive $392,310 to develop an engine concept for rockets that greatly exceed the speed of sound. USQ will also receive $426,696 for the project 'Fantastic companions of giant planets and where to find them' to further develop the Centre's discovery of exoplanets.

Professor Stuart Biddle, Director of the Centre for Health, Informatics and Economic Research was named one of the world's most highly cited researchers in physical activity, sedentary behaviour and health for 2019 by Clarivate Analytics. Professor Biddle was recognised for ranking in the top 1% by citations for his field of research. The citation analysis identifies influential researchers as determined by their peers around the globe.

2019 Fulbright Scholar Professor Craig Baillie

In December 2019, USQ astrophysicist and PhD candidate Jake Clark was awarded a Fulbright Future Scholarship for his research into exoplanets. Mr Clark's Fulbright project will use data collected by both Australia's largest optical telescope, the Australian Anglo Telescope, and USQ's Mount Kent Observatory. As part of the Fulbright Future Scholarship, Mr Clark will spend six months at the Southwest Research Institute's headquarters in San Antonio, Texas in 2020.

Contribution to National and Global Research Communities

Director of USQ's Centre for Applied Climate Sciences Professor Roger Stone continued in his role as President of the United Nations World Meteorological Organization (UN-WMO) Commission for Agricultural Meteorology and was also an expert team leader within the UN Commission for Climatology.

The Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) enlisted USQ researcher Dr Uttam Shrestha to assist with a new investigation into the sustainability of wild species. IPBES, a global science-policy group headquartered in Germany, provides policy makers worldwide with scientific assessments regarding the planet's biodiversity, ecosystems and the benefit they provide to communities. In 2019, Dr Shrestha was selected as a lead author for IPBES's Thematic Assessment of Sustainable Use of Wild Species and over the next three years will investigate how all plants, fungi and other organisms that live in the wild are positively and negatively utilised by humans.

Professor Tek Maraseni, a Vice-Chancellor's Research Fellow and expert in forestry and sustainable resource management from USQ's Centre for Sustainable Agricultural Systems, was part of a global effort to improve the way humans interact with the environment. Professor Maraseni's research has helped develop strategies in 11 different countries including the implementation of the United Nation's REDD+ (Reducing Emissions from Deforestation and Forest Degradation) that aims to reduce emissions from the forestry sector.

USQ brain health researcher Edward Bliss and research participant Tricialla Roche.

Objective 2: Research training that produces innovators and entrepreneurs

USQ continues to build a reputation for research training that produces innovators and entrepreneurs for the jobs of the future.

Priorities for 2019 included: building on the solid foundation created by the establishment of the Graduate Research School in 2018.

Graduate Research School

USQ's Graduate Research School established in November enjoyed a productive first year of operation. A key highlight was the establishment of a partnership with Australian Postgraduate Research (APR) Intern, Australia's only all-sector, all-discipline internship program. The partnership connects PhD students to industry through short-term internships that provide an opportunity to work on a focused research project while gaining invaluable experience in an industry setting.

Research Training and Development

USQ has continued to build a research culture of excellence, embedding commitment and accountability for high-quality performance outcomes.

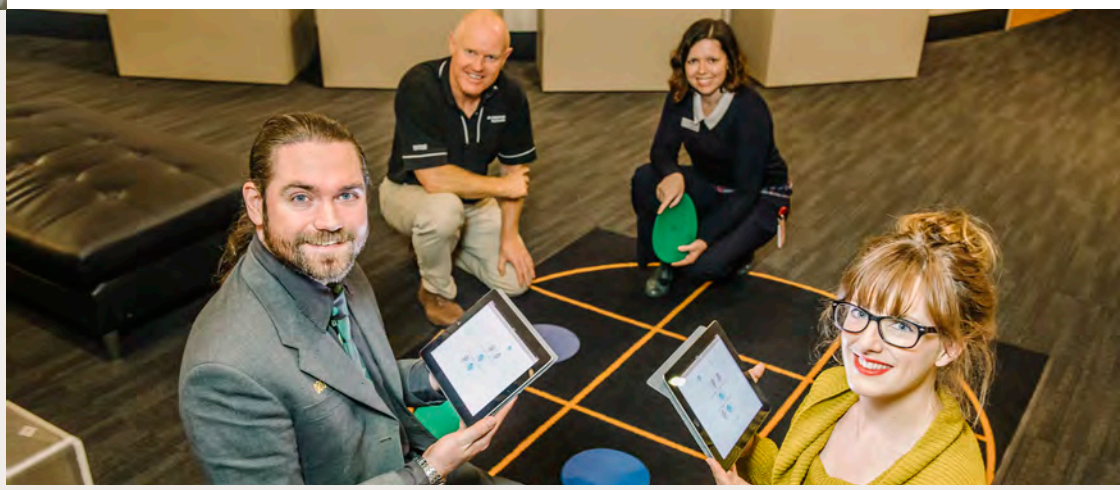
USQ's Researcher Development and Training Program, ReDTrain, is a comprehensive, all-of-University program that provides resources, enrichment and rewards across the spectrum of USQ researchers. In 2019, the Program continued to play a major role in driving the University's research performance through its suite of coordinated initiatives and in strengthening a vibrant research culture to help researchers and research students grow their capacity and skills.

In 2019, ReDTrain supported the Research Giants program and Eminent Visiting Scholars Scheme (EViSS), which made it possible for world-leading international and domestic scholars to visit USQ, helping to increase the University's research capacity. In total, USQ hosted 10 Research Giants and seven EViSS scholars. This included funding the visit of esteemed Curtin University planetary scientist Dr Katarina Miljkovic to present at the Festival of Astronomy in July and the University of Southampton's Professor Margaret Thompson to present at the Education Research Symposium held in September.

Also in 2019, USQ continued to build on its innovative Higher Degree by Research (HDR) programs that broaden students' horizons and prepare them for challenging careers in their chosen fields. This has included expanding the range of professional doctorates. In 2019, the University had over 900 HDR students. USQ has actively sought to enhance the University's research supervision capability, including by expanding the use of non-traditional models for supervising and delivery of HDR programs. In 2019, USQ's world-leading senior researchers, particularly in the areas of agriculture, engineering and health, continued to provide supervisory capacity for our HDR students. In addition, by strategically expanding the range of scholarships and financial support available for both domestic and international HDR students, USQ is continuing to build capacity and outcomes in key research priority areas.

ENTERPRISE

USQ is a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of our values.



USQ's overarching goal for Enterprise as stated in the *USQ Strategic Plan 2016–2020* is that *USQ is a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of our values*. In a challenging and volatile operating environment, best practice in governance and business management is key to future sustainability and success. Innovation and collaboration, ethical practice and social responsibility, leadership and impact all inform the manner in which USQ conducts its diverse operations in service of its broad range of stakeholders.

The overarching Enterprise goal is to be reached through the following key objectives.

Objective 1: Employer of Choice

USQ aspires to be an employer of choice with a high performance, values-based culture that enables achievement of its education and research goals.

Priorities for 2019 included: Continuing to diversify the workforce; building a collaborative, performance, recognition and service culture; and empowering staff to innovate.

Strategic Workforce Planning and Performance

The people and culture initiatives undertaken during 2019 were guided by the key talent strategies outlined in the *USQ Workforce and Talent Management Plan 2016-2020*. The *Plan* outlines the critical people strategies needed to develop the University's future workforce to align with and achieve its long-term strategic priorities and objectives. It helps to focus and reshape how we think about work, what constitutes work, and the capabilities needed to be productive contributors to work in the future. A brief commentary on these initiatives and actions, including key highlights, is contained below, categorised by the key USQ talent strategy themes of workforce structure, capability and engagement; with consideration also given to USQ's health and wellbeing strategies.

Workforce and Leadership Capability

TALENT STRATEGY AND ATTRACTION

USQ maintained its focus on building brand awareness and raising its profile as an employer of choice in the higher education sector. As part of its talent strategy, USQ has begun building a bank of employee stories to be featured on the USQ Careers website and shared across its social media channels. These stories sought to actively promote and celebrate the great achievements and successes of employees in key areas encompassing research, teaching and student outcomes, while also aligning to other key talent strategies being undertaken; for example women in STEM, and our Aboriginal and/or Torres Strait Islander employees. Additionally, they served to bring to life the value proposition of working at USQ and in doing so, help USQ to attract and recruit high quality talent aligned to its organisational priorities.

The employee testimonials were used to support an innovative targeted recruitment campaign developed to attract and recruit Aviation Lecturers for the planned roll-out of the Aviation program to USQ Toowoomba in 2020. Working closely with the Faculty, the tailored recruitment strategy was designed to appeal to a broader pool of talent, including those working outside of the education sector. With over 80 expressions of interest received from candidates, the campaign delivered extremely positive results both in terms of engagement and brand awareness (with very positive interaction and interest shown from students, existing employees and candidates) as well as building a pool of high quality talent from which the School can now assess and make appointments based on the needs of the School and program requirements. Similarly, several other targeted recruitment approaches were adopted for critical, hard to fill roles (for example, in research) that have delivered extremely favourable results.

USQ's LinkedIn followers increased to some 68 128 in 2019 and the Career page received up to 520 page views per month. These results continued to reinforce that USQ's career page is used as a benchmark in terms of both the amount and relevance of content.

PEOPLE CAPABILITY

The focus in 2019 was on building strategic workforce capability as per the USQ People Capability Framework, with a specific program of work targeted at the key areas of thinking strategically, building resilience and adaptability, and shaping the future through creativity and continuous improvement. A total of 65 sessions were delivered to over 800 employees. The self-reported impact of this program was an 18.2% increase in participant capability (representing a 1% increase from 2018 results).

In addition, a range of online resources to support employee learning were developed and deployed via a new HR Learning Hub. In total, 4,017 completions of courses offered by e-learning were achieved (130% increase from 2018 results). One of the most successful e-initiatives was the delivery of an online library of short, engaging videos. Promoted as 'Learning Snippets', the videos enable employees to access targeted, just-in-time learning via the Learning Hub. A total of 18 snippets were delivered in 2019 with an average view rate of 64 views per video.

A concentrated effort continued in 2019 to develop and deliver bespoke development activities for teams across the University. Specifically designed to be context-bound and meet the needs of the team, the common themes included creating high performance teams, promoting career development, dealing with interpersonal conflict and communication, fostering innovation and creativity, growing emotional intelligence, understanding team values and strengths, and building individual and team awareness. A total of 17 bespoke programs were delivered in 2019 across all campuses and the majority of University divisions.

LEADERSHIP DEVELOPMENT

The leadership development portfolio in 2019 focused on growing leadership capability at all levels, from individual 'local leadership' contributors through to front-line supervisors, senior leaders, and executives. Learning opportunities included cohort-based programs, personalised executive coaching, mentoring via a human library approach, and professional development grants. A total of 155 employees participated in leadership development activities in 2019, with a strategic focus on increasing the involvement of Aboriginal and Torres Strait Islander employees and women working in Science, Technology, Engineering and Mathematics.

A number of new programs were delivered during the year. The first was a bespoke program designed specifically for the Senior Leadership Group. Delivered in partnership with the Australian Higher Education Industrial Association, this program developed senior leaders' abilities to understand legal obligations in relation to employee relations matters, to lead by example in creating positive workplace cultures, to proactively manage under-performance, and to better manage, and ultimately reduce, instances of bullying and harassment.

Another new offering in 2019 was a dedicated leadership program focused on building emotional intelligence to increase performance, and foster innovation and an inclusive work environment. These programs complimented the University's foundational program that equips employees to understand self in order to optimise professional relationships, sustain wellbeing, harness emotional energy and grow performance ability. For the first time, a dedicated cohort offering was designed and delivered for employees at USQ Springfield and USQ Ipswich.

A pilot approach to quantify return on investment for the leadership development portfolio was trialled in 2019. Based on existing sector practice, and validated using participant and supervisor input pre- and post-development intervention, the approach proved viable and will be fully rolled out for leadership development activities in 2020.

MANAGEMENT DEVELOPMENT

Two streams of work were delivered in 2019 to build management capability at USQ. The first was the delivery of the USQ Manager Performance Management series. This series consisted of a range of interactive webinars, workshops, and online discussions facilitated by Human Resources (HR). A total of 313 employees participated in the series across 14 learning sessions. The desired outcome of the program is to reduce the number of employee relations matters in addition to improving employee satisfaction with management. The impact on these lag outcomes will be measured in 2020.

The second stream was the development of the USQ Management Essentials Program. Management Essentials is a competency based management training program designed specifically to uplift manager capability at USQ. It comprises a pre-assessment, nine competencies, and a range of assessment tasks to validate learning and employee competency in management functions. A total of 37 managers completed the pilot program. Learnings from the program will be gathered with a full roll-out of Management Essentials for all USQ managers to begin in 2020.

CAREER PROGRESSION - ACADEMIC PROMOTION

A range of improvements were made in 2019 to better support academic employees seeking promotion. Improvements for applicants included a dedicated senior mentoring program (80 employees involved), access to exemplar applications for all levels, provision of information sessions and podcasts, one-on-one HR advice, and executive interview coaching for Academic Level E applicants. To support academic supervisors to have more effective career conversations and support promotion committee deliberations, career conversations and unconscious bias training was delivered to academic supervisors and committee members, respectively.

In addition, the Senior Academic Development program continued in 2019 with six employees actively involved. This intensive program, designed specifically for senior female academics nearing their next career progression, provides individualised development opportunities in the form of executive coaching, sponsorship of international conference attendance, internal senior mentoring, career development advice, and international scholarship application preparation support.

The impact of the sustained multi-year effort to target intensive development and support for senior academic women was seen in the relevant benchmarking data. The proportion of female employees at Level D at USQ has improved to now be at a level of 47.9% (representing a 6.4% increase) which is the highest result for the Regional Universities Network (RUN). The application numbers for academic promotion also increased in 2019 with a total of 82 applications submitted (compared to 65 in 2018 and 64 in 2017) with an overall success rate of 57%. Significantly, 2019 represented the highest total number of Level E applications submitted (16), with the majority of applications (62.5%) being from female academics. The 2019 results build on the results from the previous year which saw the USQ application rate exceed both the Australian sector rate and that of the Regional Universities Network, and the overall success rate move to be closer to sector benchmarks.

CAREER PROGRESSION – STUDY ASSISTANCE

There was a reduction in study assistance applications for undergraduate programs in 2019, and an increase in study assistance applications in postgraduate (including doctoral) programs. This is believed to reflect maturing study requirements within the workforce, and reflects a growing requirement for higher order thinking, leadership, and adaptability capabilities. The majority of applicants continued to be female (80.5%). Improvements to the program in 2019 include apportioning time release for doctoral qualifications across all three semesters, and inclusion of the new USQ Upskill mini courses. A complete review of study assistance is scheduled with recommended changes to occur in 2020.

Workforce Engagement and Culture

EMPLOYEE ENGAGEMENT

Following the last USQ employee engagement survey in 2018, a range of actions were taken across the University to strive towards improved impact from our educational and research activities, build a shared understanding of the future direction and strategy for the University, and increase collaboration, communication and innovation. In addition, activities were undertaken throughout the University to maintain key strengths around strategic purpose (values, mission, and contributions), people (relationships, diversity, and effort) and place (flexibility, working conditions, salary, benefits and safety). The next employee engagement survey is scheduled for early 2020.

ORGANISATIONAL VALUES

USQ's value-driven culture was strengthened throughout 2019 with the contextualisation of the University's core values into values-based behaviours (above and below the line) for individual work units via custom-designed workshops. The objectives of the sessions were to develop a stronger connection and focus on individual alignment with USQ and to continue to forge strong community connections, prioritise diversity and inclusion, and build supportive and meaningful relationships with peers and students. Employees who demonstrated living the values were recognised and celebrated throughout the year via USQ's peer to peer recognition system and the University's corporate recognition and reward program.

EMPLOYEE RECOGNITION

The University's peer recognition program, STARS (Say Thanks and Recognise Success), reached its one year milestone. In the first year of the program, over 1 200 individual My STARS recognitions were sent, with 45% of the workforce receiving at least one STARS recognition. Recognition was received across all three campuses and within all Divisions. In acknowledgement of the positive impact of this initiative, the STARS program received an Association for Tertiary Education Management 2019 Best Practice Award for Excellence in People and Culture. The award recognises industry excellence and outstanding contributions within the people and culture environment.

USQ also continued its partnership with UniSuper to present USQ's Values Champion Award to four deserving employees. Each recipient was recognised for epitomising the USQ values as demonstrated by their performance, attitudes and behaviours, and the positive, supportive and meaningful relationships they foster. Further, the outstanding contributions of individuals and teams were celebrated at the University's pinnacle staff awards ceremony with excellence awards in the areas of research; learning and teaching; community engagement; and people, culture and values bestowed to employees for their exceptional contribution and commitment to the University.

Health, safety and wellbeing

A number of changes to the Safety and Wellbeing team occurred due to the structural realignment of functions and resources within Human Resources (HR). Physical safety related functions were transferred to Campus Services as a more appropriate organisational location to support University priorities. HR retained the people related elements of health and wellbeing with the rehabilitation role included in the Workforce Support and Partnering team.

The University's corporate health and wellbeing program focused on providing wellbeing opportunities for its people to thrive at work, study and home through the release of its tailored health program promoting safe ergonomic practices, stretches and exercises, exercise guides, nutritional guidance and stress management strategies. As part of its proactive and integrated approach to health and wellbeing, USQ partnered with My Health for Life to support its employees in improving their health through a six-month program where participants were assigned a health coach to help them achieve their health goals. Further, culturally tailored programs have also been adopted to support Aboriginal and/or Torres Strait Islander employees.

As a result of the positive feedback and results achieved through the release of Mental Health First Aid Australia (MHFA) training for managers in 2018, the program continued to be rolled out across the institution. A renewed eligibility focus allowed all employees to participate in the training to advance improvement in mental health literacy, attitudes towards individuals suffering mental illness and confidence in providing assistance to those in need.

A range of staff engagement activities were also undertaken to promote the *USQ Health and Wellbeing Strategy 2016–2020* and its general health promotion to staff, including through the Health and Wellbeing Network, regular HR Notices, health campaigns and presentations to staff at on-boarding, appropriate professional development sessions and within work areas.

Safety priorities continued to focus on three high risk recommendations identified as a result of two independent safety and chemical audits in 2018. The introduction of Chemeritis as part of the upgrade of the existing Chemwatch chemical management system addressed a number of gaps identified in the safety audit with respect to procurement, movement and tracking of chemicals. Online chemical training modules were also developed for staff handling chemicals in any capacity as part of their daily responsibilities.

A draft *Safety Strategy and Action Plan 2019-2020* was developed and circulated with feedback being incorporated for final review. The strategy's key priorities aim to build a positive safety culture and actively manage Workplace Health and Safety risk to enable staff and students to work and study safely and productively. Regular reporting of key performance indicators will also improve the flow of management information across the layers of governance around safety performance and culture.

Social responsibility and inclusion

Diversity and Inclusion Strategy

During 2019, the University was in the second year of implementing the *USQ Employee Diversity and Inclusion Strategy 2018-2020*. The strategy seeks to bring together a range of initiatives that recognise the diversity of USQ's workforce and allows all employees to bring their whole self to work, creating a rich and diverse tapestry for innovation and success.

Engagement and visibility

USQ has formed key partnerships with the Australian Network on Disability (AND) and the Diversity Council Australia (DCA) to guide best practice, and to ensure that the University is continuously improving in terms of removing unintended barriers for employment and creating an inclusive work environment. This has been complimented with embedding inclusion in policies, procedures and practices. Additionally, the University has appointed an Executive ALLY champion, Deputy Vice-Chancellor (Enterprise Services) Michael Thomas, who is a visible supporter for LGBTQI+ inclusion.

Connection and collaboration are key to achieving an inclusive work environment. These key attributes are enabled by the diverse networks available to USQ employees and students, including the USQ Women's Network Inc, Accessibility Network, Aboriginal and/or Torres Strait Islander Employees Network, and the Multicultural Staff and Student Networks.

USQ hosted a community Multicultural Seminar in February 2019 which was attended by, from left, Toowoomba Mayor Cr Paul Antonio, Multicultural Affairs Queensland Executive Director Wayne Briscoe, Vice-Chancellor Professor Geraldine Mackenzie, Member for Groom the Hon Dr John McVeigh MP and USQ Multicultural Staff Network Chair Professor Shahjahan Khan.

Disability employment

Recognising the potential and contribution of people living with a disability has been a focus of the Enterprise Services Division. Through this initiative, internships, work experience, disability mentoring support and disability employment were initiated to not only increase workplace disability confidence, but also grow from the rich contribution offered by those employed in these positions. The Campus Services team within Enterprise Services partnered with the Clifford Park Special School in Toowoomba to offer multiple work experience placements for students. This program has offered significant rewards to all involved.

Inclusive training and development

The University provides professional development and training that supports an inclusive environment by ensuring employees are able to increase their ability to create and sustain inclusive work environments. Sessions cover awareness and understanding, inclusive language, cultural protocols and cultural diversity. Specific areas covered included:

- LGBTQI+ awareness;
- disability awareness training;
- bystander empowerment and intervention training;
- Aboriginal and/or Torres Strait Islander cultural competency training;
- discrimination and harassment awareness training; and
- self-awareness and emotional intelligence competency building.

These training offerings continue to build alignment with the USQ values and values-based behaviours.

Diversity and inclusion events

Diversity and inclusion related events represent positive investment through awareness and recognition to enable employees and students to feel valued and respected, have access to opportunities and resources, and appreciate their capacity to contribute their perspectives and talents to improve USQ. Events celebrated in 2019 included:

- International Day Against Homophobia, Transphobia and Biphobia;
- Disability Action Week;
- Closing the Gap Day;
- Harmony Day;
- Domestic and Family Violence Prevention Month;
- Reconciliation Week;
- International Women's Day;
- NAIDOC Week;
- R U OK Day; and
- Several International Days of the home countries of USQ international students and staff.

USQ Harmony Day celebrations at the Toowoomba Campus

Aboriginal and/or Torres Strait Islander peoples initiatives

In the second year of the *Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020*, the University worked towards achieving successful outcomes under the Strategy's goals and objectives.

ATTRACTION AND RETENTION

Universities Australia's *Indigenous Strategy 2017-2020* committed all Australian universities to strive for at least 3% of their workforce who identify as Aboriginal and/or Torres Strait Islander employees. USQ is making steady progress in this space with 2.55% of our workforce represented by Indigenous staff in 2019, an increase from 2018. USQ has focused on ensuring a high visibility of Indigenous culture and role models on all three campuses, with Indigenous branding and meaningful acknowledgements used to create connection with culture and country.

ENGAGEMENT AND SUPPORT

Engagement and support have been achieved by providing and actively promoting opportunities for Aboriginal and/or Torres Strait Islander employees to link into networks, health support programs, information and support. This included the annual Aboriginal and Torres Strait Islander Academic Forum that recognised the success and contribution of Aboriginal and/or Torres Strait Islander academic employees through sharing their stories, and connection offered through the Aboriginal and Torres Strait Islander Employee Support Network.

DEVELOPMENT AND ADVANCEMENT

Current professional development offerings and career development activities were enhanced to ensure that Aboriginal and/or Torres Strait Islander employees are recognised and rewarded for their contribution. A specific mentoring program which focused on cultural safety and bespoke opportunity and support was offered and implemented to all Aboriginal and/or Torres Strait Islander employees. Professional development grants were also awarded to support the career development and advancement of professional employees.

Tailored support for academic promotion enabled the University to recognise the contributions of two Aboriginal academic employees who were successful in achieving promotion in 2019. This demonstrates success in ensuring barriers are removed to enable Aboriginal and/or Torres Strait Islander academics to have their teaching, service and research contributions recognised.

Through a review of the Work Allocation Model, the University explicitly recognised the need for the acknowledgment of cultural and community responsibilities as a category of service. This is a progressive action that takes one step towards recognising the service to the University by Aboriginal and/or Torres Strait Islander academic employees in enhancing cultural knowledge and knowing, but also through their valued contributions to community.

Gender equality

SAGE INITIATIVE

USQ has a long-standing commitment to inclusive workplaces that underpins current and future corporate strategies, including *USQ's Strategic Plan 2016-2020* and *Employee Diversity and Inclusion Strategy 2018-2020*. In October 2017, the University became a member of the Science in Australia Gender Equity (SAGE) initiative, a national program launched in 2015 in response to the Australian higher education and research sectors' need for a coordinated, national approach to improving gender equity in Science, Technology, Engineering, Mathematics and Medicine (STEMM). USQ is participating in the Athena SWAN Charter, an evaluation and accreditation framework from the United Kingdom that works toward enhancing gender equity in STEMM. Organisations participating in the pilot are required to undertake a self-assessment process and apply for Bronze Award accreditation within two years of becoming members of SAGE.

In July 2019, USQ submitted its application for the Athena SWAN Institutional Bronze Award and this has been used as the mechanism to consolidate the institution's gender equality initiatives in STEMM. On 19 August, the University received confirmation that USQ's submission had been determined by SAGE to meet eligibility requirements and, following a formal review of the application, including a rigorous peer-review, the outcome of which is expected to be announced in February 2020.

The four-year *Athena SWAN Action Plan* developed as part of the submission is based on the key themes that emerged from an analysis of existing corporate data and qualitative input from focus groups:

- Theme 1: Leadership and governance.
- Theme 2: Recruitment and on-boarding.
- Theme 3: Career development and progression.
- Theme 4: Career breaks and flexible working.
- Theme 5: Organisation, culture and inclusion.

Embedding the delivery of the *Action Plan* across the University is fundamental to its success. Accordingly, Vice-Chancellor's Executive (VCE), at its meeting of 10 July, provided in-principle support for the establishment of a University-level committee with a remit for monitoring, reviewing and reporting on implementation of the *Action Plan*, including identifying trends across each stage of the employee lifecycle.

Attending the USQ Forum on Reconciliation and Intercultural Education are Jacqui MacDonald and Genevieve Aiono.

OTHER GENDER EQUALITY INITIATIVES

In addition to the SAGE initiative, other activities to profile and enhance gender equality across the University continued through events such as the USQ International Women's Day panel presentation, and partnership with the USQ Women's Network Inc to celebrate Bluestocking Week. The University also successfully submitted its annual Workplace Gender Equality Agency compliance report.

Specific development program initiatives to support the career advancement of women were rolled out, including women's academic promotion information sessions, development grants, career workshops and time buy-out for academic women to complete their PhD submission.

Workforce Structure and Flexibility

INDUSTRIAL FRAMEWORKS

The *USQ Enterprise Agreement 2018-2021* was submitted to the Fair Work Commission in late 2018, and the University received advice on 27 March 2019 that the Agreement had been approved, with agreed undertakings, effective from 3 April 2019. Impacted HR policies and procedures, webpages and processes were adjusted accordingly. The new Enterprise Agreement governs the conditions of employment at the University for the 2018-2021 period and will provide a strong industrial foundation for the University's future workforce requirements.

Organisational review

As part of the University's continuing cycle of planning development and improvement, organisational unit reviews and realignments are conducted as and when appropriate. Reviews conducted during 2019 included the following:

- **Artsworx:** Based in USQ, Artsworx is an arts venue and production house that has been supporting emerging and professional artists since 1987, drawing on opportunities created by the University's Creative Arts programs. In 2018, an external review of Creative Arts and Artsworx was undertaken. This, in turn, prompted an organisational review specifically of Artsworx to strategically re-evaluate its function and relationship to the Creative Arts disciplines, the School, the Faculty, the wider University and the community. The process involved consultation across the University, external stakeholders and student groups in this area. As an outcome of the review, the activities and functions of Artsworx were re-aligned or re-profiled during 2019 to enhance its effectiveness. These outcomes will further support the uniqueness of Creative Arts at USQ and shape its future development as the conduit for creating and supporting community projects, industry connections and community engagement.
- **School of Arts and Communication:** Also as a result of the External Review of Creative Arts and Artsworx in 2018, an organisational review was undertaken during 2019 to strategically re-evaluate the structure of the School of Arts and Communication. The process involved extensive consultation with staff and student groups. As a result of the review, the School of Arts and Communication was separated in 2019 into two units, the School of Creative Arts and the School of Humanities and Communication. The outcomes of the review provides the Schools with a more distinct profile for the Creative Arts and Humanities disciplines across their broad areas of operation.
- **School of Education:** An organisational review was undertaken to strategically re-evaluate the school structure, which included the School of Linguistics, Adult and Specialist Education and the School of Teacher Education and Early Childhood. The review process involved wide consultation. In 2019, as a result of the review, the two Education schools were consolidated into one unit as the School of Education. The outcomes of this review are particularly important to enable USQ to successfully navigate the challenges being experienced in the teacher education space as a result of changing external operational and regulatory requirements.
- **Open Access College (OAC):** Established in 2008, OAC provides alternative entry options for students to enter USQ through pathway and award programs. The OAC review was conducted to satisfy an identified 2019 priority to reform enabling education at USQ. The overall aim of the review was to achieve improvement in the performance of the College through a process of self-assessment, benchmarking, critical reflection, forward planning and external peer review. A Steering Group representing key stakeholders within USQ was established to provide oversight of the review process. A review panel, consisting of one internal and three external experts, undertook a site visit at USQ Toowoomba from 17 to 19 July. A panel report was provided outlining key commendations and recommendations to shape the future strategic directions and practices of the College.
- **Corporate Management Services (CMS):** Located within the Enterprise Services Division, CMS has incorporated the University's business intelligence, institutional research, policy and planning, audit and risk, contract management, and corporate records functions. A realignment exercise that included staff forums and input based on three phases of consultation documents was undertaken under the auspices of the Deputy Vice-Chancellor (Enterprise Services). The principal aim of the review was to secure an

organisational structure that best supports an evidence-based approach to planning, evaluation and decision making across the University. The realignment exercise resulted in the relocation of some functions to other areas of the University and the establishment of a new and more focussed Planning and Performance Support Services unit structure.

- **Office for the Advancement of Learning and Teaching (OALT) and the Digital Life Lab (DLL):** OALT was established in October 2016 as part of a wider strategy to position services and supports to USQ staff and students that enable an exemplar higher education (learning and teaching) experience. With significant changes in the higher education landscape including changing student expectations of learning, teaching and technology, the objectives of OALT and DLL realignment were to: (i) to ensure the Office for the Advancement of Learning and Teaching had an organisational structure that ensures functions are undertaken in an efficient, effective, strategic and integrated manner; and (ii) to ensure the Digital Life Lab has a focus that more strategically aligns, and directly supports, the educational agenda of the University. The restructure has resulted in a refined scope for OALT, confining its focus to supporting only the learning and teaching functions of the University, with support for non-teaching related support being no longer required or re-directed to other parts of the University as appropriate.
- **Campus Services:** In order to ensure the Campus Services structure was more optimally aligned with current USQ priorities and expectations, a review was undertaken to ensure appropriate distribution of functionality; sharper alignment of resource focus, and consideration of optimal service delivery methods. The review responded to heightened expectations around commercial property and business operations, enhanced Strategic Asset Management capability, significantly increased staff and student expectations and engagement with environmental and carbon reduction projects, growth of activity and events at USQ Springfield and Ipswich, significant service level and capability improvements in the Security and Emergency and Safety portfolios, overlaid by an increasing demand generally for enhanced service levels, improved planning and operational use of data, material improvement in the utilisation of space and a more strategic approach to asset management.

USQ People

USQ's 2019 workforce has the following FTE profile (excluding casual employees):

Classification (excluding casual staff)	FTE
Academic Staff Total	**568.39**
Continuing	431.76
Fixed-Term Contract	136.63
Professional Staff Total	**949.88**
Continuing	755.40
Fixed-Term Contract	194.48

A range of strategic HR initiatives play an important role in the University's employee attraction, engagement and retention activities, and this has seen USQ's employee-initiated separation rate remain low at a steady 6%.

Objective 2: Partner of choice with business and the community

USQ continues to build a profile as an organisation that is a responsible corporate citizen and a business partner of choice.

Priorities for 2019 included: building the University's engagement and advancement capacity, and enhancing industry engagement.

A Responsible Corporate Citizen

USQ is a values-driven organisation based on the corporate values of *Respect, Integrity and Excellence*. All University activities are accountable to the highest ethical and legal standards.

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

Reducing our Carbon Footprint

As a responsible corporate citizen, USQ is taking positive action to reduce its carbon footprint and to support and inspire its communities to introduce their own strategies for a greener future.

With on-campus energy consumption generating more than 80 per cent of the University's carbon emissions profile there is a strong commitment to energy conservation and responsible consumption. As a large-scale consumer of energy (electricity and gas) the direct focus for the University's environmental initiates across 2019 have centred on demand management (reducing electricity usage) and on campus generation.

Implementation of energy efficiency projects (including lighting upgrades and sub-metering) continued across the year resulting in significant reductions in energy consumption and maintenance related costs. Overall energy savings achieved equate to 97 727 kWh per annum reducing the carbon footprint by a further 78.43 tonnes of carbon per year. The annual performance of the campus wide 2MW Solar Array has resulted in 3326.90XMW of clean energy being generated on site offsetting the University's carbon footprint by 2679.60tCO2-e

Environmental Key Performance Indicators – 2019	
Carbon Emissions	
Total direct and indirect greenhouse gas emissions by weight	Scope 1 (Direct) = 938.46 tCO2-e/year, Scope 2 (Indirect) = 12,972.92 tCO2-e
Other relevant indirect greenhouse gas emissions by weight	Scope 3 (Other Indirect) Air Travel = 957.43tCO2-e, Rental Vehicle Use = 18.98tCO2-e, Waste to Landfill = 376.17 tCO2-e
Energy	
Direct energy consumption	Direct Energy Consumption by Source: Natural Gas = 1142.62 GJ, Fleet Vehicle Use = 6518.78 GJ, Standby Generators = 532.10 GJ Plant & Equipment Fuel = 220.40 GJ
Indirect energy consumption	Purchased Electricity Consumption: Toowoomba Campus = 9,299,306.22 kWh, Springfield Campus = 2,291,605.20 kWh, Ipswich Campus = 2,958,026 kWh & Queensland College of Wine Tourism = 240,892.80 kWh.
Renewable Energy	Onsite Solar PV Generation: Toowoomba = 2 730.99 MWh, Springfield = 327.81 MWh, Ipswich = 268.140 MWh
Waste	
Total weight of waste by type and disposal method	Toowoomba Campus - 291.37 tonnes of waste sent to landfill, 15.28 tonnes of cardboard recycled, 0.372 tonnes of plastic recycled, 16.52 tonnes of concrete recycled, Ipswich/Springfield Campus - 50.60 tonnes of waste sent to landfill, 12.83 tonnes of cardboard recycled, 2.72 tonnes of commingled waste recycled.

As a significant consumer of water the University is committed to water conservation, harvesting and reuse across all of its campuses. In 2019 the priority focus centred on groundwater management, the progressive expansion of rainwater harvesting opportunities and smart metering initiatives. To increase water efficiency and monitor campus irrigation activities the University has installed smart metering on irrigation lines associated with the University's gardens and playing fields. In late 2019 an additional 250KL rainwater harvesting and storage initiative was installed at the Clive Berghofer Sport and Recreation Centre (F Block) on the Toowoomba campus to minimise potable water usage in the facility's change rooms and showers.

With a continued focus on waste management the University has strengthened its campus wide recycling performance and resource recovery programs. In June 2019 USQ partnered with Clifford Park Special School and Cleanaway to rollout out Containers for Change with various donation points on Toowoomba campus. This exciting community initiative represented a great opportunity to not only redirect and recycle waste but also redirect funds raised to the Clifford Park Special School. The introduction of Containers for Change on campus represents a great opportunity for the University to build on the work carried out every day by our staff and students to support responsible waste management and resource recovery.

Sound business model, service culture and learning culture

During 2019, USQ continued to implement strategies to keep USQ on a sound and sustainable business footing, providing a basis for securing 'business partner of choice' status. In addition, an emphasis is given in the professional development of professional staff to positioning the University for the workplace of the future and to cultivating a strong service culture.

Ensuring Informed Decision-Making: Data Warehouse and Business Intelligence

The establishment of USQ's Enterprise Data Warehouse and Business Intelligence Platform as a central data repository for reporting and analysis was completed in 2016. Work commenced in 2019 to modernise the platform to align with the current data and reporting needs of the University. This work will continue in 2020 and will be driven by the development of the *Business Intelligence Roadmap* that aligns whole-of-university information governance and management with the Business Intelligence Platform to ensure the University will continue to maximise its return on investment in relation to its information and data assets.

The focus for 2020 will be the integration of additional data systems including external sources; the building of standardised reporting; the provision of relevant analysis and actionable insights; and supporting academic quality data requirements with modern tools (such as 'Power BI').

Service Excellence and Continuous Improvement

A key focus area for the Enterprise Services Division in 2019 was to build organisational maturity and capability in business process review and service digitisation. The *Service Excellence and Continuous Improvement* initiative commenced in January 2019 and delivered an overarching Service Excellence Framework which comprised of a strategic vision, service improvement roadmap and associated toolkit in five key focus areas:

- Customer Access Points
- Customer Engagement
- Services Standards
- Continuous Improvement
- Capability.

The delivery of a detailed review of the current service landscape across the Enterprise Services Division included self-assessment, reflection and business improvement opportunity reviews of current service elements. Key themes emerging from service departments indicated that Technology, People & Organisational Support and Service Waste are service elements to be prioritised in the development of a service improvement roadmap. In responding to this, the Division focussed on:

- Simplifying the current multiple points of access to our services.
- Addressing process complexity.
- Improving the user experience with corporate systems.
- Finding smarter ways to improve the responsiveness and timeliness of our services.
- Improving the way we partner with our clients.
- Digitising manual processes.

Business continuity management

A Business Continuity project continued to facilitate the further development of the University's business continuity management program to carry out critical business activities and support continual operations when facing internal and/or external business disruption events. The project assesses the key risks and associated control effectiveness in order to embed business-as-usual practices.

Business frameworks

USQ continued to embed critical business frameworks to enhance business infrastructure that assist operations, enhance project management capabilities and inform effective decision-making. During 2019 University management continued to improve accountability and reporting to USQ Council. A comprehensive report on organisational activities is provided to each Council meeting. The regular data-rich University Performance Report was streamlined and focused on performance data against the Strategic Success Indicators outlined in the *USQ Strategic Plan*. A comprehensive report is also provided on performance in Education and Research.

Renewing procurement practices

An operational review of procurement was commenced in early 2019, with specific focus on variations in the procurement process. A series of data collection and workshops were conducted and the current processes mapped. The project is ongoing and it is envisaged that it will result in improved customer access points and a reduction in the number of exemption requests from the Procurement Procedure.

Continuous improvement of contract management processes

The cloud based contract management system and contract management framework established across the University continues to provide an improved contract identification and management capability in all divisions. During 2019, stakeholders participated in workshops to recommend improvements to the contract lifecycle. Contract Services staff continued the management of system upgrades and process development activities to contribute to the University being a business partner of choice.

USQ Development and philanthropy

With the appointment of a Director (Development) in July 2019, the focus for the second half of the year was in the development and delivery of a new level of professionalism in the attraction of philanthropic support to the University, and the positioning of USQ for a consistent and coherent philanthropic practice over time. This effort will continue into 2020. From USQ's reliance on corporate donors, it is planned that philanthropy at USQ will expand to engage alumni and the wider community (including existing donor businesses) to build enduring supporting relationships for students, academic development and campus enhancement.

During 2019 donor support has assisted more than 100 students with scholarship and grant support. Additional donations have delivered a number of sought after academic prizes. Regular donations for Ju Raku En Japanese Gardens at USQ Toowoomba are a welcome line of giving for this vibrant asset for the on-campus student experience.

The USQ Staff Giving Program entered its fifth year in late 2019 and continued to grow into a valuable and enduring resource for student support. USQ fundraising continued to grow the overall USQ Student Endowment Fund balance and the continuation of the dollar-for-dollar matching program into 2020 is an important resource for the endowment to reach a significant milestone balance of $10 million. The USQ Student Endowment Fund aims to foster academic achievement through encouraging students, particularly those who might not otherwise commit to higher education, to enrol, progress and graduate successfully at USQ. In so doing, the Fund acts as a bridge that links the educational, academic and career aspirations of individuals to the potential outcomes that may be realised from higher education success. Only students enrolled at USQ can be eligible for an award from this Fund.

At the end of 2019, the Fund holds in excess of $8.4 million and has provided support to more than 300 students during the year, including a record 106 bursaries to support nursing students with the costs of undertaking their clinical placement obligations where they were required to travel more than 200 kilometres to the location of their placement. The Fund also awarded more than 100 bursaries to disadvantaged undergraduate students with almost $126 000 worth of awards being offered.

Objective 3: Best practice in resource management

USQ strives to manage its digital and physical infrastructure and systems for a successful and sustainable enterprise.

Priorities for 2019 included: strategically aligning the University's resources; and streamlining administrative structures and processes to achieve organisational efficiencies while maintaining and further optimising productivity and quality through continuous improvement.

ICT infrastructure development

Technology-based improvements to the student experience

Following significant investment in the student on-campus experience between 2016 and 2018, 2019 teaching space technology upgrade activity continued with a further eight upgrades completed across USQ Toowoomba and USQ Ipswich. Enterprise system integrations supporting USQ's Micro-credential initiative, 'USQ Upskill', were delivered; the online scholarship application rolled out; and exploration of solutions for improved student and staff video capture progressed. Customer Relationship Management system functionality was also extended and upgraded.

Enterprise productivity

Consistent with directions set in 2018, the USQ Enterprise Service Management System increased its reach in 2019 with 51 teams from across the University benefitting from digital workflows, online approvals and improved actionable insight supporting continuous process and outcomes improvement. The USQ Staff Portal went live providing improved technological underpinnings and a more seamless experience between new staff and student portals. Together, these laid the groundwork for increasingly streamlined and customer focused access to a broader range of staff facing functions and information. They also served as key supports for on-going service excellence work commenced in 2019.

Key ICT infrastructure activities delivered improved throughput and performance of High Performance Computing supporting USQ research and Data Centre firewalls, and significant performance upgrades to network connectivity at USQ Toowoomba. Through participation in sector-wide negotiation activities, key vendor and licencing adjustments were secured to ensure best-fit solutions at favourable terms.

Other productivity supporting activity included deployment of a further 25 software based video conference rooms using Zoom technology, the roll-out of the Cloud-based Microsoft Teams staff collaboration suite, and exploration of Cloud-based business intelligence capability.

As a large-scale consumer of energy (electricity and gas) the University has joined the Whole of Government Large Market Electricity Agreement for a nine year period from January 2020 – 2028.

The opportunity to leverage off the longer-term State Government Large Market Electricity Agreement provides the University a long-term, sustainable approach to meeting USQ's current and projected energy needs.

Cyber security

The threat posed by adverse cyber events was elevated throughout 2019 with a large number of cyber-attack campaigns targeting the University. This served to highlight the importance of ongoing investment in protective infrastructure and organisational resilience. Investment in this space has seen network defences bolstered with new firewalls deployed in multiple locations providing improved prevention and 100Gbps throughput capabilities in USQ's Data Centre.

An ongoing focus on prevention through improved education and awareness training remained a priority. Deployment of Multifactor Authentication to VPN and a Single Sign On system has been a high priority project due to increased attacks across the sector targeting the theft of credentials. 2019 also saw further partnering with both the Australian Cyber Security Centre and the cyber support organisation AusCERT focusing on information sharing, particularly in receiving automated threat intelligence.

Campus Development

USQ Infrastructure

In excess of 40 infrastructure projects were underway during 2019, with 31 completed during the year. A $2 million upgrade of the Steele Rudd College at USQ Toowoomba was completed providing high quality self-catering student accommodation. The project provided new kitchen and social spaces for residential students as well as new bathrooms and 70 refurbished, air conditioned bedrooms. The refurbishment has provided accommodation that better meets student needs and increases the attractiveness for USQ Toowoomba as an educational choice.

New multi-faith facilities were provided at USQ Toowoomba. The suite of rooms accommodate facilities for all faiths including dedicated Islamic ablutions facilities and prayer space. The multi-faith area is now located adjacent to the quad and provides a high quality and safe space for the University's faith communities.

As part of USQ's partnership with international organisations, the MINERVA-Australis facility at Mount Kent, which houses five new telescopes and a $1 million spectrograph was completed in 2019. In addition, the installation of a telescope provided by the German Space Agency for use as a space debris tracking station was also completed in 2019.

In consultation with the USQ Student Guild the change room and toilet facilities in Clive Berghofer Recreation Centre (F Block) at USQ Toowoomba were refurbished. The new facilities provide vibrant high quality change rooms to support gym clientele, sport usage and conferences.

Campus Master Planning

The University continued its focus on the development of master plans to guide the ongoing development of its campuses as they continue to evolve and align to the changing nature of education and the needs of our communities. During 2019, USQ undertook a significant consultation process with a range of internal and external stakeholders and a detailed analysis of local market demographics and economic development priorities. As a result of this work, the Vice-Chancellor's Executive developed key objectives and principles to guide informed future campus development and ensure there is space for future growth and optimal utilisation of the University's campuses. This work guided the identification and commencement of a number of critical projects aimed at revitalising the Toowoomba campus, centred on the campus heart. Planning is continuing on a broader scale, with a view to finalising individual campus master plans in 2020.

R Block Toowoomba Campus

As part of the Campus Master Planning Project, the design for Stage 1 works to R Block Toowoomba Campus was undertaken, with the aim of providing a single point of service for student and visitor enquiries. This will be located on Level 1 providing a clearly located, student-support focussed destination on campus. This will provide a higher quality student experience supported by refreshed, ground floor student collaboration spaces, similar to that in the USQ Springfield Library. New spaces for student computing, the Makerspace and the Hub for Immersive and Virtual Experiences will also be provided as part of this stage of works.

F Block Springfield Redevelopment

The design stage for the expansion of F Block on the Springfield campus was undertaken in 2019 with the aim of future-proofing research facilities. This will enable researchers to continue to operate at the cutting edge of future material technologies, which in turn has the potential to attract more high quality higher degree by research students and work with industry partners to deliver research outcomes.

The redevelopment will also allow the Faculty of Health, Engineering and Sciences to continue to expand its Mechanical and Electrical Engineering and Surveying offerings at Springfield campus and eliminate the need for Brisbane based students to travel to Toowoomba campus for specific course requirements.

Strengthening Crisis Capability

Crisis management capability and competency continued to improve through the provision of realistic and desktop crisis exercises requiring the Crisis Management team to activate and manage the simulated crisis incident. The Crisis Management team continued to work closely with the Queensland Police Service (QPS) and other emergency service providers in the development of exercises, observer participation and review and feedback.

Key personnel attended QPS Counter Terrorism training and awareness workshops in 2019, particularly focused on crowded places. As a result, the University continues to improve hostile vehicle mitigation measures across its campuses. The Crisis Management team continued to work closely with Queensland Police and other Emergency Service partners in the development of exercises, observer participation, and review feedback.

The USQ SafeZone app was developed and implemented in 2019 to provide students and staff with a more effective and rapid method to call USQ Security for assistance or to report an emergency. A dedicated control room within USQ Security was established to provide more effective and efficient security coverage on all campuses, including real-time monitoring of CCTV.

The Emergency Control Organisation (warden network) continued to be strengthened through the provision of regular in-house training for wardens and by externally accredited training for chief wardens. Lockdown training was also introduced into the Warden training and duties in 2019.

Operational priorities

Improvements to the vehicle fleet were made in 2019 including smart card access, enabling existing USQ ID cards to open the pool vehicle, thereby making the booking and pickup aspect of pool car use quicker and more efficient. In parallel, GPS tracking has been added to the vehicles providing an enhanced safety capability.

Continuity of adequate water supply continues to be a priority in support of increased Agricultural Plot utilisation and field research. Additional rain water collection tanks were installed in the Clive Berghofer Recreation Centre (F Block) at USQ Toowoomba.

A large number of Estates-related policies and procedures were either developed or updated through 2019, including a policy on the use of drones.

Financial Statements and Appendices **2019**

2019 Summary of Financial Performance

Underpinned by responsible financial management and a focus on priorities consistent with our mission, the University has worked hard to maintain an operating surplus in 2019. The balance sheet remained strong with increased holdings of cash investments, as well as property, plant and equipment held. Liquidity is healthy, with a strong current ratio of 2.3. Debt remains low, with a borrowings representing 1.3% of total equity.

Income Statement

USQ's operating surplus was $5.6M or a 1.7% operating margin. This compares favourably with the original budgeted surplus of $5.1M (1.5%). The 2019 result is lower than the 2018 surplus ($10.3M) due to a combination of factors including a reduction in income from investments and increases in employee related expenses which were consistent with expected movement.

Total income of $327.4M was marginally less than the 2018 result by $1.1M, and was $10.6M less than the original budget, driven by the following major categories:

Australian Government financial assistance, while impacted by the Australian Government freeze on Commonwealth Grant Scheme payments, did have a $3.9M increase on the 2018 result due to increases in Higher Education Loan programs and other non-student related funding. This result was consistent with the original budget.

Consultancy and Contracts revenue was $2.3M less than 2018, with the 2019 result impacted by the recognition of revenue following the implementation of AASB 15 and AASB 1058. Due to the development of the 2019 budget based on previous income recognition methodologies, the implementation of these standards resulted in a shortfall against the original budget.

Fees and Charges increased by $0.8M on 2018, however during 2019 a realignment of strategy aligned with international and domestic full fee paying student income resulted in an $8.4M shortfall against the original budget.

Total expenses were $3.6M (1.1%) higher than 2018 and $11.1M lower than the original budget driven by the following major categories.

Employee related expenses increased by $6.1M (2.9%) on 2018 driven by salary rate increases for staff (2.0%). A continued focus on the containment of employee related expenses resulted in a $4.0M savings against the original budget.

Depreciation and Amortisation had an increase on both 2018 ($1.1M) and the original budget ($0.8M) due to asset acquisitions.

Other Expenses decreased by $1.9M on 2018 expenditure and $8.0M on the original budget. Expenditure was lower than planned in 2019 due to the impact of AASB 9 on research collaboration payments (treated as a liability versus historically as an expense) and a reprioritisation of strategic investments.

Statement of Financial Position

The Statement of Financial Position reflects the financial strength of the University and its capacity to meet current financial obligations and support investment in strategic priorities.

Net Assets increased by $91.8M (15.0%) driven by a number of factors:

Current assets increased by $12.1M mainly due to increases in cash and cash equivalents and other financial assets.

Non-current assets increased by $99.7M (19.6%) mainly due to an increase in the value of shares held in Education Australia and AARNet (collectively $16.6M) and a revaluation of Property, Plant and Equipment ($90.0M) which also involved a review of useful lives and increased componentisation of short and long lived assets.

Total liabilities increased by $20.0M principally reflecting the initial recognition of contract liabilities under the new Accounting Standards.

Institutional Performance

	PERFORMANCE INDICATOR	2013	2014	2015	2016	2017	2018	2019
	Student Enrolments and Load							
[a]	Total Students	27337	28086	28202	27478	26458	25905	25672
[a]	Total Student Enrolments	27711	28620	28680	28005	26921	26318	26064
	Total Student Load	13761	14385	14726	14557	14241	14016	13655
	Enrolments – Commencing Students	11334	12381	11704	11274	11067	10332	10476
	Enrolments – All Undergraduate	20723	20869	21392	21131	20762	20746	20618
	Enrolments – Higher Degree Research	497	539	598	691	752	818	871
	Enrolments – Higher Degree Coursework	6491	7212	6690	6183	5407	4754	4575
	Postgraduates as % of Total Students	25%	27%	25%	25%	23%	21%	21%
	Load – All Undergraduate	10906	11081	11519	11492	11350	11363	11152
	Load – All Postgraduate	2855	3304	3207	3065	2891	2653	2503
[b]	**Market Share and Student Demand**							
	USQ Share of Queensland Providers enrolments	11.6%	11.5%	11.4%	11.0%	10.4%	10.0%	*
	USQ Share of Australian Distance Education enrolments	10.3%	9.7%	9.1%	8.3%	7.6%	7.0%	*
	USQ Share of International Student enrolments (Australian Providers)	1.6%	1.4%	1.2%	1.0%	0.8%	0.6%	*
	USQ Share of Australian graduations	1.5%	1.4%	1.4%	1.4%	1.2%	1.1%	*
	USQ Share of International Distance Education enrolments	39.2%	32.6%	29.3%	23.2%	16.9%	11.2%	*
	USQ Share of Queensland provider Distance Education enrolments	46.4%	44.6%	43.7%	40.8%	42.2%	39.7%	*
[c]	**Client Satisfaction and Teaching Quality**							
[d]	Overall Course Satisfaction (score/5)	3.83	3.81	3.82	3.90	3.91	3.90	4.00
	Australian Graduate Survey							
[e]	CEQ: % Good Teaching Satisfaction	85.0%	85.1%	88.5%	88.1%	87%	88.8%	*
[e]	CEQ: % Generic Skills Satisfaction	93.0%	93.4%	95.5%	96.0%	95%	95.5%	*
[e]	CEQ: % Overall Rating Satisfaction	91.0%	90.8%	91.3%	91.9%	90%	91.1%	*
[f]	GDS: % Graduates in Full-Time Study	8.7%	10.3%	11.2%	9.3%	9.0%	9.0%	*
[g]	GDS: % Graduates in Full-Time Employment	69.8%	68.3%	80.5%	77.6%	72.8%	76.2%	*
[h]	GDS: Median Starting Salary	52100	55000	63000	65700	67700	69400	*
[i]	GDS: % Graduates Seeking FT Employment	15.2%	14.4%	9.7%	15.8%	20.6%	21.7%	*
	Student Performance							
[j]	Student Retention	77.4%	77.9%	76.4%	75.3%	77.6%	*	*
[k]	Course Progression rate	79.2%	78.0%	77.9%	78.6%	77.9%	*	*
	Student Completions	4575	4573	4599	4472	4096	*	*

Institutional Performance cont'd

	PERFORMANCE INDICATOR	2013	2014	2015	2016	2017	2018	2019
	Flexibility							
	% Enrolments Internal	13.5%	12.6%	13.4%	13.9%	11.7%	11.9%	11.9%
	% Enrolments External	72.3%	72.6%	70.2%	70.1%	68.6%	66.9%	66.0%
	% Enrolments Multi-Modal	14.1%	14.8%	16.4%	16.0%	19.8%	21.2%	22.0%
	Web-Based Subjects Offered	244	254	339	416	994	1033	1055
	Web-Based Student Enrolments in Courses	17563	19550	27969	26705	66900	64455	62086
	Enrolment Trends							
	Enrolment Density (= Ratio of Enrolments to Load)	1.99	1.95	1.92	1.89	1.86	1.85	1.88
	Median Age of Students	28	29	29	29	29	29	29
[l]	**Research and research higher degrees**							
	Research Completions – PhD + Research Masters	64	70	60	85	78	*	*
	Staff							
[m]	Staff FTE – Academic (FT & FFT)	483	489	529	548	580	591	587
[m]	Staff FTE – General (FT & FFT)	913	894	959	991	969	897	896
	Casual Staff FTE	272	300	307	313	300	300	285
	Student Staff Ratio (EFTS:FTE)	20.9	21.9	22.0	21.1	20.6	20.6	20.6
	% Academic Staff with PhD	66%	67%	67%	67%	70%	67%	68%
	% Academic Staff with Higher Degree	88%	89%	88%	88%	89%	85%	86%
	Staff Separation Rate (%)	6%	5%	5%	8%	6%	8%	7%
	Mean Age of Staff – Academic	50	50	50	51	51	50	50
	Mean Age of Staff – General	43	43	44	44	43	43	44
	% Academic Staff who are Female	50%	52%	50%	50%	50%	52%	53%
	% Senior Staff who are Female	22%	25%	27%	28%	26%	26%	32%
	% Staff covered by Collective Bargaining Agreements	96%	96%	96%	96%	96%	96%	96%
[n]	**Health and Safety**							
[o]	Lost Time Injury Frequency Rate (LTIFR)	4.39	4.27	5.30	3.42	5.49	5.29	4.17
	Occupational Disease Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
[p]	Lost Work Day Rate	19.71	43.23	21.07	58.26	28.56	32.98	8.61
	Fatalities	0	0	0	0	0	0	0
[q]	New Workers Compensation Claims	29	32	27	41	19	27	24
[r]	Average Days to Return to Work	14.00	13.29	12.40	8.00	11.21	4.00	9.00
[s]	Average paid Days	11.71	12.56	42.25	34.21	18.29	10.67	20.60
	Internationalisation							
	Market Breadth 1: Number Countries Serviced	92	94	88	86	86	90	96
	Market Breadth 2: # Countries Accounting for 80%	11	13	12	12	11	11	11
	International Student Load	2902	2820	2636	2217	2058	1933	1863

Institutional Performance cont'd

PERFORMANCE INDICATOR	2013	2014	2015	2016	2017	2018	2019
Equity and Multiculturalism							
Females as % of Total Students (Domestic)	56.8%	56.7%	56.8%	56.2%	57.3%	57.8%	58.2%
Females as % of Commencing Students (Domestic)	58.5%	58.2%	58.2%	56.9%	59.8%	59.2%	59.1%
% of Females in Engineering (Domestic)	10.7%	10.2%	9.8%	10.2%	10.1%	9.9%	12.2%
Enrolments – Indigenous Students	2.2%	2.5%	2.8%	2.9%	3.0%	3.2%	3.5%
Indigenous Student Progression (Pass Rate Parity)	85.3%	82.3%	79.1%	78.7%	81.4%	82.8%	*
Enrolments – People with Disabilities	1399	1534	1620	1708	1798	1741	1737
% of Students Socioeconomically Disadvantaged	28.1%	28.4%	28.9%	27.8%	28.3%	28.6%	28.4%

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

[a] Reporting headcount and student - level of program count for consistency with reporting counts a level of program

[b] Market share is based on enrolments

[c] Client satisfaction is from data taken from USQ's internal Student Evaluation of Teaching (SET) course survey; and the Course Experience Questionnaire (CEQ) national survey of graduates. Graduate Outcomes are assessed using the Graduate Destination Survey (GDS) conducted by all universities; and a survey of employers of USQ graduates conducted by USQ

[d] Ratings are from students undertaking courses using a 5 point scale to indicate their response to the comment: "Overall, I am satisfied with this course"

[e] The CEQ percentages shown above are the proportion of all respondents that broadly agreed with the items on the two CEQ scales and the Overall Satisfaction Index. Respondents indicated broad agreement by rating the scale item as 3, 4 or 5 on a 5 point scale. The percentages shown are derived from figures supplied by GCCA which consisted of the percentage of graduates in each qualification level and broad area of study that rated the scale as 3, 4 or 5

[f] These are Australian first-degree graduates in further full-time study.

[g] This is the number of Australian first-degree graduates in full-time employment as a percentage of those available for full-time employment. 2015 figures are based on the new GOS survey. Labour Force Indicators are based on a new set of principles.

[h] These are Australian bachelor degree graduates who were in their first full-time job.

[i] The number of Australian first degree graduates in part-time employment or unemployed seeking full-time as a percentage of those available for full-time employment.

[j] Retention Rate Calculation: (Continuing Yr2) / (Total Yr1 – Grads End Yr1)

[k] Progression Rate calculations exclude Non award students

[l] 2017 Research outputs not completed or verified until June meeting of HDREC

[m] FTE refers to Full-Time staff Equivalents

[n] All system rules are applied, reported and recorded in respect with the Work Health and Safety Act 2011 (QLD) and Workers Compensation and Rehabilitation Act 2003 (QLD)

[0] LTIFR = (number of injuries x 1 000 000) / total hours worked

[p] Lost work day rate = (total lost work days/total hours worked) x 200000

[q] New statutory claims: The number of new statutory claims that have been registered during a given financial year, irrespective of the claimants' accident dates

[r] Average days to first return to work: The average number of days taken to secure any form of return to work, where the return occurs within the reporting period. Only time loss claims are included in this calculation

[s] Average paid days: The number of paid days(partial or total) on a statutory claim divided by the number of new statutory claims, in a given financial year

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

General Statistics

STUDENT LOAD (EFTSL)*	2017	2018	2019
Attendance			
On Campus	4634.3	4737.4	4687.4
External/Online	9606.7	9278.2	8967.2
Commencement Status			
Commencing	5719.4	5267.2	5178.6
Continuing	8521.6	8748.4	8476.0
Discipline Area			
Agriculture, Environmental and Related Studies	68.1	82.8	68.5
Architecture and Building	35.5	34.5	33.3
Creative Arts	1019.8	945.0	893.6
Education	2480.6	2178.1	2142.3
Engineering and Related Technologies	1622.5	1529.9	1483.1
Health	2086.0	2512.4	2547.3
Information Technology	1158.1	1099.6	966.1
Management and Commerce	1659.1	1510.3	1369.8
Natural and Physical Sciences	1515.5	1566.1	1563.8
Society and Culture	2298.9	2250.5	2325.9
Mixed Field Programmes	296.9	306.5	261.0
Program Level			
Higher Degree Research	482.8	501.9	526.8
Higher Degree Coursework	1778.5	1734.1	1614.3
Other Postgraduate	627.3	414.1	357.5
Bachelor	9457.7	9419.8	9301.4
Other Undergraduate	601.6	527.1	509.5
Enabling	1161.1	1298.4	1212.9
Cross-institutional	55.3	46.5	40.9
Non-Award	76.8	73.7	91.4
Funding Source			
Commonwealth Funded	11235.7	11085.9	10774.8
Domestic Fee-paying	611.4	644.6	652.6
International	2053.9	1928.6	1857.6
Research Training Program	339.9	356.5	369.6
TOTAL STUDENT LOAD	**14241.0**	**14015.6**	**13654.6**

Note:

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

STUDENT ENROLMENTS*	2017	2018	2019
Gender			
Female	14437	14321	14498
Male	11998	11562	11143
Indeterminate/Unspecified	23	22	31
Attendance Mode			
On Campus – Toowoomba	4606	4390	4389
On Campus – Springfield	2155	2199	2305
On Campus – Ipswich	1552	1986	2235
External / Online	18145	17330	16743
Commencement Status			
Commencing	11014	10300	10443
Continuing	15444	15605	15229
Field of Education			
Architecture and Building	120	99	109
Creative Arts	2829	3036	3361
Education	4694	4118	3903
Engineering and Related Technologies	3750	3701	3649
Health	3344	3683	3838
Information Technology	1264	1223	1107
Management and Commerce	4633	4062	3701
Natural and Physical Sciences	1633	1833	1915
Society and Culture	3599	3546	3452
Non-Award	407	403	512
Mixed Field Programmes	185	201	125
Program Level			
Higher Degree Research	752	814	869
Higher Degree Coursework	3661	3420	3371
Other Postgraduate	1714	1295	1151
Bachelor	15414	15247	15168
Other Undergraduate	1515	1341	1317
Cross-institutional	311	305	251
Enabling / Non-award	3091	3483	3545
International			
Offshore	919	507	474
On-campus	2340	2339	2323
Australian	23199	23059	22875
Indigenous			
Indigenous	706	730	808
Non-Indigenous	25752	25175	24864
TOTAL STUDENT ENROLMENTS	**26458**	**25905**	**25672**

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

General Statistics cont'd

STAFF (FTE)	2017	2018	2019
ALL STAFF			
Gender			
Female	1080	1037	1040
Male	768	751	727
Classification			
Academic Staff	805	816	794
General Staff	1043	972	974
Current Duties Term			
Tenured	1196	1140	1167
Limited Term	352	348	316
Other Term			
Casual	300	300	285
TOTAL STAFF	**1848**	**1788**	**1768**
ACADEMIC STAFF			
Faculty			
Faculty of Business, Education, Law and Arts	366	359	342
Faculty of Health, Engineering and Sciences	244	245	248
Open Access College	38	38	37
College for Indigenous Study, Education and Research	15	13	9
Non-faculty	143	161	157
Level			
Above Senior Lecturer	132	139	142
Senior Lecturer (C)	156	155	151
Lecturer (B)	262	247	247
Lecturer (A)	255	275	254
TOTAL ACADEMIC STAFF	**805**	**816**	**794**

Notes:

1. FTE indicates Full-Time Equivalence of full-time, fractional full-time and casual staff
2. Casual staff numbers are estimates provided on June 30 each year.

UNIVERSITY OF SOUTHERN QUEENSLAND
Financial Statements
for the Year Ended 31 December 2019

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UNIVERSITY OF SOUTHERN QUEENSLAND
Income Statement
for the Year Ended 31 December 2019

	Note	2019 $'000	2018 $'000
Revenue and Income from continuing operations			
Australian Government financial assistance			
Australian Government grants	2.1	156,659	155,689
HELP-Australian Government payments	2.1	82,780	79,808
State and Local Government financial assistance	2.2	4,214	4,538
HECS-HELP student payments		7,487	7,834
Fees and charges	2.3	59,437	58,633
Royalties, trademarks and licences		56	16
Consultancy and contracts	2.4	7,873	10,197
Other revenue	2.5	3,927	5,362
Investment income	3	4,892	6,428
Gain on disposal of assets		34	-
Total revenue and income from continuing operations		**327,359**	**328,505**
Expenses from continuing operations			
Employee related expenses	4	215,716	209,615
Depreciation and amortisation	5	21,795	20,705
Repairs and maintenance	6	5,076	6,597
Borrowing costs		443	499
Impairment of assets		163	(17)
Losses on disposal of assets		-	298
Other expenses	7	78,586	80,460
Total expenses from continuing operations		**321,779**	**318,157**
Net result attributable to the University		**5,580**	**10,348**

The above Income Statement should be read in conjunction with the accompanying notes

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Comprehensive Income
for the Year Ended 31 December 2019

	Note	2019 $'000	2018 $'000
Net result attributable to the University		**5,580**	**10,348**
Items that will not be reclassified to profit or loss:			
Gain on equity instruments designated at fair value through other comprehensive income ('FVOCI')	17(a)	16,616	7,603
Gain on revaluation of property, plant and equipment	17(b)	90,000	9,790
Total comprehensive income attributable to the University		**112,196**	**27,741**

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The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Financial Position
as at 31 December 2019

	Note	2019 $'000	2018 $'000
ASSETS			
Current assets			
Cash and cash equivalents	8	18,575	17,622
Receivables	9	3,337	9,054
Contract assets	2.6/9	7,461	-
Inventories		1,132	1,267
Other financial assets	10	149,503	136,502
Other non-financial assets	11	10,542	14,014
Total current assets		**190,550**	**178,459**
Non–current assets			
Other financial assets	10	45,472	28,856
Property, plant and equipment	12	559,086	474,646
Intangible assets	13	4,259	5,580
Other non-financial assets	11	941	931
Total non–current assets		**609,758**	**510,013**
Total assets		**800,308**	**688,472**
LIABILITIES			
Current liabilities			
Trade and other payables	14	15,603	25,411
Borrowings	15	2,556	2,263
Provisions	16	33,632	31,502
Other liabilities		1,055	1,069
Contract liabilities	2.6	29,108	-
Total current liabilities		**81,954**	**60,245**
Non–current liabilities			
Borrowings	15	6,262	7,206
Provisions	16	9,298	10,055
Total non–current liabilities		**15,560**	**17,261**
Total liabilities		**97,514**	**77,506**
Net assets		**702,794**	**610,966**
EQUITY			
Reserves	17	289,437	182,821
Retained earnings		413,357	428,145
Total equity		**702,794**	**610,966**

The above Statement of Financial Position should be read in conjunction with the accompanying notes

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Changes in Equity
for the Year Ended 31 December 2019

	Note	Reserves $'000	Retained Earnings $'000	Total $'000
Balance at 1 January 2018		**159,877**	**417,438**	**577,315**
Retrospective changes (i)		5,551	359	5,910
Balance as restated		**165,428**	**417,797**	**583,225**
Net result		-	10,348	10,348
Gain on equity instruments designated at FVOCI	17(a)	7,603	-	7,603
Gain on revaluation of property, plant and equipment	17(b)	9,790	-	9,790
Total comprehensive income		17,393	10,348	27,741
Balance at 31 December 2018		**182,821**	**428,145**	**610,966**
Balance at 1 January 2019		**182,821**	**428,145**	**610,966**
Retrospective changes	1(j)	-	(20,368)	(20,368)
Balance as restated		**182,821**	**407,777**	**590,598**
Net result		-	5,580	5,580
Gain on equity instruments designated at FVOCI	17(a)	16,616	-	16,616
Gain on revaluation of property, plant and equipment	17(b)	90,000	-	90,000
Total comprehensive income		106,616	5,580	112,196
Balance at 31 December 2019		**289,437**	**413,357**	**702,794**

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(i) 2018 changes related to the adoption of *AASB 9 Financial Instruments* on 1 January 2018. The opening balance for reserves was adjusted to recognise the University's investment in AARNet Pty Limited at fair value (refer note 10) and the opening balance for retained earnings was adjusted to adopt a new trade receivables impairment loss calculation methodology (refer note 9).

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Cash Flows
for the Year Ended 31 December 2019

	Note	2019 $'000	2018 $'000
Cash flows from operating activities			
Australian Government grants		241,272	239,019
OS – HELP (net)	26(g)	66	(58)
State Government grants		4,337	4,496
Local Government grants		145	42
HECS - HELP - student payments		7,348	7,834
Receipts from student fees and other customers		74,507	70,210
Interest received		5,123	4,697
Finance costs		(443)	(499)
Payments to suppliers and employees (incl. GST)		(304,834)	(302,717)
GST paid		(46)	(608)
Short term lease payments		15	-
Lease payments for leases of low value assets		95	-
Net cash provided by operating activities	25	**27,585**	**22,416**
Cash flows from investing activities			
Receipts/(payments) for financial assets		(13,001)	14,501
Proceeds from sale of property, plant and equipment		469	585
Dividends received		1,900	500
Payments for property, plant and equipment		(13,411)	(31,122)
Payments for intangible assets		(251)	(1,282)
Net cash used in investing activities		**(24,294)**	**(16,818)**
Cash flows from financing activities			
Repayment of lease liabilities		(69)	-
Repayment of borrowings		(2,269)	(2,149)
Net cash used in financing activities		**(2,338)**	**(2,149)**
Net Increase in cash and cash equivalents		**953**	**3,449**
Cash and cash equivalents at the beginning of the financial year		17,622	14,173
Cash and cash equivalents at the end of the financial year	8	**18,575**	**17,622**

The above Statement of Cash Flows should be read in conjunction with the accompanying notes

Note 1 Summary of significant accounting policies

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

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

a) Basis of preparation

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

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

- *Higher Education Support Act 2003 (Financial Statement Guidelines)*
- *Financial and Performance Management Standard 2019 issued pursuant to the Financial Accountability Act 2009*
- *Australian Charities and Not-for-profits Commission Act 2012*

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

88 **Date of authorisation of issue**

These financial statements were authorised for issue by the University Council on 21st February 2020.

Historical cost convention

These financial statements have been prepared under the historical cost convention, except for equity financial assets and certain classes of property, plant and equipment that have been measured at fair value through other comprehensive income.

Critical accounting estimates

The preparation of financial statements in conformity with Australian Accounting Standards requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the University's accounting policies. The estimates and underlying assumptions are reviewed on an ongoing basis.

The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements are disclosed below:

- Contract assets (notes 2.6 and 9)
- Contract liabilities (note 2.6)
- Depreciation of property, plant and equipment (note 5)
- Investments in equity instruments (note 10)
- Property, plant and equipment (note 12)
- Provisions (note 16)

b) Income Tax

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

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

c) Goods and Services Tax (GST)

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

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

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

d) Impairment of assets

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

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

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

The impairment testing undertaken by the University indicated that there were no materially impaired assets during 2019.

e) Inventories

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

f) Controlled entities

University of Southern Queensland (South Africa) Pty Ltd.

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

g) Joint venture

Queensland College of Wine Tourism (QCWT)

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

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

h) Comparative amounts

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

i) Rounding of amounts

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

j) Initial application of Australian Accounting Standards

The University has adopted AASB 15 *Revenue from Contracts with Customers*, AASB 1058 *Income of Not-For-Profit Entities* and AASB 16 *Leases* in accordance with the transitional provisions applicable to each standard. The nature and effect of the changes as a result of adoption of these new accounting standards are described below.

The following interpretations and amending standards have also been adopted:

AASB2016-8	Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities
AASB2018-8	Amendments to Australian Accounting Standards – Right-of-Use Assets of Not-for-Profit Entities

AASB 15 and AASB 1058

The University adopted AASB 15 and AASB 1058 on 1 January 2019, using the modified retrospective method of transition. Under this method, the cumulative effect of initial application is recognised as an adjustment to the opening balance of retained earnings at 1 January 2019 and comparatives are not restated. In addition, the University has elected to apply the practical expedient whereby these standards apply only to contracts that are incomplete as at the date of initial application. The University has elected not to defer the application of these standards to research grants as permitted by AASB 2019-6 *Amendments to Australian Accounting Standards – Research Grants and Not-for-Profit Entities*.

The new accounting policies for revenue and other income in accordance with AASB 15 and AASB 1058 are provided in note 2.6.

Under the new income recognition model applicable to not-for-profit entities, the University shall first determine whether an enforceable agreement exists and whether the promises to transfer goods or services to the customer are 'sufficiently specific'. If an enforceable agreement exists and the promises are 'sufficiently specific', AASB 15 principles will be applied to determine revenue recognition. If these criteria are not met, then AASB 1058 principles will be applied.

The nature and effect of the changes as a result of adoption of these standards are as described below:

	$'000	1 January 2019 $'000
Assets		
Contract assets		1,202
Other assets		32
Total assets		**1,234**
Liabilities		
Contract liabilities - unearned research contract revenue	6,668	
- unearned student tuition fees	14,624	21,292
Other liabilities		310
Total liabilities		**21,602**
Retained earnings		**(20,368)**

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

Set out below are the amounts by which each financial statement line is affected as at and for the year ended 31 December 2019 as a result of the adoption of AASB 15 and AASB 1058:

	Ref	AASB 15/ AASB 1058 $'000	Previous AAS $'000	Increase/ (Decrease) $'000
Income Statement				
Australian Government financial assistance				
Australian Government grants	2,3,4	156,659	159,363	(2,704)
HELP – Australian Government payments	2	82,780	82,992	(212)
State & Local Government financial assistance	3,4	4,214	4,475	(261)
HECS-HELP student payment	2	7,487	7,348	139
Fees and Charges	2	59,437	60,079	(642)
Royalties, trademarks and licences		56	56	-
Consultancy and contracts	3,4	7,873	8,397	(524)
Other revenue	3	3,927	4,027	(100)
Investment income		4,892	4,892	-
Gain on disposal of assets		34	34	-
Revenue and income from continuing operations		**327,359**	**331,663**	**(4,304)**
Expenses from continuing operations				
Research expenditure and grants contributions	3	1,524	2,099	(575)
Scholarships, grants and prizes	3	9,307	10,486	(1,179)
Other expenses		310,948	310,948	-
Total expenses from continuing operations		**321,779**	**323,533**	**(1,754)**
Net result attributable to the University		**5,580**	**8,130**	**(2,550)**
Statement of Financial Position				
Assets				
Trade and other receivables	1,3	3,337	9,685	(6,348)
Contract assets	1,2,4	7,461	-	7,461
Other assets		789,510	789,510	-
Total assets		**800,308**	**799,195**	**1,113**
Liabilities				
Trade and other payables	1	15,603	20,679	(5,076)
Contract liabilities	1,4	29,108	-	29,108
Other liabilities		52,803	52,803	-
Total liabilities		**97,514**	**73,482**	**24,032**
Net assets		**702,794**	**725,713**	**(22,919)**
Equity				
Reserves		289,437	289,437	-
Retained earnings	1,2,4	413,357	436,276	(22,919)
Total Equity		**702,794**	**725,713**	**(22,919)**

The reasons for the significant changes in the income statement for the year ended 31 December 2019 and the statement of financial position as at 31 December 2019 are as follows:

1. Transition adjustment to adopt AASB 15 to recognise unearned student and contract revenue as at 1 January 2019
2. Revenue recognition of student fees on a time basis
3. Treatment of financial obligations (research collaboration payments and cash stipends) as current assets/(liabilities)
4. Revenue recognition from contracts with customers on a cost incurred method

AASB 16

AASB 16 Leases is effective 1 January 2019 and replaces *AASB 117 Leases*. The University has adopted AASB 16 using the modified retrospective method of transition. Under the modified approach, the University has chosen, on a lease-by-lease basis, to measure the related right-of-use asset at its carrying amount as if AASB 16 had been applied since the commencement date, but discounted using the lessee's incremental borrowing rate at the date of initial application.

Previously, the University determined at contract inception whether an arrangement is or contains a lease under Interpretation 4. Under AASB 16, the University will continue to assess at contract inception whether a contract is, or contains, a lease but now uses the new definition of a lease.

On transition, the University has elected to apply the practical expedient to grandfather the assessment of which transactions are, or contain, a lease. Therefore, the recognition and measurement requirements of AASB 16 have only been applied to contracts that were previously identified as leases. The new definition of lease under AASB 16 will only be applied to contracts entered into or modified on or after 1 January 2019.

The University previously classified leases as operating or finance leases based on an assessment of whether the lease transferred substantially all of the risks and rewards incidental to ownership of the underlying asset to the University. Under AASB 16, this classification no longer exists and, practically, all leases are now recognised on the statement of financial position as right-of-use assets with corresponding lease liabilities.

Leases previously classified as operating leases

After applying the practical expedient not to recognise right-of-use assets and lease liabilities where the remaining lease term is 12 months or less from the date of initial application, the University recognised only one lease on transition to AASB 16. A commercial land lease has been recognised by discounting the remaining lease payments using the incremental borrowing rate as at 1 January 2019 (refer note 12).

The new accounting policies for leases in accordance with AASB 16 are provided in note 15.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

	Note	2019 $'000	2018 $'000
Note 2.1 Australian Government financial assistance including Australian Government Loan Programs (HELP)			
(a) Commonwealth Grant Scheme and Other Grants	26(a)		
Commonwealth Grant Scheme		130,737	129,654
Access and Participation Fund		5,042	5,347
Indigenous Student Success Program		1,994	2,243
Disability Performance Funding		98	101
Promotion of Excellence in Learning and Teaching		-	(80)
Total Commonwealth Grant Scheme and Other Grants		**137,871**	**137,265**
(b) Higher Education Loan Programs	26(b)		
HECS–HELP		69,856	68,045
FEE-HELP		10,489	9,408
SA-HELP	26(h)	2,435	2,355
Total Higher Education Loan Programs		**82,780**	**79,808**
(c) EDUCATION Research	26(c)		
Research Training Program		5,310	5,294
Research Support Program		3,307	3,288
Total EDUCATION Research Grants		**8,617**	**8,582**
(d) Other Capital Funding	26(e)		
Linkage Infrastructure, Equipment and Facilities Grant		183	-
Total Other Capital Funding		**183**	-
(e) Australian Research Council	26(f)	620	356
Discovery Projects		67	39
Linkage Projects			
Total Australian Research Council		**687**	**395**
(f) Other Australian Government financial assistance			
Capital		500	
Other Commonwealth		-	-
Total Capital		500	-
Non-Capital			
Commonwealth research		8,741	8,620
Other Commonwealth		60	827
Total Non-Capital		8,801	9,447
Total Other Australian Government financial assistance		**9,301**	**9,447**
Total Australian Government financial assistance		**239,439**	**235,497**

	Note	2019 $'000	2018 $'000
Note 2.2 State and Local Government financial assistance			
Non-Capital			
State Government research grants		3,664	4,074
Local Government research grants		145	42
Other State Government grants		405	422
Total State and Local Government financial assistance		**4,214**	**4,538**
Note 2.3 Fees and Charges			
Course fees and charges			
Fee paying onshore overseas students		37,074	41,914
Fee paying offshore overseas students		9,650	3,309
Continuing education		85	102
Fee paying domestic postgraduate students		2,572	2,737
Fee paying domestic undergraduate students		163	207
Fee paying domestic non award students		27	26
Other domestic course fees and charges		231	146
Total course fees and charges		49,802	48,441
Other non-course fees and charges			
Student services and amenities fees from students	26(h)	988	1,074
General sales and services		807	1,859
Residential colleges sales		2,302	2,617
Bookshop sales		2,680	3,156
Other organisational units sales		2,858	1,486
Total other fees and charges		9,635	10,192
Total fees and charges		**59,437**	**58,633**
Note 2.4 Consultancy and contracts			
Consultancy		1,492	1,425
Contract research		6,381	8,772
Total consultancy and contracts		**7,873**	**10,197**
Note 2.5 Other revenue			
Discounts received		63	89
Donations and bequests		55	222
Facilities hire		538	471
Global Learning Programs		997	1,087
Non-government grants		3	14
Rebates, subsidies and recoveries		958	1,141
Scholarships and prizes		74	323
Other		1,239	2,015
Total other revenue		**3,927**	**5,362**

Note 2.6 Revenue and income from continuing operations

(a) Disaggregation

The University derives revenue and income from the following sources:

	Sources of funding					2019	
Revenue and income streams	**Student tuition[1] $'000**	**Australian Govt. financial assistance[2] $'000**	**State & Local Govt. financial assistance[3] $'000**	**Commercial arrangements[4] $'000**	**Other[5] $'000**	**Revenue from contracts with customers (AASB 15) $'000**	**Income of not-for-profit (AASB 1058) $'000**
Commonwealth Grants Scheme and Other Grants	130,737	7,134				128,257	9,614
Higher Education Loan Programs	90,267					90,267	
EDUCATION Research		8,617					8,617
Other Capital Funding		183					183
Australian Research Council		687				687	
Other Commonwealth research grants		8,741				8,741	
Other Commonwealth grants		560				60	500
State and Local Government grants			4,214			4,214	
Course fees and charges	49,802					49,802	
Non-course fees and charges	988			8,647		9,635	
Royalties				56		56	
Consultancy				1,492		1,492	
Contract research				6,381		6,068	313
Other revenue					3,927	3,627	300
Total revenue from contracts with customers	**264,272**	**14,529**	**4,214**	**16,263**	**3,627**	**302,906**	
Total income of not-for-profit	**7,522**	**11,393**	**-**	**313**	**300**		**19,527**

1. Receipts from the Commonwealth Government for commonwealth supported students and directly from students (domestic and international) for course fees.
2. Funding from the Commonwealth Government for student programs, research activities and capital projects.
3. Funding from State and Local Governments for research activities and to support the activities undertaken by the QCWT.
4. Receipts from University customers for sales of goods and services.
5. Other revenue and income received by the University, including for donations and scholarships.

Revenue from contracts with customers:

b) Accounting Policies and significant accounting judgements and estimates

The University assesses each source of revenue to determine whether an enforceable contract with a customer exists (evidenced by the existence of refund clauses) with identifiable sufficiently specific performance obligations (evidenced by detailed plans of objectives, activities, expectations and milestones). In these circumstances, revenue is recognised in accordance with AASB 15 either at a point in time, or over time, as or when the University satisfies performance obligations by transferring the promised goods and services to its customers.

Contract liabilities are recognised for consideration received from customers in respect of unsatisfied performance obligations. Either receivables or contract assets are recognised when the University satisfies a performance obligation before it receives the consideration, depending on whether something other than the passage of time is required before the consideration is due.

Revenue from contracts with customers is recognised for the University's major activities as follows.

Government grants

Revenue from Commonwealth, State and Local Government grants (research and non-research related) is recognised over time, as and when the activities are provided or performed. The University uses an input method (costs incurred) to measure progress towards satisfaction of the performance obligation in each grant. Management have judged that performance obligations are satisfied as performed and access to research findings is available to granting bodies, and this is consistent with expenses incurred.

Course fees

The following revenue received by the University relates to course fees:

- Receipts from the Commonwealth Government under the Commonwealth Grants Scheme for allocated places and non-designated courses
- Commonwealth Government payments under Higher Education Loan Programs
- HECS-HELP student payments
- Other student contributions for tuition fees

Revenue is recognised over time, as and when the course is delivered to students over each semester. The University uses an input method (time elapsed) to measure progress towards satisfaction of the performance obligation.

Consultancy and contract research services

Revenue from consultancy services and research activities is recognised over time, as and when the service is provided. The University uses an input method (costs incurred) to measure progress towards satisfaction of the performance obligation. Management have judged that performance obligations are satisfied as performed and access to research findings is available to granting bodies, and this is consistent with expenses incurred.

Non-course fees and charges

Revenue from student services and amenities fees is recognised over time, as and when the amenities are provided to the student. The University uses an input method (time elapsed) to measure progress towards satisfaction of the performance obligation.

Commercial sales and services from the University's bookshop, printery and residential colleges are recognised at a point in time when the goods or services are provided.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

(c) Unsatisfied performance obligations

Remaining performance obligations represent goods and services the University has promised to provide students and customers under grant, tuition and consultancy contracts, which are satisfied as the goods and services are provided over the contract term. The following unsatisfied performance obligations are expected to be satisfied within 12 months:

	$'000
Student tuition fees	20,086
Research grants, consultancies and contracts	9,022
	29,108

(d) Assets and liabilities related to contracts with customers

The University has recognised the following assets and liabilities related to contracts with customers:

	Opening Balance $'000	Closing Balance $'000
Contract assets - current	1,202	7,461
Contract liabilities - current	21,292	29,108

Revenue recognised in the reporting period that was included in the contract liability balance at the beginning of the period was $17.1M.

Contract assets represent trade and other receivables where the University has the right to consideration for goods and services conditional upon satisfaction of contract performance obligations.

Contract liabilities represent unearned research grant, consultancy and contract revenue and unearned student tuition fees, where the University has not yet satisfied the performance obligation of the contract.

Accounting policy

While a receivable is the University's right to consideration that is unconditional, a contract asset is the University's right to consideration in exchange for goods or services that the University has transferred to a customer when that right is conditional on something other than the passage of time (e.g. the satisfaction of contract performance obligations).

A contract liability is an obligation to transfer goods or services to a customer for which the University has received consideration (or an amount of consideration is due) from the customer. If a customer pays consideration before the University transfers goods or services to the customer, a contract liability is recognised when the payment is made or the payment is due (whichever is the earliest). Contract liabilities are recognised as revenue when the University performs under the contract.

Income of not-for-profit:

(e) Accounting Policies and significant accounting judgements and estimates

Government grants

Grant income mainly comprises regional and enabling loading for Commonwealth Supported Students, funding from the Commonwealth Research Support Program, Commonwealth Research Training Program and Indigenous Support Programs and Disability grants. Income is recognised immediately the grant funds are received.

Bequests and Donations

Income is recognised immediately the funds are received.

Note 2.7 Reconciliation of revenue and income

	Note	2019 $'000
Total Australian Government financial assistance including Australian Government loan programs (HELP)	2.1	239,439
Total State and Local Government financial assistance	2.2	4,214
HECS-HELP student payments		7,487
Total fees and charges	2.3	59,437
Total royalties, trademarks and licences		56
Total consultancy and contract fees	2.4	7,873
Total other revenue and income	2.5	3,927
Total		**322,433**
Total revenue from contracts with customers as per AASB 15	2.6	302,906
Total income of not-for-profit as per AASB 1058	2.6	19,527
Total		**322,433**

Note 3 Investment income

	2019 $'000	2018 $'000
Interest		
Other financial assets at amortised cost	4,322	4,528
Dividends		
Equity instruments designated at FVOCI	570	1,900
Net investment revenue	**4,892**	**6,428**

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Accounting policy

Interest income is recognised as it accrues. Dividend income is recognised when the right to receive payment is established, which is generally, when shareholders approve the dividend.

Note 4 Employee related expenses

Academic		
Salaries	77,579	77,572
Contributions to funded superannuation and pension schemes	13,072	12,633
Payroll tax	4,791	4,640
Worker's compensation	265	226
Long service leave expense	2,059	1,416
Annual leave	6,930	6,583
Total academic	104,696	103,070
Non–academic		
Salaries	82,164	79,691
Contributions to funded superannuation and pension schemes	13,644	13,147
Payroll tax	5,038	4,778
Worker's compensation	278	236
Long service leave expense	2,004	1,339
Annual leave	7,892	7,354
Total non–academic	111,020	106,545
Total employee related expenses	**215,716**	**209,615**

	Note	2019 $'000	2018 $'000

Accounting policy

Payments to superannuation plans are expensed as incurred.

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

Note 5 Depreciation and amortisation

Depreciation - property, plant and equipment	12	20,223	19,104
Amortisation - intangible assets	13	1,572	1,601
Total depreciation and amortisation		**21,795**	**20,705**

Accounting policy

Depreciation

Construction work in progress, land and heritage and cultural assets are not depreciated. All other assets are depreciated from the month of acquisition or, in respect of assets constructed, from the time the asset is complete and ready for use. Depreciation is calculated using the straight-line method to allocate their cost or revalued amount, net of residual values, over their estimated useful lives.

Annual depreciation rates, which have not changed since the previous year, are as follows:

Buildings	1%-10%
Infrastructure	1%-10%
Plant & equipment	
Computer equipment	20%
Motor vehicles	20%
Other plant	10%

Right-of-use assets and leasehold improvements are depreciated/amortised over the shorter of the lease term and the useful life of the improvement or the lease period.

Change in accounting estimates for useful lives of assets

The University's building and infrastructure assets were comprehensively revalued as at 31 December 2019 (refer note 12), including a reassessment of the componentisation of assets and the remaining useful lives of those components. The adoption of this reassessment from 1 January 2020 will result in a decrease in depreciation expense for building assets of approximately $4.6M.

Amortisation

Intangible assets (software costs) are amortised from the point at which the asset is ready for use on a straight-line basis over a 5 year estimated useful life with zero residual value.

Note 6 Repairs and maintenance

Buildings	1,779	1,575
Other	3,297	5,022
Total repairs and maintenance	**5,076**	**6,597**

	2019 $'000	2018 $'000

Note 7 Other expenses

Advertising, marketing and promotional expenses	3,231	3,986
Cleaning materials and services	2,363	2,240
Commissions	2,769	7,444
Cost of goods sold	2,387	3,101
Information technology expenses	8,014	8,153
Losses – public moneys	10	1
Non-capitalised equipment	3,894	5,528
Printing, copying and stationery	1,409	1,297
Professional and consultancy fees	8,135	8,087
Research expenditure and grants contributions	1,524	4,258
Scholarships, grants and prizes	9,307	9,548
Special Payments - ex gratia payments (i)	344	271
- out of court settlement (ii)	2	-
Teaching materials and services	13,821	5,364
Telecommunications	1,226	1,263
Travel, entertainment and staff recruitment and development	7,422	6,621
Utilities and services	6,999	7,324
Other	5,729	5,974
Total other expenses	**78,586**	**80,460**

(i) Payments on termination of employment
(ii) Payment to fee for service customer

Accounting policy

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Special payments include ex-gratia expenditure and other expenditure that the University is not contractually or legally obligated to make to other parties. In compliance with the *Financial and Performance Management Standard 2019*, the University maintains a register setting out the details of all special payments greater than $5,000. The total of all special payments (including those of $5,000 or less) is disclosed in the above note.

Note 8 Cash and cash equivalents

Cash at bank	8,246	7,845
Cash on hand	38	38
Deposits at call	10,291	9,739
Total cash and cash equivalents	**18,575**	**17,622**

Cash on hand is non-interest bearing. Cash at bank earns interest at floating rates based on daily bank deposits rates. Deposits at call earn interest at a weighted average floating interest rate of 2.04% (2018 – 2.47%).

Accounting policy

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

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	2019 $'000	2018 $'000

Note 9 Receivables and contract assets

General and student receivables		
General receivables	5,181	3,053
Student receivables	641	509
Less: allowance for expected credit loss	(55)	(81)
Total general and student receivables	5,767	3,481
Other receivables		
Net GST receivable	1,474	1,428
Accrued revenue	3,557	4,145
Total other receivables	5,031	5,573
Total receivables	**10,798**	**9,054**

Accounting policy

Trade receivables are held to collect contractual cash flows and give rise to cash flows representing solely payments of principal and interest. These are classified and measured as debt instruments at amortised cost.

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

A simplified impairment approach is adopted to calculate expected credit losses (ECL's). Therefore, the University does not track credit risk, but instead recognises a loss allowance based on lifetime ECL's at each reporting date. A provision matrix has been established, based on historical credit loss experience and adjusted for forward-looking factors specific to the debtors and the economic environment.

Contract assets
As at 31 December 2019, the University has contract assets of $7.5M which is net of an allowance for expected credit losses of $0.55M. Refer note 2.6(d).

Note 10 Other financial assets

Current		
Other financial assets at amortised cost	149,503	136,502
Total current other financial assets	**149,503**	**136,502**
Non-current		
Investments in equity instruments designated at FVOCI	45,472	28,856
Total non-current other financial assets	**45,472**	**28,856**

Current other financial assets comprise short term deposits invested for periods of greater than 90 days and less than 12 months depending on the immediate cash requirements of the University and bear floating rates between 1.58% and 2.60% (2018 – 2.70% and 2.85%).

Non-current financial assets comprise:

(i) 10,000 ordinary shares in Education Australia Limited, an unlisted company owned by 38 Australian universities which holds a material investment in IDP Australia Limited, a public company listed on the Australian Stock Exchange.

(ii) Two ordinary shares in AARNet Pty Limited, a not-for-profit private company owned by 38 Australian Universities and the CSIRO.

The University has determined the fair value of the above investments with the assistance of an independent valuer. Note 19(c) provides information about the valuation techniques adopted in determining fair values.

Accounting policy

Financial assets

Initial recognition and measurement

Financial assets can be classified, at initial recognition, as (i) subsequently measured at amortised cost, (ii) FVOCI or (iii) fair value through profit or loss. The classification, at initial recognition, depends on the financial asset's contractual cash flow characteristics and the University's business model for managing them. With the exception of trade receivables that do not contain a significant financing component, the University initially measures a financial asset at its fair value, plus, in the case of a financial asset not at fair value through profit or loss, transaction costs.

Subsequent measurement

The University holds financial assets in the following two categories:

(1) Financial assets at amortised cost

The University measures financial assets at amortised cost if both of the following conditions are met:

- The financial asset is held within a business model with the objective to hold financial assets in order to collect contractual cash flows and
- The contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding

Financial assets at amortised cost are subsequently measured using the effective interest method and are subject to impairment. Gains and losses are recognised in profit or loss when the asset is derecognised, modified or impaired.

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The University's financial assets at amortised cost include cash and cash equivalents, trade receivables and short-term bank deposits.

(2) Investments in equity instruments designated at FVOCI

The University has elected to classify, irrevocably, its non-listed equity investments under this category as they meet the definition of equity under AASB 132 Financial Instruments: Presentation and are not held for trading.

Gains and losses on these financial assets are never recycled to profit or loss. Dividends are recognised as other income in the income statement when the right of payment has been established, except when the University benefits from such proceeds as a recovery of part of the cost of the financial asset, in which case, such gains are recorded in OCI.

Equity instruments designated at FVOCI are not subject to impairment assessment.

Derecognition

A financial asset (or, where applicable, a part of a financial asset or part of a group of similar financial assets) is primarily derecognised (i.e. removed from the University's statement of financial position) when:

- The rights to receive cash flows from the asset have expired or
- The University has transferred its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party under a 'pass-through' arrangement; and either the University has (a) transferred substantially all the risks and rewards of the asset, or (b) has neither transferred nor retained substantially all the risks and rewards of the asset, but has transferred control of the asset.

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	2019 $'000	2018 $'000
Note 11 Other non-financial assets		
Current		
Prepayments	10,542	14,007
Deposits/Bonds	-	7
Total current other non-financial assets	**10,542**	**14,014**
Non-current		
Prepayments	941	931
Total non-current other non-financial assets	**941**	**931**

Accounting Policy

A prepayment is recognised as an asset when payments for goods or services have been made in advance of the University obtaining the right to access those goods or services.

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Note 12 Property, plant and equipment

	Construction work in progress	Land	Buildings	Infrastructure	Heritage & cultural assets	Leasehold improvements	Plant & Equipment #	Sub-total Property, Plant & Equipment (owned)	Right-Of-Use Assets	Total
	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
At 1 January 2018										
Cost	2,097	-	-	-	-	2,102	46,494	50,693	-	50,693
Valuation	-	37,481	547,165	48,456	2,181	-	-	635,283	-	635,283
Accumulated depreciation	-	-	(189,825)	(13,408)	-	(167)	(28,686)	(232,086)	-	(232,086)
Net book amount	**2,097**	**37,481**	**357,340**	**35,048**	**2,181**	**1,935**	**17,808**	**453,890**	**-**	**453,890**
Year ended 31 December 2018										
Opening net book amount	2,097	37,481	357,340	35,048	2,181	1,935	17,808	453,890	-	453,890
Revaluation surplus (note 17(b))	-	1,870	6,958	943	19	-	-	9,790	-	9,790
Additions	21,362	2,307	1,982	249	18	-	5,205	31,123	-	31,123
Disposals/write downs	(170)	-	-	-	(1)	-	(882)	(1,053)	-	(1,053)
Transfers	(22,113)	-	17,639	4,177	-	52	245	-	-	-
Depreciation charge (note 5)	-	-	(13,584)	(1,266)	-	(187)	(4,067)	(19,104)	-	(19,104)
Closing net book amount	**1,176**	**41,658**	**370,335**	**39,151**	**2,217**	**1,800**	**18,309**	**474,646**	**-**	**474,646**
As at 31 December 2018										
Cost	1,176	-	-	-	-	2,001	49,224	52,401	-	52,401
Valuation	-	41,658	585,722	53,572	2,217	-	-	683,169	-	683,169
Accumulated depreciation	-	-	(215,387)	(14,421)	-	(201)	(30,915)	(260,924)	-	(260,924)
Net book amount	**1,176**	**41,658**	**370,335**	**39,151**	**2,217**	**1,800**	**18,309**	**474,646**	**-**	**474,646**

	Construction work in progress	Land	Buildings	Infrastructure	Heritage & cultural assets	Leasehold improvements	Plant & Equipment #	Sub-total Property, Plant & Equipment (owned)	Right-Of-Use Assets	Total
	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Year ended 31 December 2019										
Opening net book amount	1,176	41,658	370,335	39,151	2,217	1,800	18,309	474,646	-	474,646
Revaluation surplus (note 17(b))	-	2,813	84,664	2,341	182	-	-	90,000	-	90,000
Adoption of AASB 16 (note 1(j))	-	-	-	-	-	-	-	-	387	387
Additions	8,815	-	-	-	-	-	4,631	13,446	1,300	14,746
Disposals/write downs	(35)	-	-	-	-	-	(435)	(470)	-	(470)
Transfers	(3,941)	-	2,838	1,090	-	13	-	-	-	-
Depreciation charge (note 5)	-	-	(14,336)	(1,452)	-	(60)	(4,290)	(20,138)	(85)	(20,223)
Closing net book amount	**6,015**	**44,471**	**443,501**	**41,130**	**2,399**	**1,753**	**18,215**	**557,484**	**1,602**	**559,086**
As at 31 December 2019										
Cost	6,015	-	-	-	-	2,013	52,886	60,914	1,687	62,601
Valuation	-	44,471	598,483	53,923	2,399	-	-	699,276	-	699,276
Accumulated depreciation	-	-	(154,982)	(12,793)	-	(260)	(34,671)	(202,706)	(85)	(202,791)
Net book amount	**6,015**	**44,471**	**443,501**	**41,130**	**2,399**	**1,753**	**18,215**	**557,484**	**1,602**	**559,086**

Plant and equipment includes all operational assets; computer equipment, motor vehicle and general plant

Accounting policy

Construction work in progress

Assets under construction recognise the extent of completion of construction work, as represented by progress payments to date. Contracts signed for the purpose of construction projects that have not been completed at year end have been disclosed as commitments for capital expenditure (refer note 22(a)).

Land, buildings, Infrastructure and heritage and cultural assets

Independent valuers performed the following valuations at 31 December 2019:

- Comprehensive valuation of land, building and infrastructure assets
- Desktop valuation of heritage and cultural assets (last comprehensive valuation was performed as at 31 December 2017)

These assets are measured at fair value, based on periodic, but at least triennial, valuations by external independent valuers less subsequent accumulated depreciation if applicable.

Increases in the carrying amounts arising on revaluation are recognised in other comprehensive income and accumulated in equity as the property, plant and equipment revaluation reserve (refer note 17(b)). To the extent that the increase reverses a decrease previously recognised in profit or loss, the increase is first recognised in profit or loss, Decreases that reverse previous increases of the same asset class are also recognised in other comprehensive income to the extent of the remaining reserve attributable to that asset class. All other decreases are charged to the income statement.

Change in accounting estimate for fair values of assets

The University continues to adopt the cost approach to valuing building and infrastructure assets. Under this method, the replacement cost of individual assets are reduced by accumulated depreciation to arrive at a fair value. In previous years, the University calculated this accumulated depreciation on an age basis, comparing total useful life with remaining life. In 2019, this methodology was changed and accumulated depreciation is now calculated using a remaining service potential model that takes into account age, asset condition and repair history, functionality, capacity, utilisation, safety and obsolescence. Management have determined that this more complex methodology will better reflect current asset management practices.

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Adopting this different fair value methodology resulted in the fair value of buildings and infrastructure assets increasing by $84.7M and $2.3M respectively (refer note 12).

Leasehold improvements and other property, plant and equipment

These assets are measured at historical cost, less any accumulated depreciation and impairment losses if applicable. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Right-of-use assets

At inception of a contract, the University assess whether a contract is, or contains a lease. A contract is, or contains a lease if the contract conveys a right to control the use of an identified asset for a period of time in exchange for consideration. An assessment is undertaken to consider whether:

a. the contract involves the use of an identified asset, either explicitly or implicitly specified in the contract
b. the University has the right to obtain substantially all the economic benefits from the use of the asset throughout the period of use
c. the University has the right to direct the use of the asset throughout the period of use

In contracts where the University is a lessee, a right-of-use asset and a lease liability are recognised at the commencement date of the lease, unless the short term or low-value exemption is applied.

A right-of-use asset is initially measured at cost comprising the initial measurement of the lease liability adjusted for any lease payments made before the commencement date, plus, if applicable, initial direct costs incurred in obtaining the lease and an estimate of costs to be incurred in dismantling and removing the underlying asset, restoring the site upon which it is located or restoring the underlying asset to the condition required by the terms and conditions of the lease.

	Note	2019 $'000	2018 $'000

A right-of-use asset associated with land and buildings is subsequently measured at fair value. The University has, however, elected to measure a class of right-of-use assets arising under concessionary (peppercorn) leases at cost in accordance with AASB 16. This asset class relates to non-commercial lease arrangement for land and buildings at QCWT Stanthorpe Campus.

Recognition thresholds

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

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

Derecognition

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

Note 13 Intangibles

Software costs			
Opening balance – 1 January		5,580	5,900
Additions		251	1,281
Amortisation charge	5	(1,572)	(1,601)
Closing balance – 31 December		**4,259**	**5,580**
Cost		19,095	18,844
Accumulated amortisation		(14,836)	(13,264)
Total intangibles		**4,259**	**5,580**

Accounting policy

Software costs comprise purchased software and internally developed software with a cost of $100,000 or more. Items with a lesser value are expensed in the period they are incurred.

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

Capitalised expenditure comprises all directly attributable costs, including costs of materials, services, direct labour and an appropriate proportion of overheads. Expenditure on research activities related to software development are expensed in the period they are incurred.

	Note	2019 $'000	2018 $'000

Note 14 Trade and other payables

Current			
OS-HELP liability to Australian Government	26(g)	98	32
Trade payables		8,154	6,742
Accrued expenses and other creditors		7,351	18,637
Total current trade and other payables		**15,603**	**25,411**

Accounting policy

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

Note 15 Borrowings

Current - Unsecured		
Bank loans	2,390	2,263
Lease liabilities	166	-
Total current borrowings	**2,556**	**2,263**
Non-current - Unsecured		
Bank loans	4,811	7,206
Lease liabilities	1,451	-
Total non-current borrowings	**6,262**	**7,206**
Total Borrowings	**8,818**	**9,469**

Accounting policy

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

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

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

Lease liability

A lease liability is initially measured at the present value of unpaid lease payments at the commencement date of the lease, using the interest rate implicit in the lease as the discount rate. If the interest rate implicit in the lease cannot be readily determined, the incremental borrowing rate at the commencement date of the lease is used. Lease payments included in the measurement of lease liabilities include fixed payments, variable lease payments that depend on an index or a rate, residual value guarantees and if purchase options or terminations are reasonably certain, any applicable exercise price or penalty. The lease term includes any option periods where it is reasonably certain that the option will be exercised.

Subsequently, the lease liability is measured at amortised cost using the effective interest rate method, resulting in interest expense being recognised as a borrowing cost in the income statement. The lease liability is remeasured when there are changes in future lease payments arising from a change in an

	2019 $'000	2018 $'000

index or rate or the exercise of an option to extend or a termination not previously considered certain at the commencement of the lease, with a corresponding adjustment to the right-of-use asset.

The University has elected not to recognise right-of-use assets and lease liabilities for short term leases (leases with a term of 12 months or less) and leases of low-value assets (value of the leased asset is less $5,000). Lease payments associated with these leases will be recorded as expenses on a straight-line basis over the lease term.

(a) Class of borrowings - Unsecured loans

Queensland Treasury Corporation (QTC) loans

- 10 year, variable interest rate, $15 million loan in June 2011 to assist the University in the purchase of land and buildings at the Springfield Campus. In April 2016, the interest rate terms on this loan converted to a fixed 6.22% per annum.
- 10 year, 3.03% fixed interest rate, $4 million loan in December 2016 to assist the University to install a sustainable energy solution across the three Campuses. An additional $1.835 million was drawn in December 2018.

Lease liabilities

- commercial land lease (50 years) at Mt Kent recognised for the first time in accordance with AASB 16 (refer note 1(j)) .
- equipment lease (7 years) that commenced in August 2019.

(b) Fair value

The fair value of the QTC loans approximate their carrying values.

Note 16 Provisions

Current provisions expected to be settled within 12 months		
Employee benefits		
Long service leave	5,742	4,462
Annual leave	13,124	12,909
Total within 12 months	18,866	17,371
Current provisions expected to be settled after more than 12 months		
Employee benefits		
Long service leave	14,766	14,131
Total after more than 12 months	**14,766**	**14,131**
Total current provisions	**33,632**	**31,502**
Non–current		
Employee benefits		
Long service leave	9,298	10,055
Total non–current provisions	**9,298**	**10,055**
Total provisions	**42,930**	**41,557**

Accounting policy

Short-term obligations (expected to be settled within 12 months)

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

	Note	2019 $'000	2018 $'000

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

Other long-term obligations (expected to be settled after 12 months)

The liability for other long-term employee benefits includes long service leave, which is measured at the present value of the estimated future cash outflows to be made by the employer resulting from employees' services provided up to the reporting date. Consideration is given to future increases in wage and salary rates, including on-costs, and the University's experience with staff turnover history. Estimated future cash outflows are discounted using the rates applicable to Commonwealth Government securities at reporting date, which most closely match the terms to maturity of the related liabilities.

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

Note 17 Reserves

(a) Fair value reserve			
Balance – 1 January		28,856	15,702
Retrospective changes (i)		-	5,551
Restated balance – 1 January		28,856	21,253
Net gain on revaluation (ii)		16,616	7,603
Balance – 31 December		45,472	28,856
(b) Property, plant and equipment revaluation reserve			
Balance – 1 January		153,965	144,175
Net gain on revaluation (ii)	12	90,000	9,790
Balance – 31 December		243,965	153,965
Total reserves		**289,437**	**182,821**

(i) Recognition of the University's investment in AARNet Pty Limited at fair value following the adoption of AASB 9 on 1 January 2018. Investment previously measured at cost.

(ii) Represents fluctuations in the fair value of assets held.

Note 18 Financial risk management

Financial risk management objectives and policies

The University's financial instruments comprise cash at bank, receivables, short-term deposits held by banks, investments in equity instruments, accounts payable and borrowings.

The University's activities expose it to a variety of financial risks: market risk (including currency risk, price risk and cash flow interest rate risk), credit risk and liquidity risk. The University's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the financial performance of the University.

(a) Market risk

(i) Foreign exchange (currency) risk

Foreign exchange risk represents the potential for loss from fluctuating foreign currency rates. To mitigate this risk, where possible, the University negotiates international contracts and charges overseas student in Australian dollars. Management does not consider the financial impact of foreign exchange risk to be material and no further disclosures are provided.

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(ii) Price risk
Price risk represents the risk of a decline in value of an investment due to changes in market prices. The University holds investments in unlisted companies only (refer note 10), As these investments are not publicly traded, they are not subject to price risk.

(iii) Cash flow interest rate risk
Interest rate risk represents the effect that a fluctuating interest rate may have on the financial performance and position of the entity. The University manages its short-term cash flow risk by investing in a mixture of on-call cash funds and fixed term deposits with maturities between 90 days and 12 months and by borrowing long-term funds on a fixed rate basis.

The following tables summarise the sensitivity of the University's financial assets and financial liabilities to cash flow interest rate risk. A sensitivity of +/- 1% has been used to represent reasonably possible changes in interest rates over a 12 month period.

31 December 2019	Carrying Amount $'000			Interest Rate Risk + 1%		Interest Rate Risk - 1%	
	Total $'000	Maturity < 1 year $'000	Maturity > 1 year $'000	Result $'000	Equity $'000	Result $'000	Equity $'000
Financial assets							
Cash and cash equivalents	18,575	18,575		181	181	(181)	(181)
Receivables	10,798	10,798					
Term deposits	149,503	149,503		1,430	1,430	(1,430)	(1,430)
Unlisted shares	45,472		45,472				
	224,348	**178,876**	**45,472**				
Financial liabilities							
Payables	15,603	15,603					
Borrowings	8,818	2,556	6,262				
	24,421	**18,159**	**6,262**				
Total inc/(dec)				**1,611**	**1,611**	**(1,611)**	**(1,611)**

31 December 2018	Carrying Amount $'000			Interest Rate Risk + 1%		Interest Rate Risk - 1%	
	Total $'000	Maturity < 1 year $'000	Maturity > 1 year $'000	Result $'000	Equity $'000	Result $'000	Equity $'000
Financial assets							
Cash and cash equivalents	17,622	17,622	-	159	159	(159)	(159)
Receivables	9,054	9,054	-	-	-	-	-
Term deposits	136,502	136,502	-	1,438	1,438	(1,438)	(1,438)
Unlisted shares	28,856	-	28,856	-	-	-	-
	192,034	**163,178**	**28,856**				
Financial liabilities							
Payables	25,411	25,411	-	-	-	-	-
Borrowings	9,469	2,263	7,206	-	-	-	-
	34,880	**27,674**	**7,206**				
Total inc/(dec)				**1,597**	**1,597**	**(1,597)**	**(1,597)**

(b) Credit risk
Credit risk represents the risk that a customer may default on the payment of a debt. The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is the carrying amount of those assets as indicated in the financial statements.

The University does not have any material credit risk exposure to any single receivable or group of receivables.

(c) Liquidity risk
Liquidity risk represents the risk that an entity may have insufficient funds to meet its short term financial obligations. The University manages liquidity risk by maintaining a balance between continuity of funding, flexible deposits and accessibility to loan facilities when required. As the tables above indicate, the University maintains a significant excess in the carrying value of financial assets over financial liabilities. Management therefore do not consider liquidity to be a material risk to the financial performance or position of the University and no further disclosures are provided.

Note 19 Fair value measurements

Accounting Policy

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

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

Fair value measurement of non-financial assets is based on the highest and best use of the asset by market participants.

(a) Fair value measurement

The carrying value, less impairment provision where applicable, for all financial assets and financial liabilities approximate their fair values.

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

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

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

Fair value measurements at 31 December 2019

	Note	Total $'000	Level 1 $'000	Level 2 $'000	Level 3 $'000
Recurring fair value measurements					
Financial assets					
Equity investments at FVOCI	10	45,472	-	-	45,472
Total financial assets		**45,472**	**-**	**-**	**45,472**
Non-financial assets					
Land	12	44,471	-	-	44,471
Buildings	12	443,501	-	-	443,501
Infrastructure	12	41,130	-	-	41,130
Heritage and cultural collection	12	2,399	-	2,399	-
Total non-financial assets		**531,501**	**-**	**2,399**	**529,102**

UNIVERSITY OF SOUTHERN QUEENSLAND
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for the Year Ended 31 December 2019

Fair value measurements at 31 December 2018

	Note	Total $'000	Level 1 $'000	Level 2 $'000	Level 3 $'000
Recurring fair value measurements					
Financial assets					
Equity investments at FVOCI	10	28,856	-	-	28,856
Total financial assets		**28,856**	**-**	**-**	**28,856**
Non-financial assets					
Land	12	41,658	-	-	41,658
Buildings	12	370,335	-	-	370,335
Infrastructure	12	39,151	-	-	39,151
Heritage and cultural collection	12	2,217	-	2,217	-
Total non-financial assets		**453,361**	**-**	**2,217**	**451,144**

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

Recurring fair value measurements

Equity investments at FVOCI (level 3) – shares in an unlisted public company have been valued on a combined methodology approach, using quoted prices adjusted for non-observable inputs for listed investments combined with a cost approach for other assets and liabilities of the company. Shares in an unlisted private not-for-profit company have been valued using an assets based methodology.

Land (level 3) – initially assessed using a market approach (direct comparison) and then applying a discount to the rate per square metre to acknowledge the specialised nature and use of University land.

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

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

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

The following table summarises the quantitative information about the significant unobservable inputs used in the level 3 fair value measurements:

Description	Fair value 31.12.19 $'000	Unobservable inputs	Range of inputs (probability weighted average)	Relationship of unobservable inputs to fair value
Land	44,471	price per square metre	2.5% / -2.5%	If the indexation rate increased/decreased by 2.5%, the fair value would increase/decrease by $1.1M
Buildings	443,501	Level of remaining service potential given a consumption rating and a component profile	2.5% / -2.5%	If the indexation rate increased/decreased by 2.5%, the fair value would increase/decrease by $11.1M
Infrastructure	41,130	Level of remaining service potential given a consumption rating and a component profile	2.5% / -2.5%	If the indexation rate increased/decreased by 2.5%, the fair value would increase/decrease by $1.0M
Unlisted equity instruments *Shares in Education Australia Limited*	39,723	Net assets (excluding investment in IDP) per unaudited accounts	2.5% / -2.5%	If net assets increased/decreased by 2.5%, the fair value would increase/decrease by $2k
		30% discount applied to value of shares held in listed entity, IDP Australia Limited, to reflect liquidity issues and restrictive shareholder agreement. Value based on IDP Australia Ltd ASX share price at 31 December 2019	2.5% / -2.5%	If the application of the discount is higher or lower by 2.5%, the fair value would decrease/increase by $425k
Unlisted equity instruments *Shares in AARNet Pty Limited*	5,749	Net assets per unaudited accounts	2.5% / -2.5%	If net assets increased/decreased by 2.5%, the fair value would increase/decrease by $144k

Note 20 Key management personnel disclosures

(a) Names of responsible persons and executive officers

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

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Notes to the Financial Statements
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Council Member	Position	Appointed/(Ceased) to Council
Mr John Dornbusch	Chancellor	
Professor Geraldine Mackenzie[1]	Vice-Chancellor	
Professor Grant Daggard[1]	Chair, Academic Board	
Professor Pauline Collins[1]	Academic Staff Member	
Mrs Mary McGilvray[1]	Non-Academic Staff Member	
Mr Peter Becker	Student Member	(18.04.2019)
Ms Lauren Walsburg	Student Member	19.04.2019
Ms Heidi Dugan	Graduate of the University	16.12.2019
Ms Rachel Barlow	Governor-in-Council Member	
Mr Chris Bazley	Governor-in-Council Member	
Dr A Carol Cox AM	Governor-in-Council Member	
Mr Brett Delaney	Governor-in-Council Member	
Assistant Commissioner Charysse Pond APM	Governor-in-Council Member	
Ms Jan Boys	Additional Member and Deputy Chancellor	(31.12.2019)
Mr George Fox	Additional Member	

[1] Council members who were also University employees.

Executive Officers	Position	Appointed/(Ceased) as a KMP[2]
Professor Geraldine Mackenzie	Vice-Chancellor	
Professor Mark Harvey	Deputy Vice Chancellor (Research and Innovation)	(15.03.2019)
Professor Peter Terry	Acting Deputy Vice Chancellor (Research and Innovation)	16.03.2019/(18.08.2019)
Professor John Bell	Deputy Vice Chancellor (Research and Innovation)	19.08.2019
Mr Athol Kerridge	Chief Financial Officer	
Mr Michael Thomas	Deputy Vice-Chancellor (Enterprise Services)	
Professor Karen Nelson	Deputy Vice-Chancellor (Academic)	04.02.2019
Professor Barbara de la Harpe	Executive Dean, Faculty of Business, Education, Law and Arts	
Professor Glen Coleman	Executive Dean, Faculty of Health, Engineering and Sciences	
Professor Helen Partridge	Pro Vice-Chancellor (Education)	
Mrs Helen Nolan	Pro Vice-Chancellor (Student Services)	
Mr Ren Yi	Pro-Vice-Chancellor (International)	04.03.2019
Mr John Cole OAM	Pro Vice-Chancellor (Engagement)	18.02.2019

[2] The appointed/(ceased) dates reflect the commencement/cessation in the KMP role and may not necessarily reflect employment service dates with the University.

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

(b) Remuneration of Council Members and Executives

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

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

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

	2019	2018
Remuneration of Council Members (excl. Vice-Chancellor)		
$ Nil - $ 14,999	3	1
$ 30,000 - $ 44,999	2	3
$ 45,000 - $ 54,999	2	1
$ 60,000 - $ 74,999	2	2
$ 90,000 - $104,999	1	1
$105,000 - $119,999	1	1
	11	**9**

	2019	2018
Remuneration of Executives (incl. Vice-Chancellor)		
$ 60,000 - $ 74,999	-	1
$105,000 - $119,999	-	1
$120,000 - $134,999	1	-
$135,000 - $149,999	1	-
$150,000 - $164,999	1	-
$225,000 - $239,999	-	1
$285,000 - $299,999	-	1
$300,000 - $314,999	3	-
$315,000 - $329,999	1	1
$330,000 - $344,999	1	-
$345,000 - $359,999	-	3
$375,000 - $389,999	4	1
$405,000 - $419,999	-	1
$645,000 - $659,999	-	1
$675,000 - $689,999	1	-
	13	**11**

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

	2019 $'000	2018 $'000

(c) Key management personnel compensation

Remuneration packages for key executive management personnel comprise the following:

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

Short-term employee benefits	3,675	3,311
Post-employment benefits	543	469
Other long term benefits	-	108
Termination benefits	-	183
Total	**4,218**	**4,071**

(d) Loans to key management personnel

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

(e) Other transactions with key management personnel

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

Note 21 Remuneration of auditors

During the year, the following fees were paid for services provided by the auditor of the University:

Audit of financial statements		
Fees paid to Queensland Audit Office	193	188
Total paid for audit and review	**193**	**188**

Note 22 Commitments for Expenditure

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

(a) Property, plant and equipment		
– within one year	7,727	3,408
Total property, plant and equipment expenditure commitments	**7,727**	**3,408**

Property, plant and equipment commitments in 2019 include $4.6M in building upgrade works. In 2018 commitments included major building works for the Agricultural Science and Engineering Precinct at the Toowoomba Campus.

	2019 $'000	2018 $'000
(b) Intangible assets		
– within one year	-	6
Total intangible assets expenditure commitments	-	6

Note 23 Related parties

(a) Key management personnel

Disclosures relating to Council members and executive officers are set out in note 20.

(b) Transactions with related parties

The following transactions occurred during the year with the QCWT (refer note 1(g)):

	$
Sale of goods and services	24,731
Purchase of goods and services	27,908
Joint Venture capital contribution	250,000

Note 24 Monies held in trust

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

Note 25 Reconciliation of net result to net cash provided by operating activities

Net result for the period	5,580	10,348
Depreciation and amortisation	21,795	20,705
Net (gain)/loss on sale of non–current assets	(34)	298
Change in assets and liabilities		
(Increase) / decrease in receivables	(3,644)	(958)
(Increase) / decrease in inventories	136	(86)
(Increase) / decrease in other non-financial assets	3,462	(7,149)
Increase / (decrease) in trade and other payables	(10,086)	(258)
Increase / (decrease) in provisions	1,372	(265)
Increase / (decrease) in other liabilities	9,004	(219)
Net cash provided by operating activities	**27,585**	**22,416**

Note 26 Acquittal of Australian Government financial assistance

Note 26(a) EDUCATION – CGS and Other EDUCATION Grants

	Note	Commonwealth Grant Scheme #1		Access and Participation Fund		National Priorities Pool		Higher Education Partnership Project Funding	
		2019	2018	2019	2018	2019	2018	2019	2018
		$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		130,305	127,963	5,042	5,347	-	-	-	-
Net accrual adjustments		432	1,691	-	-	-	-	-	-
Revenue for the period	2.1(a)	130,737	129,654	5,042	5,347	-	-	-	-
Surplus/(deficit) from the previous year		-	-	-	-	-	77	-	298
Total revenue including accrued revenue		130,737	129,654	5,042	5,347	-	77	-	298
Less expenses including accrued expenses		(130,737)	(129,654)	(5,042)	(5,347)	-	(77)	-	(298)
Surplus/(deficit) for reporting period		-	-	-	-	-	-	-	-

	Indigenous Student Success Program #2		Disability Performance Funding #3		Promotion of Excellence in Learning & Teaching		Total	
	2019	2018	2019	2018	2019	2018	2019	2018
	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	2,017	2,249	98	101	-	(80)	**137,462**	**135,580**
Net accrual adjustments	(23)	(6)	-	-	-	-	**409**	**1,685**
Revenue for the period	1,994	2,243	98	101	-	(80)	**137,871**	**137,265**
Surplus/(deficit) from the previous year	-	-	26	17	36	124	**62**	**516**
Total revenue including accrued revenue	1,994	2,243	124	118	36	44	**137,933**	**137,781**
Less expenses including accrued expenses	(1,994)	(2,243)	(100)	(92)	(20)	(8)	**(137,893)**	**(137,719)**
Surplus/(deficit) for reporting period	-	-	24	26	16	36	**40**	**62**

#1 Includes the basic CGS grant amount, Regional Loading, Enabling Loading, Medical Student Loading, Allocated Places and Non Designated Courses
#2 Replaced Indigenous Commonwealth Scholarships Program and Indigenous Support Program as of 1 January 2018
#3 Includes Additional Support for Students with Disabilities and Australian Disability Clearinghouse on Education and Training

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

Note 26(b) Higher Education Loan Programs (excluding OS-HELP)

	Note	HECS-HELP (Australian Government payments only)		FEE-HELP		SA-HELP		Total	
		2019	2018	2019	2018	2019	2018	2019	2018
		$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Cash payable/(receivable at beginning of year		4,731	(781)	81	296	32	115	**4,844**	**(370)**
Financial assistance received in cash during the reporting period		66,883	73,557	10,227	9,193	2,382	2,272	**79,492**	**85,022**
Cash available for the period		71,614	72,776	10,308	9,489	2,414	2,387	**84,336**	**84,652**
Revenue and income earned	2.1(b)	69,856	68,045	10,489	9,408	2,435	2,355	**82,780**	**79,808**
Cash payable/(receivable) at end of year		1,758	4,731	(181)	81	(21)	32	**1,556**	**4,844**

Note 26(c) Department of Education and Training – Research Programs #4

	Note	Research Training Program		Research Support Program		Total	
		2019	2018	2019	2018	2019	2018
		$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		5,310	5,295	3,307	3,282	**8,617**	**8,577**
Net accrual adjustments		-	(1)	-	6	-	**5**
Revenue for the period	2.1(c)	5,310	5,294	3,307	3,288	**8,617**	**8,582**
Surplus/(deficit) from the previous year		-	834	-	77	-	**911**
Total revenue including accrued revenue		5,310	6,128	3,307	3,365	**8,617**	**9,493**
Less expenses including accrued expenses		(5,310)	(6,128)	(3,307)	(3,365)	**(8,617)**	**(9,493)**
Surplus/(deficit) for reporting period		-	-	-	-	-	-

#4 Any reported surpluses for 2019 will be rolled over for future use by the University

Note 26(d) Total Higher Education Provider Research Training Program expenditure

	Total Domestic Students		Total Overseas Students	
	2019	2018	2019	2018
	$'000	$'000	$'000	$'000
Research Training Program Fees offsets	3,257	3,585	144	132
Research Training Program Stipends	1,651	2,116	258	294
Research Training Program Allowances	-	-	-	-
Total Support	**4,908**	**5,701**	**402**	**426**

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2019

Note 26(e) Other Capital Funding

	Note	Linkage Infrastructure, Equipment and Facilities Grant		Total	
		2019	2018	2019	2018
		$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		199	-	**199**	-
Net accrual adjustments		(16)	-	**(16)**	-
Revenue for the period	2.1(d)	183	-	**183**	-
Surplus/(deficit) from the previous year		-	400	**-**	**400**
Total revenue including accrued revenue		183	400	**183**	**400**
Less expenses including accrued expenses		(143)	(400)	**(143)**	**(400)**
Surplus/(deficit) for reporting period		40	-	**40**	-

Note 26(f) Australian Research Council Grants

		Discovery Projects		Linkage Projects		Total	
		2019	2018	2019	2018	2019	2018
		$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		974	356	30	39	**1,004**	**395**
Net accrual adjustments		(354)	-	37	-	**(317)**	**-**
Revenue for the period	2.1(e)	620	356	67	39	**687**	**395**
Surplus/(deficit) from the previous year		307	409	179	158	**486**	**567**
Total revenue including accrued revenue		927	765	246	197	**1,173**	**962**
Less expenses including accrued expenses		(518)	(458)	(37)	(18)	**(555)**	**(476)**
Surplus/(deficit) for reporting period		409	307	209	179	**618**	**486**

Note 26(g) OS – HELP

	Note	2019 $'000	2018 $'000
Cash received during the reporting period		144	(3)
Cash spent during the reporting period		(78)	(55)
Net Cash Received		66	(58)
Cash surplus/(deficit) from the previous year		32	90
Cash surplus/(deficit) for the reporting period	14	98	32

Note 26(h) Student Services and Amenities Fee

		2019 $'000	2018 $'000
Unspent/(overspent) revenue from previous period		1,618	1,957
SA-HELP revenue earned	2.1(b)	2,435	2,355
Student services fees direct from students	2.3	988	1,074
Total revenue expendable in period		5,041	5,386
Student services expenses during period		(3,577)	(3,768)
Unspent/(overspent) student services revenue		1,464	1,618

University of Southern Queensland
Management Certificate

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

(a) the financial statements are in agreement with the accounts and records of the University of Southern Queensland; and

(b) in our opinion –

(i) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;

(ii) the financial statements have been drawn up to present a true and fair view of the transactions of the University of Southern Queensland for the period of 1 January 2019 to 31 December 2019 and of the financial position as at 31 December 2019 in accordance with prescribed accounting standards and conform with the Guidelines for Australian Higher Education Providers issued by the Australian Government Department of Education;

(iii) the amount of Australian Government financial assistance expended during the reporting period was for the purposes for which it was intended and the University of Southern Queensland has complied with applicable legislation, contracts, agreements and program guidelines in making expenditure;

(iv) the University of Southern Queensland charged Student Services and Amenities Fees strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act;

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(v) at the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due; and

(vi) the financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

J DORNBUSCH
Chancellor

Date – 21st February 2020

G MACKENZIE
Vice–Chancellor

Date – 21st February 2020

A KERRIDGE
Chief Financial Officer

Date –21st February 2020

Queensland Audit Office
Better public services

INDEPENDENT AUDITOR'S REPORT

To the Council of the University of Southern Queensland

Report on the audit of the financial report

Opinion

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

In my opinion, the financial report:

a) gives a true and fair view of the entity's financial position as at 31 December 2019, and its financial performance and cash flows for the year then ended

b) complies with the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Commission Regulation 2013* and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2019, the income statement, statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the management certificate given by the Chancellor, Vice-Chancellor and Chief Financial Officer.

Basis for opinion

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

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

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

Key audit matters

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

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Valuation of specialised buildings ($443.5 million)

Refer to Note 12 to the financial statements.

Key audit matter	How my audit addressed the key audit matter

Specialised buildings were material to University of Southern Queensland at balance date and were measured at fair value using the current replacement cost method.
 	
The University performs a comprehensive revaluation of all of its buildings every three years, with desktop valuations conducted in the intervening period. A comprehensive valuation was conducted in 2019 by a valuation specialist.
 	
The current replacement cost method comprises:
• Gross replacement cost, less
• Accumulated depreciation
 	
The University derived the gross replacement cost of its buildings at balance date through using unit prices that required significant judgements for:
• identifying the components of buildings with separately identifiable replacement costs
• developing a unit rate for each of these components, including:
  ○ Estimating the current cost for a modern substitute (including locality factors and on-costs), expressed as a rate per unit (e.g. $/square metre)
  ○ Identifying whether the existing building contains obsolescence or less utility compared to the modern substitute, and if so estimating the adjustment to the unit rate required to reflect this difference.
 	
The measurement of accumulated depreciation involved significant judgements for forecasting the remaining useful lives of building components.
 	
The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.
	My audit procedures included, but were not limited to:
	• Assessing the adequacy of management's review of the valuation process
	• Obtaining an understanding of the methodology used and assessing its design, integrity and appropriateness using common industry practices
	• Assessing the competence, capability and objectivity of the valuation specialist
	• On a sample basis, evaluating the relevance, completeness and accuracy of source data used to derive unit rates for the:
	  ○ Modern substitute
	  ○ Adjustment for excess quality or obsolescence
	• Assessing the ongoing reasonableness of the asset useful lives by:
	  ○ Reviewing management's annual assessment of useful lives
	  ○ Assessing the appropriateness of useful lives where assets were disposed of prior to the end of their useful life
	  ○ Reviewing assets with an inconsistent relationship between condition and remaining life
	• Performing reasonableness tests to confirm depreciation is calculated in accordance with the University's accounting policies and industry standards.

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Other information

Other information comprises the information included in University of Southern Queensland's annual report for the year ended 31 December 2019, but does not include the financial report and my auditor's report thereon.

The Council is responsible for the other information.

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

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

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

Responsibilities of the entity for the financial report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the *Financial and Performance Management Standard 2019*, the *Australian Charities and Not-for-profits Commission Act 2012*, the *Australian Charities and Not-for-profits Commission Regulation 2013* and Australian Accounting Standards, and for such internal control as the Council determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Council is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Queensland Audit Office
Better public services

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

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From the matters communicated with the Council, I determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

Report on other legal and regulatory requirements

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2019:

a) I received all the information and explanations I required.

b) In my opinion, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.

MReardon

25 February 2020

Michelle Reardon
as delegate of the Auditor-General

Queensland Audit Office
Brisbane

Annual Report Compliance Checklist

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	• A letter of compliance from the accountable officer or statutory body to the relevant Minister/s	ARRs – section 7	Page 1
Accessibility	• Table of contents • Glossary	ARRs – section 9.1	Page 3 Page 6
	• Public availability	ARRs – section 9.2	Inside front cover
	• Interpreter service statement	*Queensland Government Language Services Policy* ARRs – section 9.3	Inside front cover
	• Copyright notice	*Copyright Act 1968* ARRs – section 9.4	Inside front cover
	• Information Licensing	*QGEA – Information Licensing* ARRs – section 9.5	Inside front cover
General information	• Introductory Information	ARRs – section 10.1	Page 2
	• Machinery of Government changes	ARRs – section 10.2, 31 and 32	(if applicable) n/a
	• Agency role and main functions	ARRs – section 10.2	Pages 7–8
	• Operating environment	ARRs – section 10.3	Pages 7–73
Non-financial performance	• Government's objectives for the community	ARRs – section 11.1	Pages 25–26
	• Other whole-of-government plans/specific initiatives	ARRs – section 11.2	n/a
	• Agency objectives and performance indicators	ARRs – section 11.3	Pages 27–73, 76–80
	• Agency service areas and service standards	ARRs – section 11.4	Pages 27–73
Financial performance	• Summary of financial performance	ARRs – section 12.1	Page 76
Governance – management and structure	• Organisational structure	ARRs – section 13.1	Pages 10–11
	• Executive management	ARRs – section 13.2	Pages 12–16
	• Government bodies (statutory bodies and other entities)	ARRs – section 13.3	Pages 17–19
	• *Public Sector Ethics Act 1994*	*Public Sector Ethics Act 1994* ARRs – section 13.4	Page 24
	• Queensland public service values	ARRs – section 13.5	n/a
Governance – risk management and accountability	• Risk management	ARRs – section 14.1	Page 22
	• Audit committee	ARRs – section 14.2	Pages 22–23
	• Internal audit	ARRs – section 14.3	Page 22
	• External scrutiny	ARRs – section 14.4	Page 23
	• Information systems and recordkeeping	ARRs – section 14.5	Page 24

Annual Report Compliance Checklist cont'd

Governance – human resources	• Strategic workforce planning and performance	ARRs – section 15.1	Pages 59–67
	• Early retirement, redundancy and retrenchment	Directive No.04/18 *Early Retirement, Redundancy and Retrenchment* ARRs – section 15.2	n/a
Open Data	• Statement advising publication of information	ARRs – section 16	Inside front cover
	• Consultancies	ARRs – section 33.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 33.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 33.3	https://data.qld.gov.au
Financial statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	Page 124
	• Independent Auditor's Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	Pages 125–128

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*

USQ at a Glance

Senior Executive

Vice-Chancellor
Professor Geraldine Mackenzie

Deputy Vice-Chancellor (Academic)
Professor Karen Nelson (from 4 February 2019)

Deputy Vice-Chancellor (Research and Innovation)
Professor Mark Harvey (1 January – 16 March 2019)
Professor Peter Terry (18 March – 19 August 2019)
Professor John Bell (from 20 August 2019)

Deputy Vice-Chancellor (Enterprise Services)
Michael Thomas

Pro Vice-Chancellor (Education)
Professor Helen Partridge

Pro Vice-Chancellor (Engagement)
Professor John Cole (from 18 February 2019)

Pro Vice-Chancellor (International)
Professor Ren Yi (from 4 March 2019)

Pro Vice-Chancellor (Student Services)
Helen Nolan (from 18 February 2019)

Executive Dean (Business, Education, Law and Arts)
Professor Barbara de la Harpe

Executive Dean (Health, Engineering and Sciences)
Professor Glen Coleman

Chief Financial Officer
Athol Kerridge

Statistics

STAFF	2018	2019
Academic	816	794
Professional	972	974
FINANCIALS		
Total Revenue ($'000)	328,505	327,359
Total Assets ($'000)	688,472	800,308
Total Equity ($'000)	610,966	702,794
STUDENT NUMBERS		
Female	14,321	14,498
Male	11,562	11,143
Indeterminate/Unspecified	22	31
STUDENT CATEGORIES		
Domestic (headcount)	23,059	22,875
International (headcount)	2846	2797
Undergraduate (load)	11,363	11,152
Postgraduate (load)	2653	2502

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The Annual Report is also available online at **www.usq.edu.au/about-usq/about-us/plans-reports**

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Ipswich Queensland 4305
Australia

Queensland College of Wine Tourism (QCWT)
22 Caves Rd
Stanthorpe Queensland 4380
Australia

USQ acknowledges the Giabal and Jarowair peoples of Toowoomba; the Jagera, Yuggera and Ugarapul peoples of Springfield and Ipswich; and the Kambuwal peoples of Stanthorpe; as the traditional owners of the lands where USQ campuses and facilities are located.

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