Annual Report
2006

University of the
Sunshine Coast

Queensland, Australia

Report of the Council of the University of the Sunshine Coast

For the period 1 January 2006 to 31 December 2006

31 March 2007

The Hon Rod Welford MP

Minister for Education and Training and Minister for the Arts

In accordance with the provisions of Section 46J(1) of the *Financial Administration and Audit Act 1997*, I have the honour to present to you, on behalf of the Council of the University of the Sunshine Coast, the Annual Report for the year ended 31 December 2006.

Ian Kennedy AO
Chancellor

Communication objectives

This Annual Report provides a comprehensive record of the University of the Sunshine Coast's performance in 2006 and outlines plans for the future. Achievements are documented against the aims and objectives of the University's *Strategic Plan 2005–2010*.

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

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

Copies of the Annual Report 2006 are available from the Office of Marketing and Communications, University of the Sunshine Coast, by telephoning <+61 7 5459 4558>. The report is also available on the USC website <www.usc.edu.au/reports>.

Contents

Mission

To be the major catalyst for the innovative and sustainable economic, cultural and educational advancement of the region, through the pursuit of international standards in teaching, research and engagement.

Highlights

Tenth anniversary celebrations

The University celebrated its tenth anniversary in 2006. The University's student recruitment rate remains higher than the national average, resulting in rapid growth (page 16).

University audited by AUQA

The University of the Sunshine Coast underwent its first Australian Universities Quality Agency (AUQA) audit, with the audit report due to be published early in 2007 (page 11).

Increase in applications

First-preference applications to the Queensland Tertiary Admissions Centre (QTAC) for first semester study at USC in 2006 were up by almost 30 percent on 2005 (page 16).

Large allocation allows new teaching areas

In 2006 the Federal Government allocated the University 235 new funded places—the sixth largest allocation of places for any campus in Australia. The allocation allowed for the introduction of new teaching areas such as nursing, nutrition and dietetics and social work (page 22).

Success in the Learning and Teaching Performance Fund

The University of the Sunshine Coast was one of four Queensland universities recognised in the Federal Government's Learning and Teaching Performance Fund allocations announced in December (page 18).

Carrick Awards recognition

Two University staff were recognised for their outstanding contributions to student learning as recipients of prestigious citations awarded annually by the Carrick Institute for Learning and Teaching in Higher Education (page 48).

Pathway to study a success

The Tertiary Preparation Pathway was introduced to align with the University priority of providing tertiary education to more people in the region. The International Foundation Pathway was also introduced to allow a further entry option to international students (page 23).

USC Noosa Centre expansion

The University relocated its Noosa Centre from Sunshine Beach to purpose-built facilities at Noosa Junction, and increased the number of courses to be offered at the Centre (page 35).

AIS accreditation a first

USC became the first university in Australia to be accredited with the National Sport Science Quality Assurance program, a program of the Australian Institute of Sport (AIS) (page 35).

Regional environmental exemplar

The University of the Sunshine Coast was one of only three universities in Australasia to be awarded a best practice rating for environmentally sustainable development by the Australasian Tertiary Education Facilities Management Association (page 52).

OECD project stakeholders meet in Copenhagen

University of the Sunshine Coast Vice-Chancellor Professor Paul Thomas AM and USC Professor of Regional Engagement Steve Garlick attended an international conference in Copenhagen as part of an Organisation for Economic Cooperation and Development (OECD) project that connects 14 regions worldwide (page 19).

University named Employer of Choice for Women

The University of the Sunshine Coast was named an Employer of Choice for Women by the Federal Government Equal Opportunity for Women in the Workplace Agency for the second year running (page 48).

Building Excellence campaign launched

The University Foundation launched the Building Excellence campaign to raise $5 million over 18 months for investment in health and sport, student scholarships and campus enhancement (page 18).

Vice-Chancellor's review

In 2006, after completing our first decade in December 2005, we held a variety of celebratory events for different audiences throughout the year under the 'Power of Ten' banner. That first decade has provided an excellent foundation for even more rapid development currently and across the next decade.

The Coast continues to expand demographically but the University's expansion proportionately exceeds that pace and scale by a considerable margin.

The AUQA (Australian Universities Quality Agency) team, whose work so preoccupied us for most of the year, and culminated in an October/November visit, commended USC for "its significant achievements since its inception".

The preliminary AUQA report, provided to the University in late 2006, also included other important commendations on regional engagement and student support and was overwhelmingly positive and empathetic about some of the obstacles that had been overcome. In particular, however, research was affirmed as a priority, as reflected in the University's Strategic Plan and budget initiative monies.

Whilst the University continues to have one of the fastest growth trajectories in the country, staff and student attitudes and experiences remain those associated with an institution of human scale, and are strongly committed to the University's continuing success.

In 2006 we saw developments occur in the range of academic programs, constructive reviews of key academic areas, and increasing investment in research—all within a substantially increased budget envelope.

Accompanying the growth in staff and student numbers and academic programs, there was a major building program including one for Science, Health and Education, Student Affairs and The Chancellery, the commencement of a Health and Sports Stadium (page 36), and funding was received for an 'Accelerator', as part of the job-generation strategy with high-tech business start-ups.

In addition to on campus developments, 'The J' at Noosa was opened officially, with the University committed to expanding opportunities there.

TAFE collaboration increased, and the links with Chancellor State College and the Queensland Department of Education, Training and the Arts are outstanding, as are the links with a hugely increasing number of businesses, for work integrated learning experiences. In a similar vein, AUQA was also impressed with the GO (Global Opportunities) Program.

Research interests grew on Fraser Island, in Mooloolah River National Park with the scuttled HMAS Brisbane and in a range of health and nursing areas. All are consistent with USC's focus on regional engagement and sustainability.

Engagement activities continue to be impressive with a plethora of initiatives spanning the University, and the region. That level of engagement was a focus for the OECD study in which USC participated, and was the subject of an international conference in Copenhagen at which both the University and region were strongly represented, and where USC and the Sunshine Coast gained an important profile.

Internationalisation increased in 2006 and reviews of strategy were commenced to optimise on campus numbers.

The Foundation's activities resulted in the increasing number of people aligned with and supportive of the University, accompanied by more alumni connections.

Teaching staff won Carrick Awards and USC was again an Employer of Choice for Women.

The environment of the University itself and the surrounding national park and the evolving Sippy Downs town centre remain a major preconception, and dominated the year-long major review of the Master Plan, to be finalised early in 2007.

In addition to new buildings, further landscaping and protection of kangaroo habitat with specifically designed fencing were undertaken.

In this brief overview, therefore, it will be evident that physically and academically the University continues its remarkable growth, with committed support internally and in the external community. It is rapidly and impressively building on early foundations to become one of the potential rising stars of the twenty-first century sectoral environment.

Professor Paul Thomas AM
Vice-Chancellor

March 2007

The Power of Ten:
Celebrating our First and Future Decades

The University of the Sunshine Coast opened in 1996 to serve the needs of the Sunshine Coast community. Since then the University has achieved many milestones, ranging from the construction of award-winning buildings to the development of research sites and the establishment of strong partnerships with overseas institutions.

Tenth anniversary celebrations in 2006 included a number of special events involving staff, students and the wider community. The Power of Ten at Twilight event for staff and friends included a dedicated art exhibition and the launch of a book detailing the University's history. Other Power of Ten events held during the year included an alumni reunion, an Australian String Quartet concert and a Power of Ten debate on the topic 'celebrities make good role models'.

Key five-year figures

Category	2002	2003	2004	2005	2006
Number of students[1]	3,447	3,556	3,862	4,280	4,760
Female	1,983	2,023	2,191	2,469	2,807
Male	1,464	1,533	1,671	1,811	1,953
On campus students	3,183	3,262	3,455	3,768	4,267
Undergraduate	3,010	3,011	3,060	3,296	3,494
Postgraduate coursework	264	293	408	549	773
Higher degree by research	47	61	65	72	71
Non-award	129	191	329	365	427
International (all students)	229	307	521	694	730
International (on campus)	104	187	297	362	414
Student load (EFTSL)[2]	2,636.5	2,694.7	2,977.5	3,265.7	3,716.9
Degrees conferred					
Undergraduate	425	471	526	481	535
Postgraduate	122	138	154	303	313
Higher degree by research	4	3	6	5	7
Total	551	612	686	789	855
Equity					
Disability[3]	5.61%	5.68%	5.21%	4.10%	4.12%
Indigenous[3]	0.80%	0.99%	1.14%	1.42%	1.19%
First in family[4]	45%	44%	40%	53%	52%
Number of staff (FTE)					
Academic[5]	86	96	101	105	123
Non-academic[6]	167	193	198	223	242
Total	253	289	299	328	365
Proportion of academic staff with higher degree qualifications[7]	86%	87%	86%	88%	87%
Operating revenue (parent entity)	$32.488m	$39.825m	$40.950m	$50.6m	$67.1m
Research income (HERD and DEST)	$1.011m	$1.276m	$1.505m	$1.478m	NA[8]
Research publications[9]	63.64	62.1	60.76	88.07	NA[8]
Property, plant and equipment	$56.149m	$66.377m	$73.309m	$97.1m	$126.8m

Notes:
1. Students are as at Census 1 each year (March)
2. Student load excludes inbound exchange students
3. Disability and Indigenous are as a proportion of domestic students only
4. First in family = Bachelor degree only
5. Academic staff = VC, DVC, Level A–E
6. Non-academic staff = HEW1–HEW10 and non-academic staff above award
7. Proportion of academic staff = percent of academic staff (excluding those with unknown qualifications)
8. Higher Education Research Data Collection (HERD) figure for previous year is not finalised until June of the following year
9. Weighted calculation as reported to the Department of Education, Science and Training in the Higher Education Research Data Collection (HERD)

The organisation

Basis of authority

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

Functions of the University

The University's functions are to:

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

University powers

(1) Under *The University of the Sunshine Coast Act 1998* the University has all the powers of an individual and may, for example:

  a) enter into contracts
  b) acquire, hold, dispose of, and deal with property
  c) appoint agents and attorneys
  d) engage consultants
  e) fix charges, and other terms, for services and other facilities it supplies
  f) do anything else necessary or convenient to be done for its functions.

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

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

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

Governing body

Under *The University of the Sunshine Coast Act 1998*, Council (page 9) is designated as the University's governing body. In particular, Council has the power to appoint University staff, and manage and control University affairs, property and finances.

Controlled entities

Innovation Centre

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

The company is supported by the University, Maroochy Shire Council, State and Federal Governments and by private business. The primary purpose of the company is to provide leadership that underpins the creation of new jobs in businesses in knowledge-based sectors, with a focus on the Knowledge Precinct development at Sippy Downs (page 36).

ICSC operates an award-winning technology business incubator located in the Innovation Centre Building, a $7 million facility on the edge of the University campus.

The incubator has supported the growth of 30 early-stage businesses to date, in sectors such as software development, multimedia, biotechnology and sustainable water solutions.

In May 2006, ICSC launched a major initiative—the Enterprisers program—to support motivated students and graduates to start businesses. Staff will run the program in January 2007 in collaboration with the University of Cambridge and the Massachusetts Institute of Technology (page 36).

The Australian Institute of Management was contracted to conduct a major review of the Innovation Centre in the latter part of the year, and the results will be the subject of discussion in 2007.

The Queensland Audit Office audits the company's financial statements. These are reported in the Consolidated Statements section of the University's financial statements for the year ended 31 December 2006.

Multi Access Productions

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

MAP is the first spin-out business of the University of the Sunshine Coast, resulting from research collaboration with an international consortium of universities and information technology company IBM in the areas of accessible communications and voice recognition technology.

An independent review of MAP was conducted and finalised in December 2006. The report will influence decisions on the future of MAP in 2007.

The Queensland Audit Office audits the company's financial statements. These are reported in the Consolidated Statements section of the University's financial statements for the year ended 31 December 2006.

Policy

A policy for the Establishment and Operation of Controlled Entities was approved by University Council on 5 December 2006.

Corporate governance

Mr Ian Kennedy AO
Chancellor

University of the Sunshine Coast Chancellor Mr Ian Kennedy AO has been Chairman of Kilcoy Holdings Limited and its subsidiaries since 1984, and was Managing Director from 1965 to 1998.

Mr Kennedy has served as Director, Stanbroke Pastoral Co Pty Ltd; Chairman and Managing Director, Farmbank Pty Ltd; Chairman, Australian Meat Exporters Federation Council; and Director, Australian Meat and Livestock Corporation.

He has represented Australia internationally, both directly and as an adviser to the Federal Government, and has served on many consultative committees at Federal and State levels. In 1989 he was awarded the Order of Australia for services to the beef industry.

Mr Kennedy was involved in planning for the new tertiary institution as a member of the Sunshine Coast University College Planning Committee. He was appointed as a member of the University's first Council and was elected shortly thereafter as the institution's first Deputy Chancellor.

Mr Kennedy became Chancellor in July 1998, and was installed as Chancellor at the inaugural Graduation Ceremony in 1999.

Professor Greg Hill
Deputy Vice-Chancellor

CertTeach Brisbane Teach.Coll., BA(Hons) Qld., PhD Qld.

Professor Greg Hill began his career as a primary school teacher. He later completed a BA Honours in geography (additional major ancient/Asian history) and a PhD (wildlife/statistical ecology) at the University of Queensland (UQ). He taught at UQ for 15 years and was appointed as Reader in Geographical Sciences and UQ Director of the ARC Key Centre in Land Information Studies.

He accepted the Foundation Chair in Tropical Environmental Science at the institution now known as Charles Darwin University in 1995, and was a Dean from 1997. He was actively involved in the establishment, management and governance of university and national research centres, including the Tropical Savannas Cooperative Research Centre (CRC), the Sustainable Tourism CRC, the Key Centre in Tropical Wildlife Management, the Centre for Indigenous Natural and Cultural Resource Management and the Centre for Tropical Wetlands Management. He held various government appointments including Chair of the Northern Territory Board of Studies, and membership of the Kakadu National Park Research Advisory Committee.

Professor Hill was appointed as Deputy Vice-Chancellor at the University of the Sunshine Coast from March 2005. He is responsible for overseeing the academic (learning, teaching and research) functions of the University. In addition, he is also responsible for the related support areas, including Information Services, Information Technology, Student Administration and Student Services.

Professor Paul Thomas AM
Vice-Chancellor

BSc(Hons) Wales, DipEd Wales, MA Lough., PhD Qld., FACE, LRPS

Professor Paul Thomas AM received undergraduate degrees at the University of Wales, Aberystwyth, and a research MA from Loughborough University before coming to Australia in 1976. At the University of Queensland he received a PhD.

Professor Thomas occupied senior posts in British higher education before taking up a position as Head of Education at the Kelvin Grove Campus of BCAE (later Queensland University of Technology). At that campus he became Campus Principal, and a Professor within QUT.

From March 1994 he became Planning President for Australia's newest public university, and the first on a greenfield site for a quarter of a century. On 1 January 1996 he became the inaugural Vice-Chancellor of the University of the Sunshine Coast.

As Vice-Chancellor, Professor Thomas is the University's Chief Executive Officer and is responsible for the strategic development of the University, as well as its day-to-day operations. The Office of the Vice-Chancellor provides professional and administrative support to senior University staff in the governance and management of the University.

Professor Robert Elliot
Pro Vice-Chancellor

BA(Hons) NSW, MA La Trobe, DipEd Melb., PhD Qld.

Prior to moving to the Sunshine Coast in 1995 to take up the position of Foundation Dean in the Faculty of Arts and Social Sciences, Professor Robert Elliot was a Senior Lecturer in the Department of Philosophy at the University of New England. Other educational institutions Professor Elliot has been associated with during his career include the University of Queensland, the Brisbane College of Advanced Education, Monash University and the State College of Victoria.

Professor Elliot, who is also Professor of Philosophy at the University of the Sunshine Coast, has an extensive publications record, including international refereed journal articles and chapters in books. He has also edited several books, including 'Environmental Ethics', published in 1995 by Oxford University Press. Professor Elliot's book, 'Faking Nature: The ethics of environmental restoration', was published by Routledge in 1997.

His area of expertise is applied ethics, including bioethics and environmental ethics.

Appointed as Pro Vice-Chancellor (International and Development) in 2005, Professor Elliot oversees, manages and provides advice on internationalisation, quality improvement, marketing and communication and the collection and analysis of strategic information.

Professor Elliot is Chair of various University committees including the Learning and Teaching Management Committee, Animal Ethics Committee, Internationalisation Advisory Committee, and is also Chair of the Quality Steering Group.
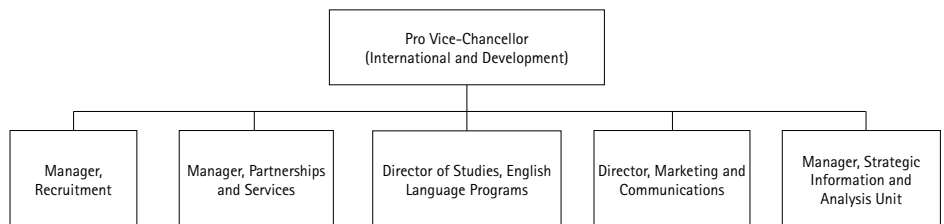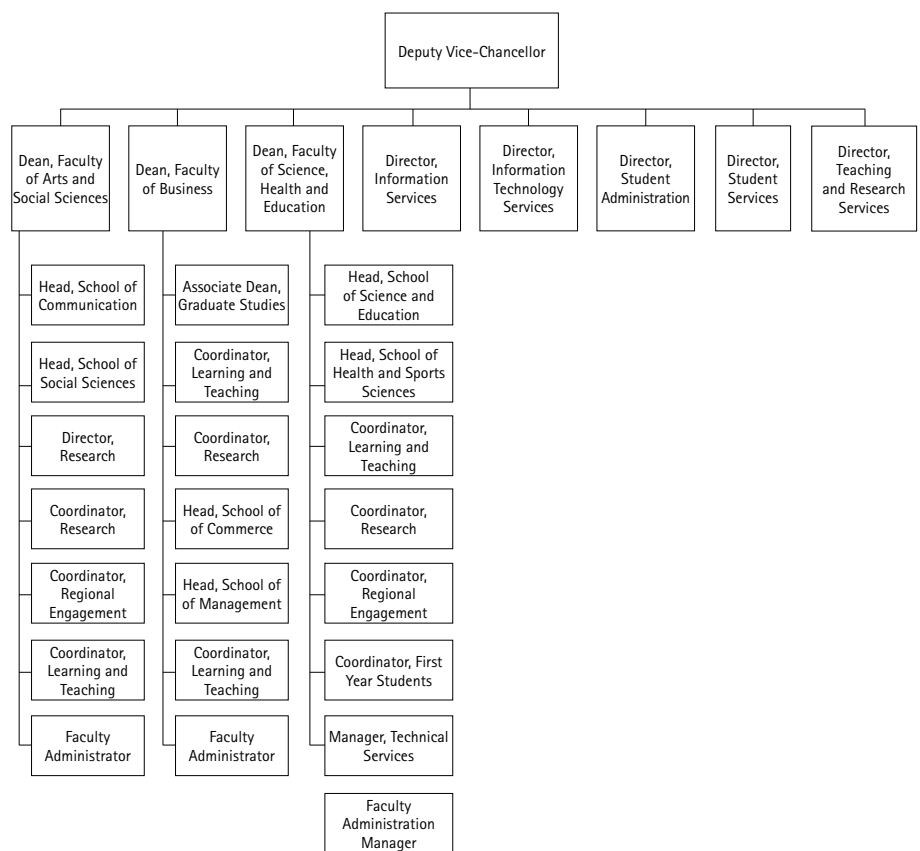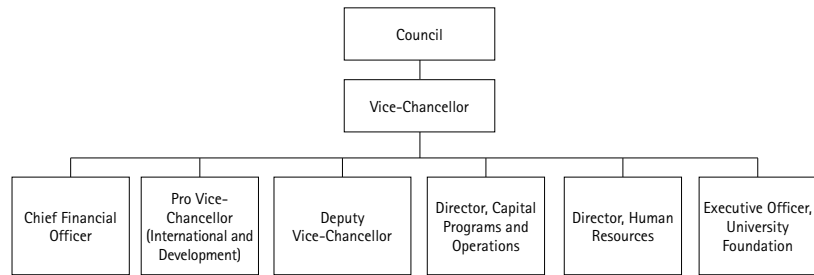
Corporate governance

Structure

The 18-member Council (page 9) governing the University of the Sunshine Coast is led by the Chancellor, Mr Ian Kennedy AO. The Vice-Chancellor, Professor Paul Thomas AM, is the Chief Executive Officer reporting to Council and is responsible for the strategic development of the University as well as its day-to-day operations. Six senior positions within the University report directly to the Vice-Chancellor.

The Deputy Vice-Chancellor, Professor Greg Hill, oversees the academic functions (learning, teaching and research) of the University and related support areas. These include Teaching and Research Services, Information Services, Information Technology, Student Services and Student Administration.

The Pro Vice-Chancellor (International and Development), Professor Robert Elliot, oversees International Relations, Marketing and Communications, the Strategic Information and Analysis Unit, and the Quality area.

Council
Vice-Chancellor

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

Deputy Vice-Chancellor

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

Dean, Faculty of Arts and Social Sciences
- Head, School of Communication
- Head, School of Social Sciences
- Director, Research
- Coordinator, Research
- Coordinator, Regional Engagement
- Coordinator, Learning and Teaching
- Faculty Administrator

Dean, Faculty of Business
- Associate Dean, Graduate Studies
- Coordinator, Learning and Teaching
- Coordinator, Research
- Head, School of of Commerce
- Head, School of of Management
- Coordinator, Learning and Teaching
- Faculty Administrator

Dean, Faculty of Science, Health and Education
- Head, School of Science and Education
- Head, School of Health and Sports Sciences
- Coordinator, Learning and Teaching
- Coordinator, Research
- Coordinator, Regional Engagement
- Coordinator, First Year Students
- Manager, Technical Services
- Faculty Administration Manager

Pro Vice-Chancellor (International and Development)

- Manager, Recruitment
- Manager, Partnerships and Services
- Director of Studies, English Language Programs
- Director, Marketing and Communications
- Manager, Strategic Information and Analysis Unit

Council

In 2006 the Chancellor, Mr Ian Kennedy AO, presided over six meetings of the Council, which comprises three official members, six appointed members, five elected members and four additional members (page 10).

Council induction

In July 2006 Council members and a number of senior staff attended a retreat as an initial Council induction activity. The retreat was held in Noosa over one-and-a-half days and included the following:

- A half-day course on the topic of university governance. This comprised two sessions, each underpinned by the themes of system and institutional characteristics; system and institutional governance; funding and fees; regulatory framework; quality; and teaching and research. The first session involved an overview of the development of universities in Western Europe, and the second session dealt with the Australian higher education system.

- Two presentations on sectoral issues by Mr John Mullarvey, CEO of the Australian Vice-Chancellors' Committee. The first presentation provided information regarding the Australian university sector and where the University of the Sunshine Coast sits in relation to the sector. The second presentation provided an overview of current issues facing the sector.

- A session conducted by the Vice-Chancellor focusing on University of the Sunshine Coast developments. This covered the development of the University and 'engagement' issues.

- A final presentation by the Deputy Vice-Chancellor addressing academic challenges facing the University.

Other activities

During 2006 Council:

- re-elected Mr Tim Fairfax AM as Deputy Chancellor for the period to 8 December 2009
- approved the establishment of Multi Access Productions Pty Ltd (page 5)
- endorsed arrangements for funding an Accelerator within the reconfigured Innovation Centre Auditorium
- approved a statement on University Governance
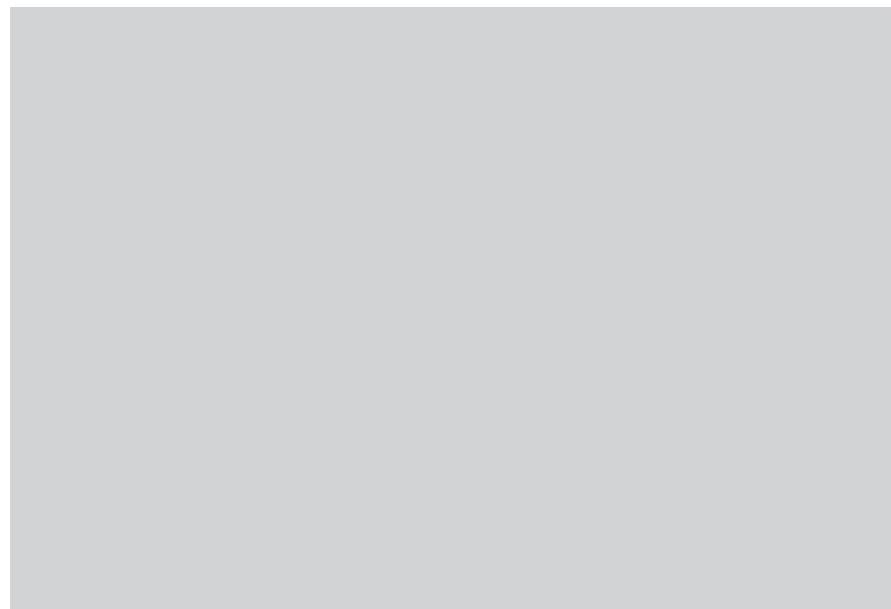
- approved funding for, and construction of, a Sports Stadium (page 36)
- endorsed proposed arrangements for the provision of services for students in post-Voluntary Student Unionism
- approved disestablishment of research institutes the Sunshine Coast Research Institute for Business Enterprise (SCRIBE) and the Institute for Sustainability, Health and Regional Engagement (iSHaRE)
- ensured continuing compliance with the National Governance Protocols, particularly in relation to the membership of the governing body and requirements concerning controlled entities
- attended information and briefing sessions concerning the Australian Universities Quality Agency (AUQA) audit of the University (page 11)

New policies

Council approved the following new policies during 2006:

- Equity Policy
- Consultancy and Outside Work Policy
- Quality Policy
- Hospitality Policy
- Fraud and Corruption Control Policy
- Policy Statement on Membership of the Student Guild
- Policy on the Establishment and Operation of Controlled Entities

Revised policies

Council approved the following policy revisions during 2006:

- Electronic Mail Policy
- Code of Conduct (page 11)
- Financial Delegation Policy
- Program Accreditation and Course Approval Policy
- Program Review and Course Evaluation Policy
- Evaluation and Improvement of Teaching Policy
- Student Grievance Policy
- Student Conduct and Discipline Policy
- Student Fees and Charges Policy
- Councillors' Interests Policy
- Corporate Website Policy
- Investment Policy

Revised or approved plans

Council revised or approved the following plans during 2006:

- Amended Strategic Plan 2005-2010 (as a result of annual review)
- Staff Plan 2006-2010 (second-tier functional plan)
- Regional Engagement Plan 2007-2009 (second-tier functional plan)
- Strategic Asset Management Plan (second-tier functional plan)

Corporate governance

Council membership

Chancellor
Mr Ian Kennedy AO

Deputy Chancellor
Mr Tim Fairfax AM, FAICD

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

Chair of the Academic Board
Professor Greg Hill, CertTeach, BA(Hons), PhD Qld.

Six members appointed by the Governor in Council
Mr Tim Fairfax AM, FAICD

Ms Jenny Haddrell, MEd Qld.

Emeritus Professor Phil Meade, BSc, BEd Qld., MA La Trobe, PhD NSW

Ms Julie-Anne Mee, BBus CIAE, MAdmin Griff., FCPA

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

Mr Michael Williams

Two members of the University's academic staff

Dr Karen Brooks, BA(Hons) La Trobe, CertEd, PhD W'gong.

Dr Paul Corcoran, MEdAdmin(Hons) NE

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

Miss Heather Carney, BA(Comn) Sunshine Coast

Two members of the student body

Mr Daniel McIntyre, BA Sunshine Coast

Ms Carolyn Siddel

Four additional members

Mr Scott Forsdike, BBus Sunshine Coast

Fr John Dobson OAM

Mr Phillip Harding

Mr David Jeffries, BCom Qld, FCA, FAICD, FFin

Terms of office

The listed membership constitutes the fifth Council of the University of the Sunshine Coast. The term of each Council is four years. The term of most members of the current Council commenced on 9 December 2005 and will conclude on 8 December 2009. The term of office of student members of Council is two years, therefore the term of the current student members of Council will conclude on 8 December 2007.

Committee structure
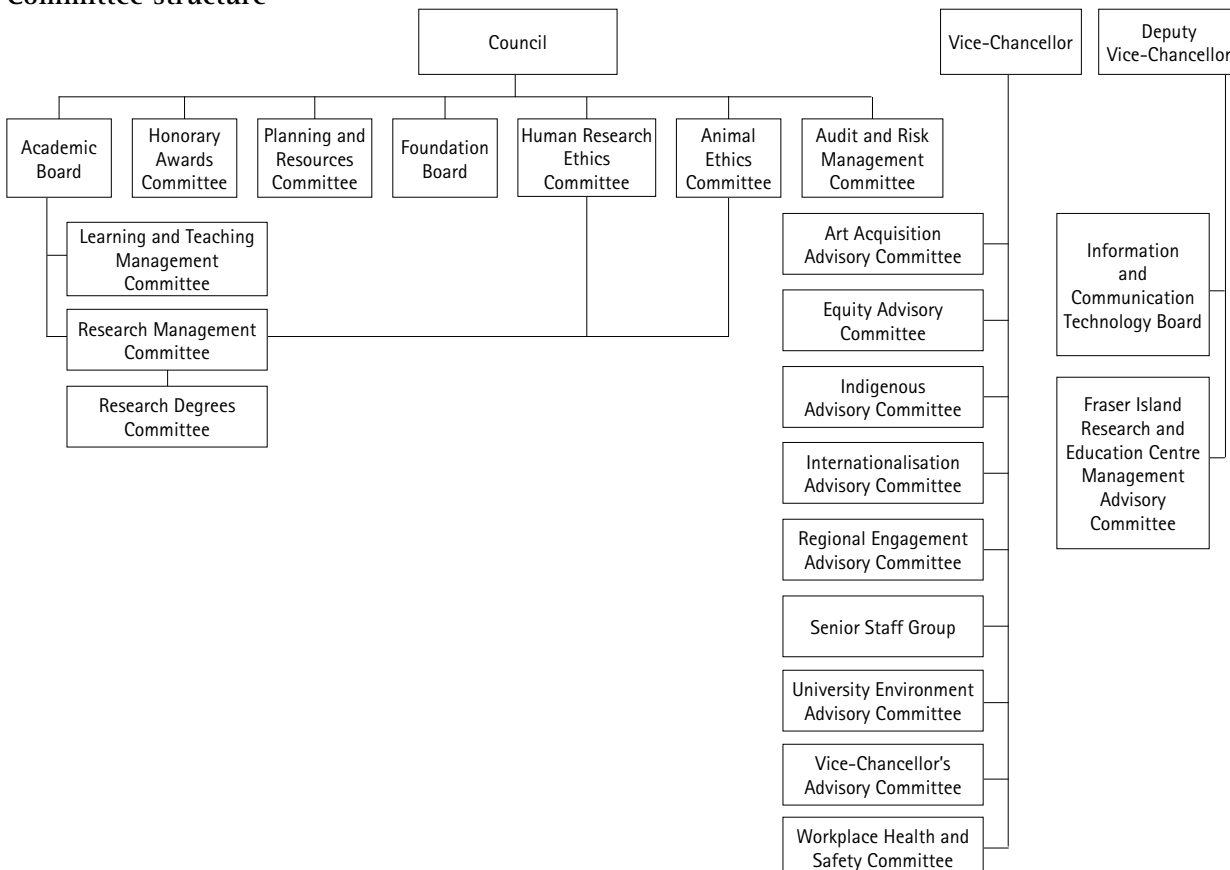
Governance

Monitoring quality

The University monitors quality and quality improvement across all areas of its activity through a system of regular reviews. These include input from external entities.

The University Council and Committees monitor quality and performance with reference to the University's Strategic Plan (page 15), including academic quality and standards, and research quality, standards and training. Throughout 2006 the University's Quality Steering Group, chaired by the Pro Vice-Chancellor (International and Development), continued to strengthen the University's approach to planning and policy development.

All Australian universities are currently being audited for quality and accountability by the Australian Universities Quality Agency (AUQA). The first audit covers all areas of university operations. These include governance and management, quality assurance mechanisms, teaching and learning, research and research training, community engagement activities, internationalisation, resource utilisation and a range of support services such as human resources, finance, capital development, media and the University Foundation.

The University of the Sunshine Coast underwent its first AUQA audit in October 2006. The final AUQA report will be available in early 2007.

Ethical standards

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

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

The Code is available on the staff and student Intranet and on the USC website <www.usc. edu.au>. A copy of the Code is also provided to each new staff member as part of the induction process.

Privacy of information

Subject to Queensland's *Freedom of Information Act 1992*, the University supports openness in its operation and towards the information it maintains. The University also recognises the rights of individuals to privacy regarding their personal affairs.

The University of the Sunshine Coast Privacy Plan was developed in 2003 to comply with the Queensland Government Information Standard 42. All staff members are encouraged to become familiar with the Plan, which is available on the USC website <www. usc.edu.au/privacyplan>. A hyperlink to the Privacy Statement also appears in the footer on each page of the University's website.

Freedom of Information

Queensland's *Freedom of Information Act 1992* provides the public with the right to apply for access to documents held by the University. Four requests for information were received in 2006, with all applications from people external to the University. In addition, one application from a University staff member was carried over from 2005. By the end of 2006, three applications had been finalised and two applications continued to be processed.

Section 18 of the FOI Act requires the University to publish annually a detailed statement of its affairs. The 2005/6 Statement of Affairs report is available on the USC website <www.usc.edu.au/ affairsstatement>.

Employer of Choice for Women

In 2006, the University was named an 'Employer of Choice for Women' by the Federal Government's Equal Opportunity for Women in the Workplace Agency (EOWA) for the second year running (page 48).

Whistleblowers

The *Whistleblowers Protection Act 1994* requires the University to include any actions relevant to the Act in its Annual Report. No actions, disclosures or complaints were made in 2006.

Systems

The University's strategic Record-Keeping Implementation Plan has the approval of Queensland State Archives. A specialised record-keeping unit manages the electronic indexing system, which involves the creation, capture, storage, security, access and disposal of records. A computer software package called PeopleSoft is used for student, finance and human resource records. The University will review its records management processes in 2007.

Expenditure on consultancies

The table below shows the expenditure on each category of consultancies under the State Purchasing Policy.

Category	2005 ($)	2006 ($)
Professional/technical	1,144,729	1,226,033
Communications	60,048	78,452
Finance/accounting	45,953	40,658
Information technology	282,784	352,681
Human resource management	28,992	16,699
Management	32,635	368,008
General	3,605	90,164
Total	1,598,746	2,172,695

Corporate governance

Committees

Academic Board

The Academic Board, chaired by the Deputy Vice-Chancellor, is the University's senior academic body and was established under *The University of the Sunshine Coast Act 1998*. Its 25 members include the Pro Vice-Chancellor, Faculty Deans, academic staff, Heads of Schools, students, non-USC members and other senior University staff.

The Board works to:

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

In 2006 the Board:

- recommended to Council the introduction of the Tertiary Preparation Pathway, the International Foundation Pathway and other new programs
- approved Statements of Purpose and Nature of the Internal Seed Research Grants Scheme and the University Research Grants Scheme
- endorsed the selection of SafeAssignment as the plagiarism detection software to be used University-wide in 2006
- established a Research Degrees Committee of the Academic Board to replace the Graduate Studies Sub-Committee of the Research Management Committee
- approved the establishment of Faculty Research Committees, together with core composition and terms of reference for those Committees
- approved the establishment of Faculty Academic Advisory Committees to replace Faculty Program Advisory Committees

The Academic Board was responsible for the accreditation, recommended accreditation, reaccreditation and recommended discontinuation of a number of programs during 2006:

Reaccredited programs

- Graduate Certificate in Business Administration
- Graduate Diploma in Business Administration
- Master of Business Administration
- Master of Creative Arts
- Doctor of Creative Arts

Programs accredited or recommended for accreditation

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

Discontinued programs

- Graduate Certificate in Marketing
- Graduate Certificate in Social Science (Community Services Management)
- Graduate Diploma in Social Science (Community Services Management)

Planning and Resources Committee

The Planning and Resources Committee consists of seven members including the Chancellor (Chair), Deputy Chancellor, Vice-Chancellor, one member of the University's Executive and three external members with specific expertise in strategic financial management and planning, at least one of whom must be a member of Council.

The Deputy Vice-Chancellor and Chief Financial Officer attend meetings and have participating rights but do not vote.

The Committee met five times in 2006 to discuss financial matters, budget reports, staffing matters, policy and planning matters and capital developments. The Committee recommended to Council on policy and planning issues, the University budget, capital developments and the adoption of a revised Strategic Plan for 2005–2010. It also recommended approval of a Staff Plan 2006–2010, a Regional Engagement Plan 2007–2009 (page 34), and a Strategic Asset Management Plan 2006–2010.

Audit and Risk Management Committee

In accordance with Section 82 of the Financial Management Standard 1997, the Audit and Risk Management Committee contributes to the audit planning process in areas relating to the identification and assessment of risks and threats to the University. Areas of particular interest are the financial and operational environment and the University's performance management framework; governance of systems of internal control, risk management and internal audit activities; and the University's financial reporting through the internal and external audit functions.

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

In 2006, the Audit and Risk Management Committee:

- considered reports on risk management, internal audit matters and external audit matters
- recommended to Council a revised Audit and Risk Management Committee Charter, which was retitled Audit and Risk Management Committee Composition and Terms of Reference
- recommended to Council a proposed Fraud and Corruption Control Policy, which was approved in June 2006

Honorary Awards Committee

The Honorary Awards Committee of Council seeks and considers nominations for University of the Sunshine Coast honorary awards, and makes recommendations to Council in accordance with the University's Honorary Awards Policy. The Committee consists of the Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellor and three Council members. The Committee met formally on one occasion in 2006.

Foundation Board

The University of the Sunshine Coast Foundation is the University's fundraising and alumni relations arm. The Foundation is managed by the Vice-Chancellor in consultation with, and on the advice of, a board, which is comprised of the Vice-Chancellor, two members of the University Council, and other persons from the Sunshine Coast community. The day-to-day management of the Foundation is the responsibility of the Foundation Executive Officer who reports to the Vice-Chancellor.

The Foundation Board met five times in 2006 to consider:

- fundraising matters for the University generally
- specific fundraising projects and priorities
- adoption of a Foundation Strategic Plan
- matters concerning the alumni relations program

Strategic planning

The University of the Sunshine Coast Strategic Plan is the University's highest-level planning document. It operates in conjunction with the Master Plan.

The Strategic Plan contains major strategic priorities developed within eight key groups. The Plan is underpinned by Functional Plans (such as the Learning and Teaching Plan) relating to core business across the University. Together, the Strategic Plan and Functional Plans drive the allocation of resources through the budget process and provide Cost Centre Managers with guidelines for developing Area Operational Plans.

Initiated in 2004 by Council, the current planning process developed a detailed environmental SWOT (strengths, weaknesses, opportunities and threats) analysis and identified directions for the consultative process to follow. At various stages throughout the process, the University's Senior Management Team provided input and critique and fine-tuned each draft of the analysis, with the final version developed through the Office of the Vice-Chancellor. Council amended the Strategic Plan in October 2006.

Mission

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

Values

In the pursuit of its Mission and its everyday operations, the University has a commitment to:

- the advancement, dissemination and preservation of knowledge through innovative and effective teaching and research of the highest quality
- fostering freedom of inquiry and expression
- the process of lifelong learning
- engaging in and responding to the community's intellectual, cultural and economic needs
- adopting consultative processes and ethical behaviour in all activities

- engendering respect among students, staff and Council of the University for their diverse roles and contributions
- fairness, openness, honesty, trust and effective communication as fundamental expectations of students, staff and all associated with the University
- developing the University and its surrounds as an environmentally sensitive exemplar
- the advancement of human rights within a tolerant and inclusive society, in which respect for Indigenous and international peoples is fundamental

Strategic framework

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

- regional engagement
- sustainability

1. Regional engagement

The University has already developed an international reputation for implementing the engagement emphasis of its Mission. Engagement has been local, national and international and is manifested across the range of University activities.

The University is intent on developing its symbiotic relationship with the regional community as a springboard for wider national and international engagement.

2. Sustainability

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

The concept has expanded and now encompasses nearly every aspect of community life: social inclusion; energy for

the future; the effective and equitable use of natural resources; preservation of built and natural environments; preservation of cultural and social heritages; and the development of sustainable economic opportunities.

Key areas

The University's progress in pursuing regional engagement and sustainability will be measured with reference to key indicators for eight areas:

Growth and development—to promote growth to enhance quality and efficiency, whilst retaining important benefits of human scale.

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

Research—to concentrate the University's research effort and achieve national and international distinction in ways that advance University priorities.

Regional engagement—to engage in productive partnerships to further the region's interests and the University's strategic priorities.

Internationalisation—to engage in international activities, including internationalisation of the curriculum, to heighten academic, economic, and cultural benefits for the region.

Student support—to set standards in student support which will help attract, support and retain students.

Staff—to attract, retain, develop and reward excellent staff.

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

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

Growth and development

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

Promote governance principles that underpin good decision making

Council activities

Following reconstitution of the University Council in December 2005, various induction activities for Council members were undertaken in 2006. These included a retreat held over one-and-a-half days in Noosa in July. The agenda included interactive sessions on governance; issues within the higher education sector; developments at the University; and academic challenges facing the University (page 9).

During the year, Council:

- approved a Statement on University Governance outlining the University's corporate governance framework including structures, statutes, rules, plans, policies and practices
- continued compliance with the National Governance Protocols, particularly those relating to Council and controlled entities
- attended presentations by relevant members of staff and consultants on
  - a comprehensive review of the campus Master Plan
  - the 2006 Australian Universities Quality Agency (AUQA) audit
  - the University's 10-year celebrations
  - developments in the International Relations area, and
  - the Sports Stadium to be located within the Health and Sport Precinct (page 36)

Support sustainable growth to a student population of at least 8,000 EFTSL within 10 years, comprising Commonwealth–funded growth, growth in fee–paying students and growth in international students

Rapid growth

Student numbers have increased rapidly over the 10 years since the University opened in 1996. In 2006, student numbers grew to 4,760, an increase of 11.21 percent (480 students) on 2005.

In first semester 2006, the University recorded its largest-ever intake of more than 1,900 new on campus students. Second semester showed the biggest mid-year intake with more than 700 new on campus students. International on campus students grew to 414 in 2006, 14.36 percent more than in 2005. Postgraduate programs continued to diversify, resulting in an increase of 40.8 percent over 2005.
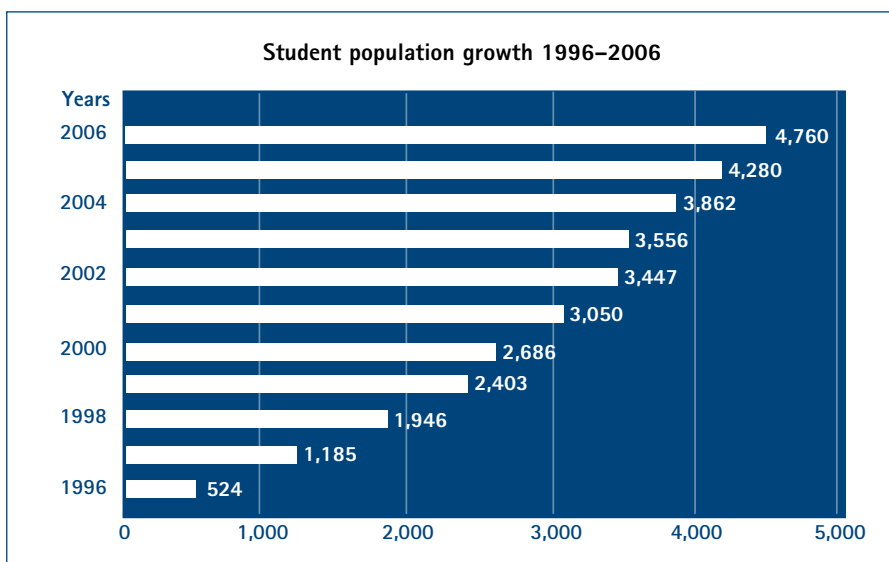
First-preference applications to the Queensland Tertiary Admissions Centre (QTAC) for first semester study at USC were up by almost 30 percent on 2005. Figures released in December 2006 for first-round QTAC applications for first semester

2007 showed USC recorded the greatest percentage increase by far in the number of first preferences of any university in Queensland, with a 19 percent rise over the same time in 2005.

The introduction of new programs in 2006 increased the total number of programs offered by the University to more than 115, incorporating 360 courses. Many new programs, such as those in nutrition and dietetics, nursing science, and justice and legal studies, were developed to meet growing demand. This stimulated University growth while meeting the needs of students, industry and the Sunshine Coast region. QTAC first-round application information for first semester 2007 confirmed this. The Bachelor of Nursing Science (replacing a joint program with Central Queensland University), Bachelor of Nutrition and Dietetics, Bachelor of Justice and Legal Studies, and Bachelor of Education (Early Childhood)/Bachelor of Human Services attracted numerous preferences, as did existing accredited programs such as the Bachelor of Regional and Urban Planning and Bachelor of Business (Accounting).

Supporting growth

A review of the University's Master Plan, undertaken in 2006 and conducted every five years, supported growth and development on the USC campus and in surrounding areas throughout the next five years and beyond.

Student population growth 1996–2006

Years	Students
2006	4,760
2005	4,280
2004	3,862
2003	3,556
2002	3,447
2001	3,050
2000	2,686
1999	2,403
1998	1,946
1997	1,185
1996	524

Guida Moseley Brown Architects (formerly Mitchell/Giurgola and Thorpe Architects), the University's Master Planner since 1994, headed the review team. This ensured continuity and ongoing alignment of the Master Plan with the University's Strategic Plan. As part of the review process, consultants focused on four main areas of concern—traffic and parking, environment, waste and water, and landscaping.

A draft of the revised Master Plan was submitted to University Council in December 2006. A final version will be presented in March 2007.

Initiatives to enhance student services included more Library and information technology facilities and more opportunities for staff to support students.

In 2006, extended Library hours included a 7.30am opening every day during semester and one late night opening each week during Summer Semester. Resources included access to a print collection of more than 100,000 items and online access via electronic databases to more than 26,000 journal and newspaper titles.

The print collection continued its growth rate of about 10,000 items per year, and access to online journal titles increased significantly with the subscription to EBSCO MegaFile, a multi-disciplinary database.

Improved sustainability of information and communication technology systems was a major focus for Information Technology Services (ITS) staff. Outcomes included more flexibility and scaleability to support growth in student and staff numbers, and in the number and breadth of courses and programs.

Virtualisation of University servers, implementation of a new storage area network and development of a test environment within a secondary data centre facility provided benefits in the areas of resilience of USC systems and the ability of ITS staff to implement and support new services. The addition of 24-hour on-call support during 2006 complemented the technical development of the University's systems.

Three new staff members joined Student Services in 2006 to meet the needs of a growing student body—a Student Wellbeing Officer, a Student Clubs and Activities Officer and a Student Access Officer, who identifies factors leading to poor academic performance and assists students on monitored enrolment (page 44). Two of these positions were a result of Voluntary Student Unionism funding (page 47). Delivery of academic skills services and transition programs continued, particularly during Orientation, and the careers area expanded to improve access to Work Integrated Learning (WIL).

Construction of a new building was also completed in 2006. The building houses state-of-the-art nursing laboratories to support growing enrolments in nursing programs, and advanced computing, sports science and teaching laboratories. The University also committed to building a $10 million indoor Sports Stadium as a key part of the Health and Sport Precinct (page 36). New car parks opened in conjunction with the new buildings on campus and work continued on a proposal for a bus interchange (page 52).

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

Public resources

Grants and funding allocations

The University sought a range of public resources in 2006, through applications for various grants and funding allocations. Funds received supported growth in facilities, campus and program development, and service provision. Significant funding included:

Capital Development Pool Funding

In December 2004, the Department of Education, Science and Training (DEST) approved capital funding of $2 million for the new science building (Building H). Funding to the value of $2.112 million is to be received in February 2007.

VSU Transition Funding

The University has been successful in its application to DEST for $5 million Voluntary Student Unionism (VSU) Transition Funding to assist in the funding of the Sports Stadium (page 36).

Department of Education (Queensland)

In February 2006, a $1.5 million Nursing Grant was received to be applied to fixtures and fittings for the new science building (Building H).

In November 2006, $500,000 of $2 million in capital funds was received for the Sports Stadium.

Department of Sport and Recreation (Queensland)

A $900,000 Major Facilities Program grant was approved in 2006 to assist with the construction of the Sports Stadium (page 36). Almost $300,000 ($297,733) of the grant was claimed in 2006.

Growth and development

Child safety program funding

In August 2006 the Queensland Department of Child Safety approved a 12-month, $50,000 funding agreement for the University to develop a specialist child protection stream in undergraduate human services and counselling programs. The curriculum seed funding agreement will help develop a comprehensive teaching program related to child protection and Indigenous communities. These enhanced degrees will boost graduate employment opportunities in a rapidly-expanding area.

Regional Arts Development Fund grant

Maroochy Shire Council announced a $5,000 Regional Arts Development Fund grant for the University of the Sunshine Coast Gallery to embark on an Indigenous art project. The grant will enhance a larger, ongoing project highlighting the University's significant collection of Western desert paintings. It will also fund employment of a specialist arts writer and gallery educator/teacher to prepare material for production, such as interpretive panels, a brochure/booklet and an education kit for primary and high school students.

Smart State University Internships Program

A successful application for Queensland Government funding from the Smart State University Internships Program boosted the University's commitment to fostering a supportive environment (emphasising life experience) for students.

The Department of State Development and Trade signed a Financial Assistance Agreement worth $116,664 (GST exclusive) over three years. This will go towards embedding Work Integrated Learning (WIL) (page 27) in the University, improving student access to industry experience. Activities will include: the appointment of an Internships Officer; establishment of an Internships Steering Committee; development of the WIL Strategy (including a database); ensuring consistency of WIL documentation; and promotion of the WIL Program.

Success in the Learning and Teaching Performance Fund

The University was one of four Queensland universities recognised in the Federal Government's Learning and Teaching Performance Fund allocations announced in December. The $500,000 award will fund initiatives to enhance learning and teaching performance University-wide.

Private sector resources

Fundraising

The University Foundation (page 13) helps identify and prioritise key initiatives requiring or seeking donor support.

In 2006, the Foundation launched the Building Excellence campaign aimed at raising $5 million over 18 months for investment in health and sport, student scholarships and campus enhancement. Priorities, chosen after extensive consultation according to impact on the student experience, include:

- $3.5 million to construct Phase One of the Health and Sport Centre (page 36)
- $1 million to provide long-term student scholarships and bursaries
- $500,000 for campus enhancement projects

In 2006, the campaign attracted $368,000 in donations, sponsorship, grants, and in-kind support. Pledges totalled $91,100.

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

Performance evaluations

In 2006, increased staffing levels provided extra resources for:

- evaluating performance
- tracking progress in the achievement of plans against key performance indicators and benchmarks
- gathering information for internal and external quality audits and reviews

The University drew on its internal data collection and performance evaluations in preparing a portfolio of performance for an institutional self-review—a trial quality audit conducted in March 2006.

Findings were incorporated in the performance portfolio compiled for an audit conducted by the Australian Universities Quality Agency (AUQA). The final AUQA report will be released in early 2007.

A panel of external independent auditors led the self-review, evaluating the University's performance against its own purposes, plans, policies and processes. Methods included close examination of University data and interviews with a representative sample of internal and external stakeholders. The review report identified strengths and weaknesses and presented an action plan to address areas for improvement. These included internal communications, research performance, policy development and implementation, integration of planning and budgeting processes, and risk management.

Strategic Information and Analysis Unit expansion

Strategic Information and Analysis Unit staff numbers increased in line with the University's commitment to improved data and strategic analysis services, and a dedicated research analyst was appointed to develop and execute projects of strategic significance. In 2007 this position will begin projects in the areas of attrition, first-year attitudes and attributes, and student evaluation of programs and services.

Evaluation of student satisfaction

A total of 655 students who graduated in 2005 were surveyed in 2006 as part of the annual Australian Graduate Survey (previously known as the Graduate Destination Survey). Of these, 452 graduates volunteered information, providing a response rate of 69 percent.

Through the Student Feedback System, feedback is collected and disseminated on courses via Student Feedback on Courses (SFC), and teaching via Student Feedback on Teaching (SFT). Data is made available to relevant staff in accordance with the Program Review and Course Evaluation Policy and the Evaluation and Improvement of Teaching Policy.

While SFT is now well-established, 2006 marked the roll-out of SFC following an earlier pilot (page 28).

OECD project

The OECD project connects 14 regions worldwide under the auspices of the Organisation for Economic Cooperation and Development (OECD), with a view to strengthening the contributions of higher education institutions to their regions.

The Sunshine-Fraser Coast Region (the only region in Australia to be evaluated) involved two universities—the University of the Sunshine Coast and the Wide Bay Campus of the University of Southern Queensland. Stakeholders from within the region gathered as a Regional Steering Committee, charged with responsibility for driving the project.

The region delivered a Self Evaluation Report (of which the two lead authors were from USC), before an International Peer Review Team appointed by the OECD visited the region in late 2005. The Peer Review Team met key stakeholders, including students on both campuses, to test the contents of the Self Evaluation Report.

A draft of the Peer Review Team's report was provided to the Regional Steering Committee in 2006. It is highly complimentary of the entrepreneurial agenda of the stakeholders and the capacity and willingness of the two universities to engage in focused and collaborative action with key regional 'players'. With respect to the Sunshine Coast, the Peer Review Team cited the work of the Sunshine Coast Regional Organisation of Councils (SunROC) and the University of the Sunshine Coast in developing the Regional Economic Development Strategy, and the Sunshine Coast Knowledge Economy Strategy. The University was recognised as a key partner in supporting economic development while moving towards an increasingly knowledge-based economy.

Representatives of each of the 14 participating regions, including USC Vice-Chancellor Professor Paul Thomas AM and Professor of Regional Engagement Steve Garlick, met in Copenhagen in October 2006 to discuss OECD project outcomes, and to share 'good practice' examples of higher education and regional engagement. The final OECD project report will be released in Valencia in September 2007.

At the Copenhagen conference, it was agreed that an international benchmarking framework would be established. This would enable project participants, as well as other interested higher education institutions and their regional communities, to evaluate their collective performance in regional engagement over time. The University of the Sunshine Coast and the Sunshine and Fraser Coast Regional Steering Committee are responsible for advancing this international benchmarking agenda.

AACSB accreditation

In 2004 the Faculty of Business commenced the process of seeking accreditation from the Association to Advance Collegiate Schools of Business (AACSB)—an international body that accredits business schools and sets international benchmarks for performance.

To gain accreditation, business schools are required to meet 21 standards—all with specified criteria—spanning strategic direction and operations management, continuous improvement, student admission and retention, student support, research output and quality, teaching quality, assurance of learning, and staff management and development.

In 2005 AACSB indicated that it considered the Faculty prima facie accreditable by accepting the Faculty's plan to meet the standards, and in 2006 the Faculty's Annual PreAccreditation Progress Report was accepted, marking a further step along the pathway to accreditation.

Tangible accreditation-related outcomes achieved during 2006 include:

- development of a workload allocation document that specifies not just the basis for workload allocation but also performance expectations and output measures in all three areas of academic work—teaching, research, service

- specification of research expectations of academic staff, with reference to both quality and quantity of research-based outputs

- development and implementation of a systematic and ongoing course and program mapping process, which the University's AACSB mentor reported to AACSB as one that "may well be a model for American schools to follow … assessment and assurance of learning are taken quite seriously at USC, and I believe that FOB (the Faculty of Business) is well ahead of the curve in regard to this"

- development of specific programs designed to support students—the employability program for undergraduate students and the academic skills orientation program for postgraduate students

Growth and development

Key performance indicators

■ **Council self-review outcomes**

No Council self-reviews were scheduled for 2006. Reviews are held every two years, approximately halfway through the term of a Council, and shortly before the end of a Council term. A mid-term review will be undertaken in 2007.

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

Year	Commonwealth Grant Scheme (CGS)	Domestic (other than CGS)	International	EFTSL total
2002	2,314.5	110.3	211.8	2,636.5
2003	2,289.4	135.4	270.0	2,694.7
2004[1]	2,296.9	173.9	506.6	2,977.5
2005	2,576.7	158.0	531.0	3,265.7
2006	3,019.8	162.8	534.4	3,716.9
2007 (estimated)	3,464.0	178.9	556.0	4,198.9
2008 (estimated)	3,845.0	198.3	602.9	4,646.1
2009 (estimated)	4,005.0	221.4	653.9	4,880.3
2010 (estimated)	4,112.0	249.2	710.0	5,071.2

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

■ **Increased revenue from public and private sources**

	Public funding	2005 $'000	2006 $'000	% increase
Commonwealth Government financial assistance	HECS—Commonwealth payments	11,670	13,438	15.15%
	Commonwealth Loan Programmes (PELS)	553	645	16.64%
	DEST—Teaching and Learning Operating Grant	20,018	25,646	28.11%
	Capital Development Pool	2,094	2,122	1.34%
	Commonwealth Scholarships	600	1,079	79.8%
	DEST—Research	954	943	-1.15%
	Australian Research Council—Linkages	–	52	100.00%
	Australian Research Council—Discovery	51	72	41.18%
	Other Commonwealth Government financial assistance	255	127	-50.20%
	Consultancy and contract research—Commonwealth	169	210	24.26%
		36,364	**44,334**	**21.92%**
State Government financial assistance	Department of Sport and Recreation Queensland	–	900	100.00%
	Queensland Education	–	3,500	100.00%
	Other State departments	8	156	1850.00%
	Consultancy and contract research—State Government	101	321	217.82%
		109	**4,877**	**4374.31%**
Local Government financial assistance	Consultancy and contract research—Local Government	116	74	-36.21%
	Sunshine Coast councils	26	7	-73.08%
		142	**81**	**-42.96%**
	Private funding			
	Consultancy and contract research—Other	501	631	25.95%
	Donations and bequests	263	175	-33.46%
	Scholarships and sponsorships	83	119	43.37%
		847	**925**	**9.21%**

■ Positive outcomes from internal and external reviews

Faculty reviews

As part of its quality assurance processes, the University conducts regular external reviews of each of its faculties, usually every five years. The Faculty of Business was reviewed in 2004 and the Faculty of Arts and Social Sciences in 2005. The Faculty of Science, Health and Education was reviewed in 2006.

Faculty of Arts and Social Sciences review recommendations were implemented in 2006, and included the establishment the School of Social Sciences and the School of Communication within the Faculty. Implementation of recommendations from the Faculty of Science, Health and Education review was well advanced in late 2006.

Program reviews

In accordance with the Program Review and Course Evaluation Policy, the University also conducts regular external reviews of each of its programs, usually every seven years. The Bachelor of Arts and Bachelor of Business were reviewed in late 2006. The review reports will be available in the first part of 2007 for immediate implementation.

Institute and centre reviews

The University has been repositioning itself to meet new challenges presented by the Research Quality Framework (RQF). In line with a need for more focused areas of research priority, it was decided following an external review in 2005 to discontinue the University research centre SCRIBE (Sunshine Coast Research Institute for Business Enterprise). Staff associated with the Institute of Sustainability, Health and Regional Engagement (iSHaRE) decided to follow a similar path.

Both University research centres—the Centre for Healthy Activities, Sport and Exercise (CHASE) and the Centre for Multicultural and Community Development—were externally reviewed in late 2006, with recommendations expected in early 2007.

ICT capability

Key developments in 2006 that have delivered greater ICT system resilience include:

- introduction of a storage network, server virtualisation, and a test environment delivering greater systems flexibility and capability to implement new services

- commencement of 24-hour on-call support for core infrastructure

- a managed desktop delivering a new standard computing environment for teaching and staff use, as well as for remote assistance

- redesign of the corporate website to enhance content and design, and improve 'behind the scenes' technology to improve troubleshooting and maintenance

The University also worked closely with Maroochy Shire Council on the Suncoast Broadband Aggregation Project, which seeks to deliver benefits to the region through the delivery of access to broadband Internet services (page 38).

Learning and teaching

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

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

Additional government–funded places

In 2006 the Federal Government awarded the University 235 new funded places—the sixth largest allocation for any campus in Australia. Awarded on a competitive basis, the places will add about $3 million to the University's 2007 budget and pipeline out to 643 places by 2010. The allocation allows for the introduction of new teaching areas such as nursing, nutrition and dietetics, education and social work.

Continued growth is a key factor for the University in achieving economies of scale in administration and support services, and in facilitating staff recruitment to boost research and engagement outputs.

The University recognises the collaborative work of its staff in completing the very substantial background activities behind the University's successful bid for funded places, and recognises that without the efforts of all staff in exceeding current student load targets, it is likely USC would not have received any new funded places in 2006.

New government–funded places

Discipline	New funded places
Nursing	100
Mental Health Nursing (undergraduate and postgraduate)	30
Nutrition and Dietetics*	20
ICT Education	25
Software Engineering	10
Early Childhood Education*	30
Social Work	20

A further 19 places were allocated for Nutrition and Dietetics and Early Childhood Education following the initial round.

New programs

The following programs were delivered for the first time in 2006:

- Bachelor of Animal, Plant and Marine Biotechnology
- Bachelor of Animal, Plant and Marine Biotechnology (Honours)
- Bachelor of Arts (Creative Writing)
- Bachelor of Coastal Studies
- Bachelor of Communication (Public Relations)
- Bachelor of Food Science and Nutrition
- Bachelor of Human Services
- Bachelor of Journalism
- Bachelor of Nursing Science
- Bachelor of Nursing Science (Graduate Entry)
- Bachelor of Social Science (Counselling)
- Bachelor of Social Science (Honours)
- Bachelor of Sport and Industry
- Bachelor of Sport and Technology
- Graduate Certificate in Health Promotion
- Graduate Certificate in Inclusive Education
- Graduate Certificate in Nursing (General Practice)
- Graduate Certificate in Professional Learning
- Graduate Diploma in Education
- Graduate Diploma in Health Promotion
- Master of Communication
- Master of Health Promotion

The following new programs were accredited during 2006:

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

Enhance and promote the unique core courses

Core course developments

The University offers three core courses—Communication and Thought; Innovation, Creativity and Entrepreneurship; and Environment, Technology and Sustainability—so that all students can learn the skills required to position themselves for success in a global economy.

In 2005 Environment, Technology and Sustainability was developed and accredited as a direct outcome of two reviews, and offered for the first time in Semester 1 2006. Learning and Teaching Management Committee members advised the Deputy Vice-Chancellor about core course policy and strategy, through the First Year Reference Group, and management of the respective core courses was devolved to the faculties.

Other key decisions about the future of core courses included:

- encouragement for some sessional staff appointments to become part-time ongoing positions, and for experienced lecturers to teach in core courses
- confirmation of the priority given to core courses in developing e-learning across the University
- recognition of the role of support areas in the delivery of core courses
- introduction of annual reporting about core courses to the Learning and Teaching Management Committee
- regular meetings of the core course teams with the Deputy Vice-Chancellor

In June 2006, the Deputy Vice-Chancellor hosted a meeting of the core course teaching teams, along with staff from the Office of Learning and Teaching. Course coordinators then met with the Deputy Vice-Chancellor in second semester. These meetings will continue on a semester basis.

The Australian of the Year for 2006, Professor Ian Frazer, addressed students in the core course Innovation, Creativity and Entrepreneurship. Speaking on 'The Exploration of Possibilities for Better Decisions', he drew on his personal experiences in developing and bringing to market the world's first viable cancer vaccine, Gardasil.

Inter–disciplinary and inter–faculty initiatives

Tertiary Preparation and International Foundation Pathways

In 2006, the University's three faculties worked together to develop and offer two new pathways to degree study at USC.

Aligned with the University priority of providing tertiary education to more people in the region, the Tertiary Preparation Pathway (TPP) offers a further entry option for domestic students unable to gain admission to degree programs via QTAC without first acquiring additional qualifications. This realises a need evidenced by the fact that 52 percent of USC bachelor degree students in 2007 were the first members of their families to attend university.

The TPP also caters for international students seeking to meet academic entry criteria, while the International Foundation Pathway (IFP) is designed for international students who need to meet English language entry requirements.

Successful completion of the TPP or IFP guarantees entry to most USC degree programs. The pathways also enable prospective students to experience university life before committing to degree study. The TPP was launched in second semester 2006 and IFP will be offered from first semester 2007.

Combined programs

Combined programs give students a chance to gain skills in two complementary areas, broadening career opportunities and enabling completion of two degrees in less time than if the programs were studied separately.

The following combined programs were delivered for the first time in 2006:

- Bachelor of Arts/Bachelor of Business (Design and Marketing)
- Bachelor of Arts/Bachelor of Business (Indonesian and International Business)
- Bachelor of Arts/Bachelor of Business (Japanese and International Business)
- Bachelor of Arts/Bachelor of Business (Marketing Communication)
- Bachelor of Arts/Bachelor of Health (Human Services and Health Promotion)
- Bachelor of Arts/Bachelor of Science (Planning and Environmental Science)
- Bachelor of Arts/Bachelor of Science (Science Communication)
- Bachelor of Arts/Bachelor of Business (Psychology and Human Resource Management)
- Bachelor of Arts/Bachelor of Science (Psychology and Exercise Science)

Learning and teaching

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

Transition to University

Inaugural Vice-Chancellor's Learning and Teaching Colloquium

The Vice-Chancellor's Learning and Teaching Colloquium, held for the first time in May 2006, affirmed the University's commitment to excellence in learning and teaching while showcasing best practice within the University of the Sunshine Coast.

The keynote speaker at the Colloquium, which had the theme 'Transition and enhancing the first year experience', was Dr Kerri-Lee Krause, a senior lecturer in higher education at the Centre for the Study of Higher Education, University of Melbourne. Dr Krause presented 'Transition to and through the first year: strategies to enhance the student experience'. She is regarded highly for her research into such areas as the first-year experience; the changing undergraduate student experience; practical and policy implications of the increasing integration of information and communications technology in learning and teaching; the effects of disciplinary cultures on approaches to teaching and learning; and strategies for enhancing assessment.

The Colloquium also involved panel discussions, sessions and workshops. It emerged from the University's First Year Experience Project (see below) and was attended by a broad cross-section of University staff, including those teaching first-year courses. The second Vice-Chancellor's Learning and Teaching Colloquium will be held in May 2007.

First Year Experience project

In 2004 the University embarked on the First Year Experience (FYE) project. The project, which aimed to improve student outcomes by easing transition and enhancing the first year experience, was completed in 2006 and its initiatives embedded in University processes. Activities encompass both learning and teaching and student life, and include:

- new professional development activities for teaching and support staff
- a significant re-shaping of first-year student Orientation
- new publications to support transition

Bridging the Gap forum

In 2006, Teaching and Research Services staff began planning for a Bridging the Gap forum, to be held in the first half of 2007. The aims are to overcome the divide between secondary and higher education,

and reaffirm links between the University and local schools. Initiatives include exploring the similarities and differences in student life and assessment practices between the two education sectors. The forum was identified as an important follow-up to the Vice-Chancellors' Learning and Teaching Colloquium.

Enabling courses

Enabling courses help new undergraduate students improve their skill bases prior to commencing studies. The courses are available free-of-charge to undergraduate students each semester in the areas of chemistry, general mathematics, mathematics for physics, statistics and biology.

Orientation

A total of more than 2,000 new students attended Orientation on the University campus in February and July 2006. Orientation includes a range of transition programs such as information technology tutorials, Library tutorials, and note-taking and program information sessions. Students also have opportunities to meet USC staff and learn more about the campus, student services and facilities before classes begin.

Specialised Orientation programs were also held for students enrolled at the USC Noosa Centre (page 35) and for new international students.

Transition from University

careerconnection

University initiatives continued to enhance career and employment planning and resources and services for students in their final years of University. An Internships Officer was appointed in May 2006 to implement and coordinate Work Integrated Learning (page 27), and all internships, careers and graduate employment services were integrated under the banner 'careerconnection'.

In 2006, careerconnection staff:

- conducted employer information sessions for all students in partnership with the Department of Foreign Affairs and Trade, CPA Australia, the Institute of Chartered Accountants, Education Queensland, the Australian Defence Force, the Commonwealth Bank and many others

Headstart student Natahlia Buitendyk says the benefits of getting a head start at university are many.

"Headstart has helped my understanding of what it really means to study, be organised and get enough sleep!" Natahlia says.

"Before I started Headstart, I didn't want to go to university. But now I see the advantages of higher education and want to do more study."

- conducted appointments involving Careers and Graduate Employment Officers and more than 700 students
- added about 630 new jobs and 730 new students to the CareerHub system
- conducted multiple job search and career planning workshops on campus (average attendance was 10 students per workshop, and topics included Resume Writing, Skills for Interviewing, Career Planning and Self-Assessment, and Exploring the Hidden Job Market)
- won funding under Queensland's Smart State University Internships Program (page 18)
- organised and prepared the Employability Skills pilot program for Faculty of Business students
- held 'drop-in' careers appointments at the Sippy Downs campus and the USC Noosa Centre (page 35) for students and community members
- held a 'Your Degree—What Next?' event on campus, attended by about 250 students
- organised and hosted the National Association of Graduate Careers Advisory Services (NAGCAS) conference on campus (page 38)
- delivered career exploration seminars during Orientation each semester and to school students as part of the Business Educators' Association of Queensland (BEAQ) Learning Day
- assisted almost 100 prospective students via Keep PACE (page 35)
- developed and finalised a three-year Strategic Plan identifying key priorities—these included establishing careers programs in the curriculum, delivering the Industry Skills Program in partnership with Work Integrated Learning (WIL) and developing a Graduate Transition Program

Develop additional pathways for students inter–sectorally

TAFE collaboration

Dual awards represent the main inter-sectoral pathway between TAFE and USC. This mechanism has been in place since 2003, and involves study for a University of the Sunshine Coast degree in conjunction with a TAFE diploma.

The following dual awards were delivered for the first time in 2006:

USC graduate Lorin Willson has made a splash in her new role as the Marketing Coordinator at UnderWater World, a position she gained after undertaking an internship at the tourist attraction as part of her studies.

"My degree provided an understanding of the industry and assisted in developing, enhancing and refining my skills ready for the workforce," the Diploma of Events Management/Bachelor of Business (Tourism) graduate says.

- Diploma of Photoimaging/Bachelor of Arts
- Diploma of Visual Arts-Fine Arts/Bachelor of Arts

The following dual awards were established in 2006:

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

In October and December 2006, senior staff from the University and the Sunshine Coast Institute of TAFE (SCT) met to discuss future collaborations between the two institutions. Topics included opportunities in areas such as shared services; e-learning; articulation, credit and recognition of prior learning; and marketplace development.

High school collaboration

The University's Headstart program is an important link with local high schools, and provides a pathway to tertiary study for students in Years 11 and 12. A Headstart student who successfully completes two courses at USC as part of the program, and obtains a senior certificate from his or her school, earns guaranteed entry to most USC degrees regardless of Overall Position (OP).

If the courses completed at University relate to the degree studied at USC, the student also receives academic credit for the study.

A total of 106 students completed the Headstart Program in 2006, and the University held a special Headstart celebration in June for Headstart students, their parents, and staff and principals from local schools.

Borrowing privileges

For the first time in 2006, the USC Library offered borrowing privileges to Year 11 and 12 students from local secondary schools.

Increase learner centredness and flexible delivery including e-learning

E-learning

The University recognises flexible delivery as an increasingly important element of program delivery, particularly in relation to teaching quality, improved access to programs within and beyond the region, and facilitation of cooperative endeavours with other institutions. In 2005 the University developed governance groups and an interim e-learning (online learning) strategy as key steps towards increasing flexible delivery across all faculties and achieving a blended learning environment.

Learning and teaching

In 2006, the budget for e-learning increased to accelerate these developments. Information Technology Services also began introductory and advanced staff development and training sessions for teaching and research staff from all faculties in the Blackboard Learning Management System. This prepared the way for increased online learning and teaching, and enhanced staff-student communications.

The University boosted its e-learning functionality by acquiring numerous software packages including Respondus, Course Genie, and the Campus Pack suite of tools for wikis, blogs and journals.

Intensive teaching periods

Flexible delivery in 2006 included intensive teaching periods in summer and winter semesters.

The following courses were delivered in a summer semester, which began on 27 November 2006 and continued through to 9 February 2007:

- Faculty of Arts and Social Sciences— 18 courses (12 undergraduate, 6 postgraduate)
- Faculty of Business—11 undergraduate courses
- Faculty of Science, Health and Education—12 courses (6 undergraduate, 6 postgraduate)

In a winter semester, from 5 June to 14 July 2006, the following courses were delivered:

- Faculty of Arts and Social Sciences—6 courses (5 undergraduate, 1 postgraduate)
- Faculty of Science, Health and Education 2 undergraduate courses

Study in Noosa

An expanded range of courses on offer at the USC Noosa Centre, which relocated from Sunshine Beach to Noosa Junction in 2006, boosted flexibility for students (page 35).

Learning Spaces: the Next Horizon

Given the University's growth trajectory, innovative design and use of learning spaces is increasingly important. A forum and series of meetings were held in November 2006 under the 'Learning Spaces: the Next Horizon' banner. The initiative aimed to allow discussion about optimum use of facilities and resources in order to meet student needs, the identification of space requirements, and the development of a plan for designing better learning spaces in future.

The forum was attended by almost 50 staff members, who gathered to listen to keynote speakers Dr Peter Jamieson, from Melbourne University, and Ms Jo Dane, of Monash University. Meetings of University support and facilities departments were held over two days, and all were attended by representatives from Capital Programs and Operations and Teaching and Research Services.

Following these events, the Office of Learning and Teaching and Capital Programs and Operations prepared a report for consideration by the Vice-Chancellor and Deputy Vice-Chancellor. The report summarised the forum and meetings and listed recommendations. These will be explored in 2007 with a view to implementing change throughout the year.

Interactive learning and teaching

In late 2006, the University acquired the technology to support interactive learning and teaching, particularly in medium to large classroom environments. New 'keypad clickers' enable students to register their answers to quiz questions and polls in real-time. The clickers will be used in lectures and tutorials from first semester 2007.

Implement the graduate attributes

Measuring the impact of graduate attributes

In 2004 the University identified attributes that all students should attain by graduation. In 2005, for the first time, all USC undergraduate programs and courses explicitly addressed the way in which students would achieve this set of attributes. The University is now concerned with measuring the impact of graduate attributes.

Work in other universities indicates that the best way to measure the impact of graduate attributes is through longitudinal studies involving graduates and employers some years after graduation. The University seeks to embed a graduate attributes feedback system into alumni processes, but has not yet commenced this work.

By the end of 2006, the University had two broad approaches to measurement. Following Council's 2005 adoption of the Program Review and Course Evaluation Policy, the University began conducting Program Reviews. The first of these involved the Bachelor of Business and the Bachelor of Arts. Student Feedback on Courses (with specific items related to graduate attributes and learning outcomes) was also introduced in 2006 after a successful pilot. These processes facilitate assessment of the impact of graduate attributes on learning and teaching and course development.

In 2006, University Council determined that graduate attributes would be reviewed in 2007. This review will be coordinated by the Office of Learning and Teaching.

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

Knowledge delivery

Delivering discipline-based knowledge means to teach each student the relevant and current content, skills and concepts of his or her area of study, to ensure they develop knowledge with a career or lifelong-learning orientation. The University's focus on Work Integrated Learning (WIL) across its three faculties assists in the delivery of discipline-based knowledge, allowing students to learn current, applied knowledge and skills in their chosen field.

The recruitment and appointment of adjunct professors, many of them industry professionals, also enhances knowledge delivery, allowing experts in the field direct teaching contact with students. In 2006, the University appointed 29 adjunct professors for a total of 61 at the end of December 2006 (43 in the Faculty of Science, Health and Education; 12 in the Faculty of Arts and Social Sciences; five in the Faculty of Business; and one in the Chancellery).

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

Human scale

The University is committed to 'human scale', a term used to indicate that all possible efforts will be made to keep student and staff interactions to a scale that encourages meaningful experiences.

In 2006, as part of the Learning and Teaching Futures process (page 29), the notion of human scale was discussed by staff and affirmed as an important characteristic of the University of the Sunshine Coast's profile. Further analysis will take place as Learning and Teaching Futures unfolds in 2007.

The Learning Spaces: the Next Horizon event and subsequent report (page 26) also emphasised the importance of human scale in learning space design at USC.

Staff to student ratio

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

Provide enhanced opportunities for work–related experience whilst studying

Work Integrated Learning

In 2005 and 2006, the University conducted a major project on Work Integrated Learning (WIL). The project report strongly reaffirmed the importance of WIL to the University, and developed a schema to describe the different types of WIL that are included in programs and courses. These range from Industry Interaction (such as guest lecturers and field trips) and Industry Component (such as applied research project or production workshop) to Industry Placement (such as a practicum or internship).

In 2006, an Internships Officer was appointed to the Careers and Employment Services team to facilitate student internship services and associated programs across the campus, build industry partnerships, and work closely with faculties, employers, the government and students.

The University has become an active member of the Australian Collaborative Education Network (ACEN), and in particular the Queensland network, thereby strengthening the University's commitment to WIL.

The benefits of work-related experience were highlighted in 2006 when two USC journalism students were named as finalists for the award of Most Outstanding Journalism Student from a Regional Campus at the 2006 Queensland Media Awards. One of the two USC students, Hannah Klose, won the award for her work with Seven Local News on the Sunshine Coast.

In 2006, it was suggested that Work Integrated Learning be combined with the University's GO (Global Opportunities) Program (page 40). This would enable students completing part of their USC degree overseas to experience workplace learning in a foreign country. The issues and ramifications associated with combining WIL with the GO Program were under discussion by both the Internships Officer and the GO Program Coordinator in late 2006, with the aim of recommending a WIL GO Program for approval in 2007.

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

Survey

Through the Learning and Teaching Futures process (page 29), the Teaching-Research Nexus was reaffirmed as a University priority. Plans for development in 2007 include a survey and case studies on the nexus 'in action' across a range of discipline areas. The survey was to take place in 2006, but was delayed due to overlap with other reviews and surveys.

*"It's just such a great honour that two of the three finalists are from the University of the Sunshine Coast . . . it really acknowledges the quality of the courses and teaching at USC."
— 2006 Queensland Media Awards Most Outstanding Journalism Student from a Regional Campus Award winner Hannah Klose (left), with finalist and fellow USC student Renae Henry.*

Learning and teaching

Key performance indicators

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

Of the 646 University of the Sunshine Coast coursework graduates surveyed in the 2006 Australian Graduate Survey, 425 (65.8 percent) provided Course Experience Questionnaire (CEQ) data.

On the Overall Satisfaction ratings, 74.2 percent of respondents were 'very satisfied' with their program overall. Many students felt that the University's employment of 'industry experts' as tutors and lecturers provided a valuable learning experience, allowing students to engage in learning that had tangible links to the workplace, rather than purely theoretical. Others identified the depth of knowledge and passion of teaching staff at USC as an advantage.

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

In 2006, more than 95 academic staff and 70 sessional tutors used the Student Feedback on Teaching (SFT) instrument to evaluate their teaching, enabling them to reflect on methods of improving their teaching performance. The University requires that the SFT instrument be used by Teaching and Research staff at least once per year.

Following University Council approval of the Program Review and Course Evaluation Policy, the first cycle of Student Feedback on Courses (SFC) occurred in Semester 2, 2006, with more than 30 courses—and the University's three core courses—undertaking student feedback on course design and planning.

SFC data is aggregated by Field of Education to meet Department of Education, Science and Training (DEST) requirements, however the aggregated data for 2006 is not yet available.

■ Increased utilisation of inter–sectoral pathways

The University took enrolments in five dual award programs in 2005, and six programs in 2006. Two new dual award programs were offered for the first time in 2006, and one dual award program was discontinued.

In late 2006, USC and the Sunshine Coast Institute of TAFE established mechanisms to review current offerings and to arrange focus groups with current students to identify issues that have resulted in low enrolment numbers and high attrition. The University anticipates that better models for the design of dual awards will emerge in 2007, and that these will rectify the current trend.

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

Transition to University

Tertiary Preparation Pathway

The Tertiary Preparation Pathway (page 23) provides an alternate entry to University for students who do not meet the Year 12 QTAC university entry requirements. TPP was launched in second semester 2006 with 66 enrolments. About three-quarters of these students are now enrolled in undergraduate programs at USC and it is understood that others have applied for places at other Queensland universities.

More than half of the 120 TPP applications received for first semester 2007 resulted in enrolments, and this number is expected to reach at least 80 by the time that semester begins.

Feedback from TPP students (obtained via the University's Student Feedback on Teaching and Student Feedback on Courses activities) has been overwhelmingly positive. Students have been very pleased with the quality of teaching they have received, the course material available and the opportunity to enter undergraduate programs.

Orientation

An Orientation Survey is administered to assess the value of the Orientation program to students, including the value of the various transition programs. Almost 100 percent (99.5 percent) of students surveyed in first semester 2006 rated the Orientation experience as 'positive'.

In response to the question 'After Orientation do you now feel ready to study at USC?' 28 percent of respondents indicated they felt 'very prepared', while 60.9 percent said they felt 'prepared'.

When asked 'Would you advise a friend to make attending Orientation a priority?', 95 percent of respondents agreed.

Headstart

The Headstart program (page 25) was established in 2003 with 40 participants. The program has grown to accommodate 77 students in 2006; and between 2003 and 2006, 221 students from 21 schools in the Sunshine Coast region completed one or more courses in the program.

Of these students, 60 percent were female, and 40 percent were male, while 41 percent were the first in their family to undertake university study. Continuing on to degree study at USC is popular, with 40 percent of Headstart students enrolling in degree programs. Headstart students perform exceptionally well with 10 percent receiving a grade of High Distinction, 20 percent a Distinction, 24 percent a Credit, 32 percent a Pass, and 14 percent a Fail grade.

Enabling courses

A total of 434 students enrolled in one or more enabling courses in 2006.

Transition from University

Outward transition programs have, to date, focused on assisting graduates to identify career paths and develop job search skills. The Careers and Employment Service (careerconnection) has participated in the Keep PACE (page 35) program since 2004, providing free career counselling appointments and workshops for community members and prospective students. The aim is to provide a community service while helping prospective students to make informed decisions regarding their courses and, hopefully, improve the retention and success of first-year students. In 2006, careers staff met approximately 110 community members for free career counselling.

■ Take up of e-learning strategies by course coordinators

Take-up of e-learning strategies by academic staff continued in 2006 with 302 staff registered as Course Coordinators or Leaders in the Blackboard Learning Management System.

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

There is not yet a University-wide mechanism for collecting this data.

In 2006, the Internships Officer and the University's Strategic Information and Analysis Unit collaborated to develop a system for capturing accurate, University-wide data on the take-up of Work Integrated Learning (page 27) opportunities by students. This work will continue in 2007.

Data on industry partners is currently maintained at faculty level and not aggregated as University-wide data.

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

Data for this indicator has not yet been gathered. Survey and case studies are planned for 2007.

Learning and Teaching Futures

Learning and Teaching Futures describes the University-wide strategic process of identifying and describing the distinctive approach to learning and teaching at USC. It involves three components: Flagship Programs; Institutional Learning and Teaching Strengths; and the Scholarship of Teaching.

Flagship Programs entail the identification and enhancement of discipline areas in which the University wishes to be particularly exemplary. These areas are identified using a consultative, criteria-based method.

Institutional Learning and Teaching Strengths are the qualities of learning and teaching for which USC will be distinguishable. As with Flagship Programs, these strengths are identified using a consultative, criteria-based method.

Scholarship of Teaching underpins the University's teaching philosophy. It entails discipline currency, learning and teaching currency, innovative practice and involvement in practitioner research.

Learning and Teaching Futures was launched at a Planning Day in October 2006. Faculty and service area staff discussed the three central aspects of the project and heard keynote addresses from Emeritus Professor Millicent Poole and Professor Richard Johnstone. All University staff were invited to a subsequent forum hosted by the Deputy Vice-Chancellor in November.

Research

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

Mobilise research capacity and infrastructure around Regional Engagement and Sustainability issues

Research Futures

In 2006 the University initiated the Research Futures process to strategise research development. Outcomes included a decision to concentrate the University's research effort around the themes of 'sustainability' and 'regional engagement'. Several external specialists in these fields were commissioned to prepare papers defining these concepts and to suggest research niches that could be exploited by the University. A working party of the Research Management Committee delivered an interim report in December 2006. This synthesised definitions and research niches.

Other working parties recommended a comprehensive funding model for areas of research strength, and approaches to the development of research infrastructure.

Research and Research Training Plan

In line with the Research and Research Training Plan, support for research expanded significantly in 2006. In particular, the Office of Learning, Teaching and Research (OLTR) was restructured as Teaching and Research Services (TARS). This created an Office of Research with a manager and range of new positions to support researchers and higher degree by research students and their supervisors.

HMAS Brisbane

In July 2006 USC senior lecturer Dr Thomas Schlacher conducted an environmental study of the former Navy destroyer HMAS Brisbane. He found that marine life was thriving on the ship, scuttled off the Sunshine Coast in 2005. The study, commissioned by Queensland's EPA and conducted in partnership with the Queensland Museum, proved that the wreck was an important addition to nearshore habitats, supporting a rich biodiversity in the area.

In 2006 the University held an inaugural University Research Conference. Keynote speaker Dr David Falvey (right)—the Executive Director, Physics, Chemistry and Geoscience at the Australian Research Council—addressed delegates on the topic 'Research impact: benefiting society'. Other presenters included:

Dr Gary Crew
Taking Responsibility for Extinction

Dr Ann Parkinson
Getting active with active learning: an interactive demonstration of neural concepts using the 'Mexican wave'

Ms Gillian Cowden
How and why the Internet changes the way people gather and consume news

Mr Graham Lumley
Improving Operator Support and Selection Processes

Ms Sacha Fulton
Measuring the Kick in Freestyle Swimming

Mr Kenneth Wasmund
Microbial communities associated with a shallow hydrocarbon seep in the tropical Timor Sea, Australia

Dr Jennifer Carter
Making 'sense' of 'place'

Dr John Whiteoak
The Relationship among Group Process Perceptions, Goal Commitment and Turnover Intention in Small Committee Groups.

Mr Jack Tucker
Molecular methods for the detection of virulent bacteria in environmental and clinical samples

Ms Sheila Peake
Communication of conservation messages in an Ecotourism setting

Ms Wendy Spinks
Baby boomers and beyond: The changing mature market's evaluation of services

The conference aimed to showcase and celebrate the University's research and research training activities and achievements; to provide a training opportunity where students can receive critical feedback in a friendly and supportive environment; and to promote the quality and impact of the University's research, particularly in the region.

In late 2006, planning began for the next conference, scheduled for 31 October 2007.

RUBRIC project

The University signed on as a partner institution in the RUBRIC (Regional Universities Building Research Infrastructure) project throughout 2006 and 2007. The Department of Education, Science and Training (DEST) sponsored project aims to develop new processes and tools for establishing sustainable research infrastructure in regional universities in the area of e-research, by developing institutional digital repositories.

Collaboration

Existing research efforts related to sustainability and regional engagement continued to develop in 2006. These included collaboration with the Queensland Environmental Protection Agency and the Queensland Museum over the scuttled HMAS Brisbane (page 30), and collaboration with the Department of Primary Industries and Fisheries (DPIF) allowed USC researchers to work at DPIF Forestry in Gympie and DPIF Aquaculture at Bribie Island. Continuing work on Fraser Island included the completion of a PhD thesis, and further work is planned for fire management strategies on the island.

Enhance research quality and impact

Research Quality Framework trial

In addition to the comprehensive processes of Research Futures, the University advanced research quality and impact in 2006 by taking part in the New Generation Universities' (NGU) Research Quality Framework (RQF) trial. In concert with other members of the NGU group, USC gathered research portfolio information on all active researchers with significant research outputs, subjected these portfolios to internal assessment against draft RQF criteria, and benchmarked the outcomes with the rest of the NGU group.

Through Research Futures, USC has built RQF quality and impact measures into its research concentrations funding model and other aspects of research support, including internal research grants.

In 2006 the University began appointing senior researchers whose roles focus primarily on research. This practice will expand in 2007, and already has boosted external competitive research income and demand for higher degrees by research.

Research Support Group

The University established a Research Support Group within its Information and Communication Technology (ICT) governance structure to contribute to effective planning and implementation of ICT services supporting research activities.

Increase research income and output

Research performance

Research income reported in 2006 remained steady while research publications reported in 2006 increased by about one-third. In 2006, research and research partnerships maintained a strong regional focus with projects undertaken including:

- 'Indigenous Attachment, Engagement and Protocol in Natural and Cultural Heritage Management', with Dr Jennifer Carter's work funded by the Burnett Mary Regional Group
- 'Maroochy Waterways Monitoring Program: Fish Health Assessment', with Dr Thomas Schlacher's work funded by Maroochy Shire Council
- 'Biological Baseline Survey of ex-HMAS Brisbane Artificial Reef', a project undertaken by Dr Thomas Schlacher in cooperation with the Queensland Museum, Queensland Parks and Wildlife Service and the Environmental Protection Authority

Other significant projects in genomics and cell biology were also undertaken by Associate Professor Abigail Elizur and Dr Lesley Brooker in conjunction with partners in the aquaculture industry.

During 2006, one masters by research and two doctoral candidates completed their programs.

Summary of research performance and performance-based funding 1998–2007

	Research performance			Performance-based funding			
Year	Research income $	HDR enrolments (EFTSU)	HDR completion	Research publications (weighted)	Institutional Grants Scheme $	Research Training Scheme $	Research Infrastructure Block Grant $
1998	100,857	13.25	0	37.64			
1999	184,504	18	1	40.63			
2000	319,289	22.5	2	50.04			
2001	415,885	27	3	38.39	111,080	192,000	481
2002	582,020	34.75	1	63.64	119,186	305,954	3,997
2003	699,056	44.25	3	62.1	128,019	434,959	5,092
2004	757,969	45.5	4	60.76	137,834	566,925	41,880
2005	731,364	48.5	9	88.07	185,415	695,971	72,389
2006					207,478	673,735	61,116
2007					240,710	652,849	50,629

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

Research

Nursing research

Living is for Everyone framework

As the leader of a research consortium, University of the Sunshine Coast Adjunct Professor Peter Bycroft won a $600,000 contract from the Commonwealth Department of Health and Ageing to revise Australia's 'Living is for Everyone' framework. The team, which includes Sunshine Coast organisations and USC academics, will develop a national policy framework for the prevention, intervention and bereavement counselling of suicide.

Key players in the same consortium developed the National Activities in Suicide Bereavement Project, a $260,000 consultancy that was delivered to the Commonwealth Government in August 2006.

Mental health research

In 2006, health researchers at the University of the Sunshine Coast received a $225,192 grant from the Golden Casket Foundation for a world-first study involving mental health nursing staff across Queensland. The study, to be conducted by USC academics Professor Edward White and Associate Professor Julie Winstanley during 2007 and 2008, will involve staff at 24 centres in metropolitan and regional areas of Queensland. About 50 project teams applied for Golden Casket Foundation grants in 2006, and only six were awarded funding.

Foster regional, national and international research collaborations

Research links

Plans to develop research links with major partners (such as Queensland's Department of Primary Industries and Fisheries, and Kingfisher Bay Resort on Fraser Island) advanced significantly in 2006. Agreement was reached with the DPIF to investigate and identify opportunities for long-term research collaboration, and planning commenced to upgrade the University's Kingfisher Bay Research and Education Facility at Kingfisher Bay Resort, and the Environmental Education Camp at Dilli Village on the other side of the Island.

Partnerships

Research collaborations reported in 2006 included the University's first significant international partnership, a steady increase in national partnerships and a healthy rise in regional partnerships. New links with the University of Wyoming included staff exchanges and research project development. Expanded national collaborations included projects involving Paspaley Pearling Company Pty Ltd and the National Seniors Association. At the regional level, University staff increased working connections with local councils and community organisations, and the Department of State Development, Trade and Innovation.

United Nations report

University of the Sunshine Coast academic Dr Thomas Schlacher was part of an international team of marine biologists reporting to the United Nations General Assembly in New York in November. The UN-commissioned team was led by scientist Malcolm Clark, from New Zealand's National Institute of Water and Atmospheric Research, and Zoological Society of London Senior Research Fellow Dr Alex Rogers. The team's report—which took a year to compile—on the impact of human activity on deep-sea ecosystems is likely to be used by the UN to assess a way forward towards international regulations on fishing near undersea mountains known as 'seamounts'.

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

Enrolments and training

In 2006 the University enrolled 14 new doctoral and four new masters by research candidates.

Research training (beyond supervision) activities included:

- a one-week intensive program on research design, methodologies and methods, and thesis/exegesis development for higher degree by research candidates
- a one-week intensive program on aspects of supervision practice
- two-hour workshops on topics such as project management, time management and writing literature reviews
- seminars on using research tools such as SPSS, NVivo and EndNote
- the establishment (by the Deputy Vice-Chancellor on the advice of the Research Management Committee) of the Graduate Centre, managed by TARS, to boost services for research students and supervisors—innovations included developmental programs and appropriate shared spaces and facilities
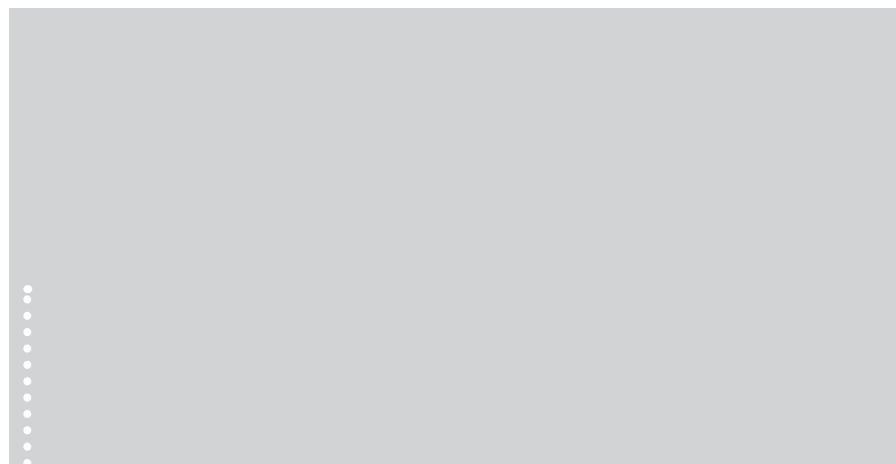
Fraser Island, a World Heritage-listed area located off the south-eastern coast of Queensland, is a complex ecosystem of sand dunes, lakes and subtropical forests growing solely on sand. This constitutes an outstanding example of continuing biological and geological processes. The Kingfisher Bay Research and Education Facility, located at Kingfisher Bay Resort, is a base for advanced environmental and eco-tourism research. The Environmental Education Camp is located at Dilli Village, on low sand dunes 400 metres from the beach. The Village provides accommodation and access to field study sites for students and staff from primary and secondary schools and tertiary institutions.

Focus on innovation and its implementation with relevance to regional circumstances

Climate change training

The University signed an agreement with Climate Risk Pty Ltd (Australia/UK) and CLIMsystems Ltd of New Zealand to provide the first-known accredited climate change training in Australia. This will deliver professional and technical programs for public and private sector clients, to facilitate informed decisions about managing risks related to climatic variability and change. The agreement was completed at the South East Queensland Climate Change Adaptation Demonstration Project inaugural workshop at the University in December.

Innovation Centre collaboration

In conjunction with the Innovation Centre, the University moved further towards commercialising research and development related to the application of voice recognition technology in education.

Researchers and research students continued collaborations with tenants of the Innovation Centre.

Health and Technology Centre

During 2006 the University furthered plans for construction of a Health and Technology Centre. The Centre will be used to develop and test new technologies that allow remote wireless monitoring of human movement and function, and to investigate ways of applying these new technologies to real-life clinical practice settings. Centre staff will seek to complement regional priorities and meet community needs by addressing the health issues of three priority patient groups: members of the aged population, children, and elite sports people (school representatives to international level). The USC Health and Technology Centre will emphasise and aid the University's teaching-research nexus, community engagement goals, and the creation of sustainable businesses in the Sunshine Coast region.

Key performance indicators

■ Increased publications per academic staff member

A minor downturn in 2004 was reversed in 2005.

Year	Research publications (weighted)	per FTE*
2000	50.04	0.74
2001	38.39	0.52
2002	63.64	0.86
2003	62.10	0.73
2004	60.76	0.69
2005#	88.07	0.95

Full-time equivalent academic staff member.
 # Reported in 2006.

■ Increased research income per academic staff member

Until 2005, this indicator was increasing. The drop in 2005 is largely attributable to the National Seniors Productive Ageing Centre income no longer being included.

Year	Research income $	per FTE* $
2000	319,289	4,315
2001	415,885	5,620
2002	582,020	7,865
2003	699,056	9,447
2004	757,969	10,243
2005#	731,364	9,883

Full-time equivalent academic staff member.
 # Reported in 2006.

■ Increased number of completing higher degree students

The substantial increase in higher degree by research completions in 2005 is indicative of increased enrolments in 2003.

Year	HDR completion
1998	0
1999	1
2000	2
2001	3
2002	1
2003	3
2004	4
2005#	9

 # Reported in 2006.

■ Increased proportion of timely higher degree completions

All higher degree by research study was completed on time.

■ Increased number of research projects with:

- a regional partner or client
- a national partner or client
- an international partner or client

The year-on-year trend data from the Higher Education Research Data Collection returns is summarised below. Data from 2006 will be available in mid-2007.

Trend data—international, national and regional partner or client

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

Regional engagement

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

Regional engagement strategy

The Vice-Chancellor's Regional Engagement Advisory Committee was established in October 2005. Members advise the Vice-Chancellor on developing a Regional Engagement Plan and on coordinating regional engagement activities. The resulting plan for 2007-2009 was endorsed by the Planning and Resources Committee in September 2006 and approved by University Council in October 2006.

The plan has two areas of strategic focus:

- reaching in to the University to further enhance responsiveness to regional needs in the areas of:
  - regional catalyst strategies
  - policy and governance
  - marketing and dialogue
  - research and innovation
  - teaching and learning
  - internationalisation

- reaching out to partners with regional interests on specific matters of critical importance, as identified through regional consultation and with reference to state and national priorities and policies

Position descriptions were developed for the new positions of Director of Regional Engagement and Professor of Regional Engagement within the Office of the Vice-Chancellor, as well as Regional Engagement Coordinators within each faculty. This means that, for the first time, designated officers centrally and within the faculties have clear roles in developing and coordinating regional engagement initiatives.

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

State of the Region Conference

The Faculty of Business, in conjunction with the Committee for Economic Development of Australia (CEDA) and with support from companies KPMG, Investa and Parsons Brinckerhoff, examined the environmental, economic and social future of the Sunshine Coast at the second annual State of the Region conference held at the University in October 2006.

The conference had the theme 'What if ... scenarios for the Sunshine Coast' and attracted more than 100 participants to discuss issues like water supply, population growth and changing tourism trends. It addressed best and worst-case scenarios for the region and involved many of the Sunshine Coast's key leaders and decision-makers.

Fraser Island Research Conference

Better environmental management on Fraser Island was the topic of a conference held at the University in September 2006. Organised by the Fraser Island Scientific Area Committee for the Minister of Environment and the Fraser Island Defender's Organisation, the conference was entitled 'True grit: maintaining the integrity of Fraser Island', and included presentations on topics such as fire, the Island's dingo population, feral plants and animals, tourism impacts, cultural heritage, natural resources, and hydrology and climate change.

USC academics spoke on topics such as submarine groundwater discharge from Fraser Island, the microbiology of the mined sand dunes, lake pollution, invasive ants, dingo diets, and the use of information and communication technologies to monitor flora, fauna, tourists and the environment while promoting the Island's indigenous culture and history.

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

Climate change training

The University signed an agreement with Climate Risk Pty Ltd (Australia/UK) and CLIMsystems Ltd of New Zealand to provide the first accredited climate change training for business and government professionals in Australia (page 33).

Non-native tree clearing

University staff and the principal of Buderim Mountain State School met in late 2006 to discuss problems related to the clearing of non-native trees at the school (such as increased risk of sunburn among students) and to explore the benefits and challenges of leaving remaining introduced species, while introducing more native flora.

Mountain Creek design initiative

USC Computer-Based Art and Design Senior Lecturer Kevin Todd was artist-in-residence for a Queensland Education Department-funded project that resulted in the creation of a sculpture at Mountain Creek State High School. Mr Todd trained 12 students in art and design each week from February to May, to create the eye-catching low relief sculpture, which features text and mathematical symbols. The sculpture, which allowed the students to express their personal journeys through school, was installed on an exterior wall of a new building at the school.

OECD Regional Steering Committee

The relationship that developed between USC and the University of Southern Queensland (USQ Wide Bay) during the OECD Project self-evaluation process (page 19) helped identify key priorities for University-region engagement. These were incorporated into the University's Regional Engagement Plan. Areas under discussion include the regional labour market, educational pathways, economic initiatives (eg business diversification, knowledge economy), infrastructure development, and inter-Council cooperation.

AIS accreditation

In 2006 USC became the first university in Australia to be accredited with the National Sport Science Quality Assurance program, a program of the Australian Institute of Sport (AIS). Elite athletes and members of the general community can access sport science and health tests at the Centre for Healthy Activities, Sport and Exercise (CHASE) accredited exercise physiology laboratory, with results conforming to the requirements of the National Sport Sciences Accreditation Committee and the National Sport Science Quality Assurance program.

CHASE Sport and Health Clinic

The University opened the CHASE Sport and Health Clinic in February 2006, providing unique facilities to the community, amateur and professional athletes, health practitioners, and sporting groups. CHASE professionals include a sports dietitian, sports psychologist, sports physiotherapist, massage therapist, sports medicine practitioner and sport and exercise scientists. The Clinic also provides Sunshine Coast health professionals with access to AIS-quality laboratory testing facilities.

Business Enterprise Day

More than 220 business students from Sunshine Coast high schools attended a Business Enterprise Day on the University campus in August. Sponsored by the Faculty of Business and the Business Educators' Association of Queensland, the event was designed to give the students (who were setting up and operating 'small businesses' as part of their school work) a greater understanding of 'entrepreneurship at work'. Representatives from successful Sunshine Coast businesses attended to provide key business insights.

School Grants Scheme

As part of its Power of Ten celebrations, the University launched a School Grants Scheme offering $10,000 to fund education projects at local primary and high schools. Seven schools received grants for initiatives aligned with areas within the University, enabling University staff to support the schools' projects.

In 2006, four conversational language courses helped students and members of the local community learn French, Indonesian, Japanese and Mandarin. More than 120 people enrolled in Interact Language Courses and 35 international students, including Romain Roy and Pauline Fontaine (with French teacher Geraldine Pettit, right) participated as native speakers. The popularity of the courses, combined with positive interactions between USC staff, international students, and members of the community, has ensured courses will continue in 2007. Interact teachers and native speakers are also involved in language days for high school students.

Healthy Schools—Healthy Futures

The University participated in a one-day workshop on school health promotion programs at Nambour State High School in June. The University, in conjunction with CHASE, the Queensland Cancer Fund and Queensland Health (who make up the Healthy Schools Reference Group), presented workshops and seminars on skin cancer prevention, school gardening programs, school breakfasts, physical activities and anti-bullying programs.

Keep PACE

Established in 2004, Keep PACE (Program for Advancing Community Education) expands each year to offer wide-ranging free information sessions and workshops for students, parents and the community. In 2006, personal career counselling sessions were held at both the Sippy Downs campus and the USC Noosa Centre, and 18 Keep PACE sessions attracted 685 participants.

Professional learning in education

Education staff in the Faculty of Science, Health and Education held the saMY (Scaffolding Action in the Middle Years) professional learning program for teachers and administrators in May 2006. Education staff also held educational forums, a Re-Entry to Teaching Program for teachers who had been out of the classroom, and the Let Me Learn: Making a Measurable Difference conference in August.

USC Noosa Centre

USC relocated its Noosa Centre from Sunshine Beach to purpose-built facilities at Noosa Junction in late 2006 and increased the number of courses to be offered at the Centre from first semester 2007.

Fifty-three first-year students studied undergraduate business programs in Noosa during 2006. In 2007, the Centre will offer 12 courses as part of three first-year programs—the Bachelor of Arts, Bachelor of Business and Graduate Diploma in Education.

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

Programs in regional priority areas

New programs in 2006 addressed areas of importance to the region, such as justice and legal studies and nursing. More than 30 new degrees, developed to address skills shortages in the market and generate graduate employment, will be available from 2007 (page 22).

Regional engagement

Enterprisers initiative

Three USC students won places in the Cambridge-MIT Enterprisers program in the United Kingdom in 2006. Timothy Boulenger, Talina Christensen and Tomas Passeggi were selected from 116 applicants to participate in the program, which is part of the 'Enterprisers' initiative that will be held for the first time in Australia by the University's Innovation Centre in early 2007. The initiative aims to encourage, generate and support a new wave of commercial, community or not-for-profit operations on the Sunshine Coast.

Students in Free Enterprise

In 2006, USC business students and members of Students in Free Enterprise (SIFE) joined a group of Sunshine Coast-based breast cancer survivors, Dragons Abreast, to help raise money and increase awareness about breast cancer. The students helped Dragons Abreast achieve its business goals by honing members' business skills, including tips on marketing and how to write business and marketing plans.

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

Knowledge Precinct

In August 2005, the University, Maroochy Shire Council and Education Queensland signed a Memorandum of Understanding to establish a Knowledge Precinct surrounding the University. The Precinct provides a focal point for partnerships aimed at enhancing education, training, business development, employment generation, community infrastructure provision, and research opportunities of benefit to the region.

Key activities include the Business Accelerator, Sports Stadium, Cultural Centre, and the Sippy Downs Township.

Business Accelerator

During 2006, the University sought State Government funding to develop second-stage space for graduates of its small business incubator, along with related companies and service firms. This second stage space—the Accelerator—was conceptualised as a high-tech facility designed to accommodate 15–20 additional small to medium-sized knowledge-based businesses. The $3.6 million funding package approved by the Queensland Government will help accelerate the development of Sippy Downs as the knowledge hub of the Sunshine Coast, and will also help retain high-tech and knowledge-based business within the region for sustainable employment. The University was finalising the Deed of Agreement late in 2006.

Sports Stadium

The University began building a $10 million indoor Sports Stadium in late 2006, due for completion by May 2007. The air-conditioned facility will be used for community and University sporting events and as a 3000-seat auditorium for University ceremonies. It will have spectator seating, multi-purpose rooms, a tutorial room, office, first aid room, officials' room, toilet/change-room amenities and storage rooms.

Funding was provided by the University and the State Government. The Department of Education provided $2 million and the Department of Sport and Recreation contributed $900,000.

The stadium announcement coincided with the launch of a $3.5 million public fundraising campaign to fund construction of a Health and Sport Centre to be built alongside the stadium. The Centre will become the headquarters of the University's Health and Sport Precinct and will facilitate research and delivery of services to benefit the Sunshine Coast community.

Cultural Centre

The University continued to work with Education Queensland to develop cost-effective concepts for shared, mutually beneficial facilities. This generated discussions on the potential for building a Cultural Centre on or adjacent to the campus, as a venue for live performance, lectures and performing arts program development. The Sunshine Coast Institute of TAFE has been invited to identify connectivities within their programs. While all discussions have been preliminary, it is expected that a specific needs analysis and sources of funding can be identified in 2007.

USC students learnt the skills required to contribute to the activities of a key community organisation when they were invited to pitch an advertising campaign to the Fundraising and Marketing Manager for Lifeline Sunshine Coast. The students were required to work with industry professionals on an advertising campaign for a not-for-profit organisation as part of their studies, and presented their final creative ideas as part of their final assessment.

Lifeline Sunshine Coast Fundraising and Marketing Manager Mark Simon-Green (right) discusses campaign ideas with student Tonielle Krisanski and Lecturer in Communication Mr Stephen Hooper (left).

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

University involvement

The University has contributed to infrastructure planning forums at state and local government levels, including a road network upgrade next to the campus. Development of an interchange connecting Claymore Road, Dixon Road and Sippy Downs Drive to the Sunshine Motorway east of the campus has been particularly successful, with completion expected in early 2008. This will improve traffic flows and provide safer routes for pedestrians and cyclists.

Processes for reviewing the campus Master Plan facilitated interactions between the University, the Sunshine Coast Regional Organisation of Councils (SunROC) and Maroochy Shire Council, ensuring all connections with local government were considered. Deliberations fed into the Sippy Downs Town Centre Master Plan.

Planned vehicle and pedestrian movements, open space and landscaping, and stormwater management also strengthened links between the town centre and the campus.

Translink and the University have partnered to develop plans and construct a premier bus interchange on University land during 2007. This interchange will link the University campus directly with the primary campus of Chancellor State College, and relieve considerable congestion and safety concerns.

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

Governments and their agencies
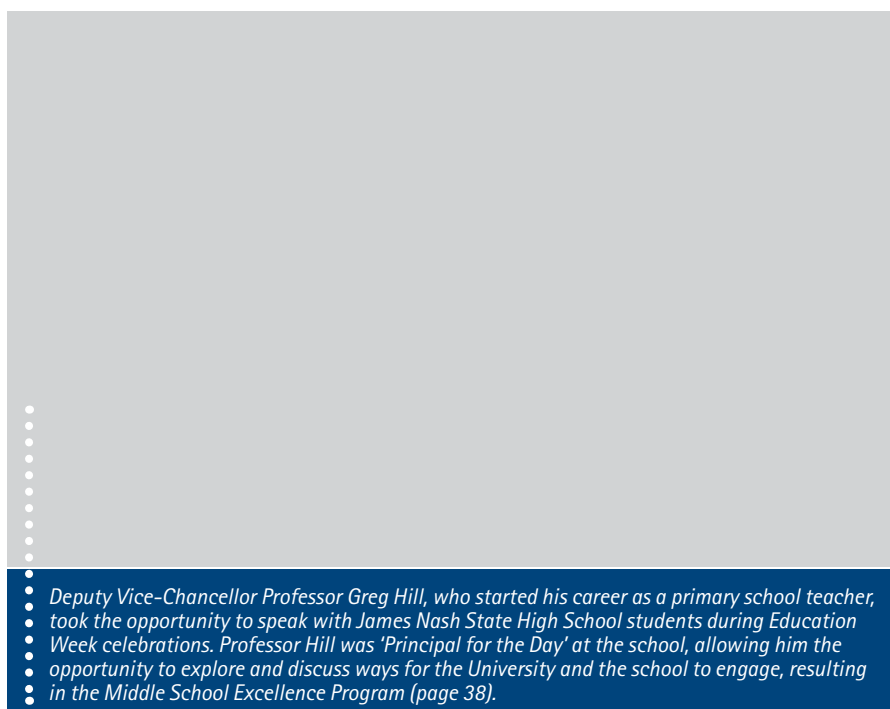
Smarter Hearts

The Smarter Hearts Cardiac Rehabilitation Program began at USC in September. The program provides structured exercise and education for people who have suffered recent cardiac events, and involved a unique and innovative partnership between the University and the Sunshine Coast Health Service District, Queensland Health.

EPA agreement

The University will increase involvement with the wreck of HMAS Brisbane and stewardship of Mooloolah River National Park following the signing of an agreement between the University and the Environmental Protection Agency (EPA), Queensland Parks and Wildlife Service. Vice-Chancellor Professor Paul Thomas AM and EPA Director-General Terry Wall signed the two-part agreement in December to advance cooperation between the University and the EPA on this and further joint projects.

The University, which works closely with the Queensland Museum in monitoring marine life colonisation of HMAS Brisbane, will coordinate research on behalf of the Queensland Parks and Wildlife Service, and assist with tourism and promotional efforts. USC plans to become a hub for material related to the former warship and will provide expertise in delivering interpretive and education material. The University plans to establish a repository of information about HMAS Brisbane along with interactive links for the tourism industry, schools and the general public.

A team of marine researchers from USC and Queensland Museum completed the first comprehensive assessment of marine life on the wreck in 2006. Research by USC marine scientist Dr Thomas Schlacher and Queensland Museum scientists Dr Monika Schlacher-Hoenlinger, Simon Walker, Dr Jeff Johnson and Professor John Hooper found that the wreck was being colonised rapidly (page 30).

Deputy Vice-Chancellor Professor Greg Hill, who started his career as a primary school teacher, took the opportunity to speak with James Nash State High School students during Education Week celebrations. Professor Hill was 'Principal for the Day' at the school, allowing him the opportunity to explore and discuss ways for the University and the school to engage, resulting in the Middle School Excellence Program (page 38).

Regional engagement

Education providers

Principals' breakfast

Principals from schools in the region were invited to the University of the Sunshine Coast campus in August to learn more about USC programs, facilities and school initiatives. This event reflected the University's ongoing commitment to working closely with schools in the region and informing USC's education partners of University developments.

Guidance Officer and Career Adviser Orientation Day

The annual Guidance Officer and Career Adviser Orientation Day familiarises advisers from high schools in the region with the University, its programs and support services.

In 2006, 48 advisers took advantage of the chance to meet staff and share information.

Chalk and Cheese

Guidance officers, career advisers and heads of departments from local secondary education institutions attended the launch of 'Chalk and Cheese' on the University campus in November. The event showcased the University's new science, sporting and nursing laboratories and gave school staff an opportunity to network with University staff in an informal setting.

TAFE collaboration

The University continued to work with the Sunshine Coast Institute of TAFE (formerly the Cooloola Sunshine Institute of TAFE) to address training and educational needs for the region. Senior staff from both institutions met twice in 2006 to discuss potential for collaborations, expressing considerable enthusiasm for the opportunities that exist for students.

Voices on the Coast

This popular annual literary festival is organised jointly by Immanuel Lutheran College and the University of the Sunshine Coast. The 2006 festival, opened by Maroochy Mayor Joe Natoli, attracted about 4,500 school students and carers to the USC campus and included the launch of books by Sunshine Coast locals Heather Gall (illustrator) and Jill Morris (author).

Middle School Excellence Program

Links between the University and schools throughout Cooloola Shire were strengthened by the launch of a Middle School Excellence Program. Developed by the Cooloola Learning and Innovation Initiative, and based at James Nash State High School's ICT Hub, the program will begin with a creative writing course in first term 2007. This will offer talented students in Years 6–9 after-school lessons from USC academics. A mathematics course is planned for second term. The program aims to help overcome the region's problems of limited access and exposure to post-secondary learning.

NAGCAS conference

USC Careers and Employment staff hosted the National Association of Graduate Careers Advisory Services (NAGCAS) conference in November. More than 100 careers staff, graduate recruiters and program and policy developers from 36 universities in Australia, New Zealand and the United Kingdom attended the three-day conference about workforce diversity within graduate employment. This raised the University of the Sunshine Coast's international profile and showcased examples of best practice in the industry.

Public and private partners

QUESTnet conference

The University hosted the 2006 QUESTnet conference at the Hyatt Coolum in July for 350 delegates from universities throughout Australia. Themed 'Networking for e-research—communication, collaboration and regional engagement', the conference enabled USC to showcase its campus and technology while celebrating productive partnerships to further the region's interest.

QUESTnet is a management committee of Queensland university IT directors who aim to promote and advance the development and use of information and communications technologies in higher education and research in Queensland.

Northern University Games

USC achieved two firsts—as official partner university and host—at the 2006 Northern University Games, held for the first time on the Sunshine Coast in July. Olympian and Games Patron Raelene Boyle launched the Games, while Vice-Chancellor Professor Paul Thomas AM and Maroochy Mayor Joe Natoli presented pennants and trophies to winners at the closing ceremony.

Participate in regional governance through close links with local government

SCORE and the Education Executive

Along with the CEO of the Sunshine Coast Regional Organisation of Councils (SunROC), the three regional Mayors and key regional development stakeholders, the USC Vice-Chancellor is a member of the Sunshine Coast Organisation for Regional Enterprise (SCORE), focusing on the design and implementation of regional development strategies covering the entire Sunshine Coast.

The Education Executive is a SCORE committee. It advances education and training activities across the region, especially those related to promulgation of a knowledge-based economy. The Vice-Chancellor is a key member of this committee.

The Vice-Chancellor's committee memberships, along with regular meetings with Council Mayors and CEOs, demonstrates a long-term commitment to partnerships designed to enhance regional governance and regional development activities.

Suncoast Broadband project

In 2006 the University worked closely with government and community partners as part of the Suncoast Broadband community partnership project to obtain cheaper, faster and more flexible broadband services on the Sunshine Coast. The project, which began in 2005, is co-funded by Maroochy, Noosa and Caloundra Councils through SunROC in partnership with the Queensland and Federal Governments.

Key performance indicators

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

Development of the Regional Engagement Plan (page 34) included collecting data from staff about their regional engagement activities. Data gathered from each faculty included information about the number and range of projects undertaken with regional partners or clients (and the number and range of regional involvements by staff), but inconsistencies between faculties in collecting and reporting data made comparisons difficult. Presenting this information in a meaningful format will be a priority task for the Director of Regional Engagement in 2007.

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

To date, analysis has occurred only on offers made to (rather than enrolments by) applicants from the Sunshine Coast region. As the University does not offer programs in all discipline areas or Fields of Education (FOE), it is useful to compare the percentage of offers made to programs which have similar FOEs. This shows the University's success in attracting students from the region in a competitive market.

The percentage of USC offers to students from the Sunshine Coast region has increased during each admissions period since 2002 (from 31 percent in 2002 to 36 percent in 2006). A more relevant comparison is for offers to students from the region when comparing like Fields of Education (ie like programs). This shows an increase from 54 percent in 2002 to 58 percent in 2006.

Commencing in 2007, additional analysis will be undertaken on enrolled students.

Summary of offers by admission period[1]

Admissions period	Offers to other Queensland universities	Offers to USC	Total offers from region	Percentage of offers from region to USC	Percentage of offers from region to USC (similar FOE)
2002–2003	2,330	1,045	3,375	31%	54%
2003–2004	2,289	1,085	3,374	32%	55%
2004–2005	2,467	1,195	3,662	33%	55%
2005–2006	2,610	1,487	4,097	36%	58%

1 Includes offers to Queensland universities only (excludes TAFE). Offers to USC programs do not include TAFE dual award programs or the Central Queensland University dual nursing program.

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

The achievement of comparable response rates for 2005 and 2006 yielded fairly similar levels of graduate employment on the Sunshine Coast, with 61 percent and 60 percent of graduates employed full-time in this region in 2005 and 2006 respectively.

A proportion of students who are in part-time employment are in fact seeking full-time work, and may be employed in the same position as when undertaking study. This may account for the much greater percentage when comparing full-time to part-time work.

In 2006, an overall response rate of 69 percent was achieved, making the data far more reliable and comparable with the 2005 data than those collected in 2004. These reflected a substantially lower (less than 50 percent) response rate.

Summary of graduate employment in the region[1]

Employed in region[2]	Employed full-time	% of FT	Employed part-time	% of PT	Total employed	% of TOTAL[3]
2004	59	51%	41	67%	100	57%
2005	106	61%	74	82%	180	68%
2006	133	60%	60	82%	193	66%

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

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

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

Internationalisation

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

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

Overseas study

The University seeks to prepare graduates for opportunities in the global economy by imparting an international perspective as well as knowledge and skills. A vital element of this is providing opportunities for study overseas, mainly through the University's GO (Global Opportunities) program.

Travel grants are available to support students who study overseas. These are provided by USC, some of the University's partner institutions, or via scholarship grants such as UMAP (University Mobility in Australia and the Pacific), Cheung Kong (DEST administered), and JASSO (Japan Student Services Organisation) grants.

Information about the GO Program is communicated to students via the University website and intranet, through GO Program seminars held for students on campus, through attendance at the University's Courses for Careers open day and at other tertiary events, and through on-campus social activities where GO Program information is presented.
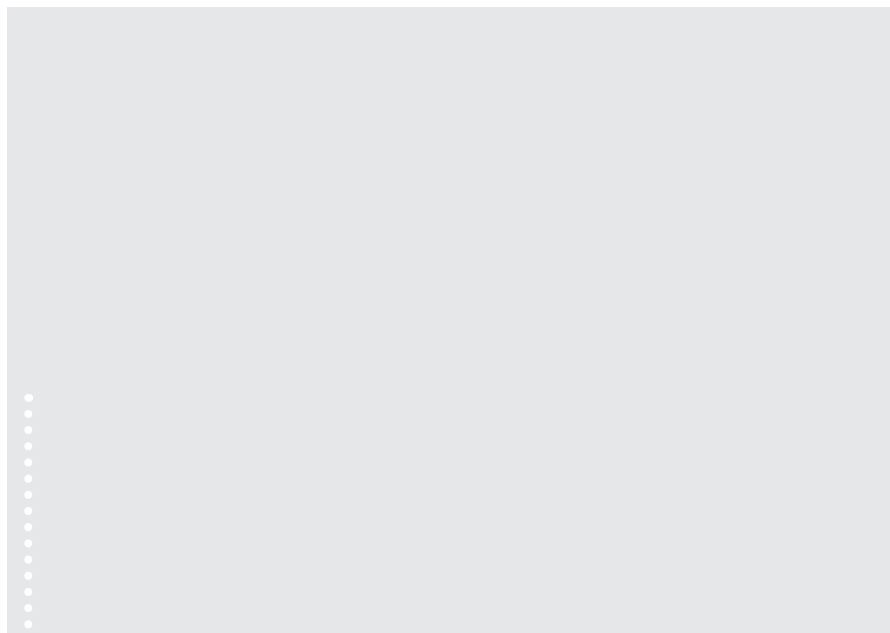
In 2006, USC student Joanne Terry travelled to Fargo, North Dakota, USA, to study for one semester with the USC GO Program.

Joanne says the GO Program was one of the major reasons she chose to study at USC, and says she feels that the experience will benefit her in her studies.

"The GO Program allowed for a great opportunity to see life on the other side of the world. It really is an eye-opening experience that enables you to grow as a person and learn so much about yourself and another culture, which is a lot of fun!" Joanne says.

GO Program student numbers by country 2005–2006

Destination	2005 (by country)	2006 (by country)
United States of America	13	13
Korea	2	2
Italy	3	1
Germany	9	15
France	2	3
Sweden	2	2
Costa Rica	1	1
Japan	12	13
China	2	1
Thailand	1	1
Finland	1	2
Mexico	0	2
Total	**48**	**56**

Increase the proportion of international students in the student body

International recruitment

The University uses various marketing methods to recruit international students to its programs. Methods include recruitment agents, exhibitions, visits to VET/TAFE institutions, visits to English language schools, print and electronic publications, and pathways established with partner institutions. The latter is significant and is reflected in the number of students enrolled in the University's Study Abroad program.

New programs

In 2006, the University of the Sunshine Coast worked to gain CRICOS-registration for a number of additional award programs, increasing the range of programs from which international students are able to choose. International students can now study in areas such as animal, plant and marine biotechnology; food science and nutrition; health promotion; human services; education; nursing science; and journalism.

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

International teaching and research

The University's Faculty of Business staff undertook teaching in collaboration with overseas universities in 2006 as part of three transnational programs offered by USC in China, Fiji and Malaysia. A Master of Business Administration offered in partnership with Shanghai Jiao Tong University, School of Continuing Education since 2000 will be discontinued from 2007. A Master of Management has been offered from 2001 in partnership with the Training and Productivity Authority of Fiji; and a Master of Business Administration and Master of Financial Planning have been offered since 2002 in partnership with Systematic Education Group International in Malaysia.

Other research and teaching activities undertaken in conjunction with international partner universities in 2006 included:

- a visit from two University of Wyoming academics to the University campus, and the subsequent presentation of a Queensland-first seminar on alternative land use scenarios in conjunction with USC staff
- the arrival of Dr Christian Schrader, a German Government Teaching and Research Fellowship recipient from the University of Applied Sciences, Fulda, Germany, to spend six months involved in teaching and research with USC staff
- a visit from two University of Wyoming academics to teach alongside USC staff in the Faculty of Science, Health and Education
- a visit by USC Associate Professor Meredith Lawley to the Fachhochschule München (Munich University of Applied Sciences) to teach in FH Munich's Faculty of Tourism and explore opportunities for joint research

Internationalise the curriculum

Measuring interaction

Internationalisation of the curriculum is mandated in the University's Learning and Teaching Plan. An implementation process began in 2005, continued throughout 2006, and will include an examination of all courses by 2009.

International program and course components

The University offers degree programs with international components. These include the Bachelor of Business (International Business), Bachelor of Arts (International Studies), Bachelor of Arts/Bachelor of Business (Japanese and International Business), Bachelor of Arts/Bachelor of Business (Indonesian and International Business), and the Master of International Business. Specific courses that emphasise international perspectives include International Communication, courses in International Relations/Politics; and other courses such as Globalisation and International Community Development, and Global Citizens: a History of Humanity.

"It is a smaller university but with high level education. Staff have helped every time, it started before arrival when the first contact was made, in the first week...and during the whole semester." — Study Abroad student Andreas Rosinger, of Austria.

Internationalisation

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

Homestay program

The Homestay program places mainly study tour and English language students with families in the region. This ensures the highest impact interactions outside the University between community members and international students. In 2006, 837 students were placed with a total of 380 host families.

Workplace and social interaction

Some international students enrolled in degree and Study Abroad programs take part in workplace-based courses involving work in local industry. One example is the International Teacher Education Practicum in which the University, Education Queensland and the State University of New York College at Cortland (SUNY Cortland) are partners. The Practicum enables students from SUNY to complete an eight-week practicum in Education Queensland schools.

In 2006, USC international students attended local schools as follows:

- Chancellor State College, Primary Campus—three students
- Mountain Creek State Primary School—two students
- Mountain Creek State High School—three students
- Maroochydore State High School—two students
- Kawana Waters State College—two students

International students also have opportunities to interact with the Sunshine Coast community by participating in organised off-campus activities, arranged by the University in conjunction with local tourism-based businesses.
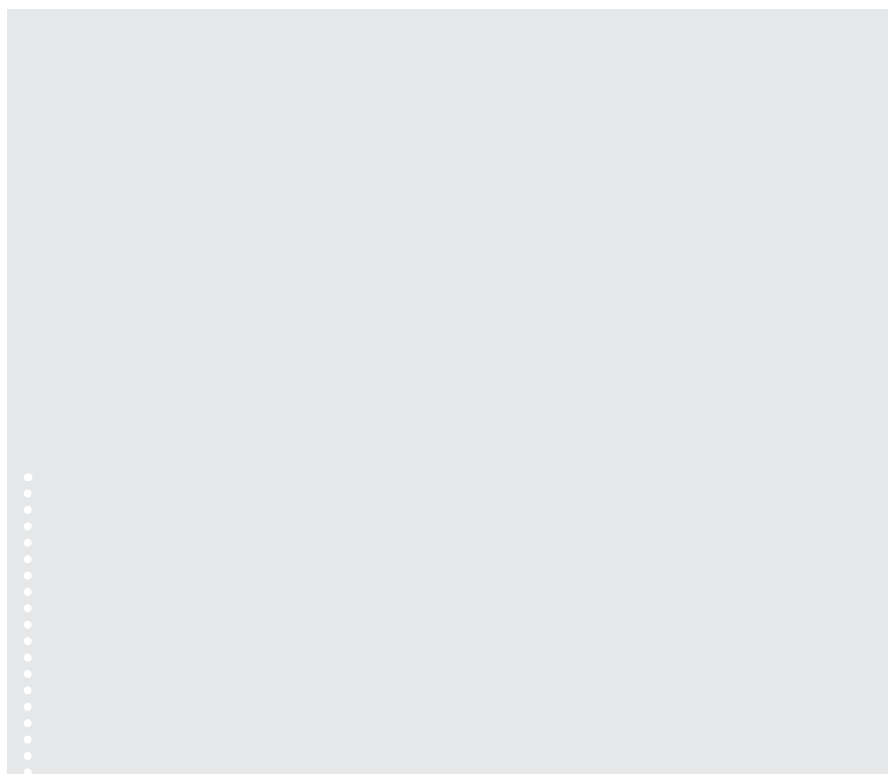
A joint project in 2006 between the University of the Sunshine Coast and the Sunshine Coast branch of the Australian Federation of University Women has resulted in eight students from Iraq, Iran, Afghanistan, Sudan and the Democratic Republic of the Congo studying at USC.

The project supports the education of high-achieving female refugee students, allowing them the opportunity to experience University life while improving their English language skills.

Two of the Sudanese students to study at USC in 2006, Nura Yuggu and Susana John, say the special project provides an invaluable opportunity for students to prepare for their future in Australia.

Both Nura and Susana aspire to study at university after they complete high school.

"It's been good to meet new people and be able to improve my English here," Nura says.

OktoberFair

Members of the German community, local business, and both German and domestic students studying at the University of the Sunshine Coast took part in an on campus OktoberFair event in 2006. The OktoberFair facilitated sharing of information about study opportunities in Germany, while enabling members of the student body and community to share their experiences and learn more about Germany, where many of the University's partner institutions are located.

Peace Scholarship recipient

In 2006, India's Tara Valsaraj studied at the University of the Sunshine Coast as the recipient of an IDP Education Australia Peace Scholarship.

Each year, the Peace Scholarship Program allows students from selected countries worldwide to study in Australia, with the aim of promoting the interaction of diverse cultures through international education opportunities, and improving cross-cultural understanding, leading to enduring global peace.

Ms Valsaraj, who has been involved in various Rotary International charity projects at home in India, hopes her experiences at USC will help her work towards the development of her country and improvements in the standard of living there.

Key performance indicators

■ Increasing to 5 percent the proportion of graduating students who have undertaken part of their undergraduate programs overseas by 2009

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

Year of conferral	Graduates (total number)	Number completing overseas study	%
1999	126	0	0.00%
2000	270	1	0.37%
2001	303	2	0.66%
2002	412	5	1.21%
2003	430	14	3.26%
2004	483	9	1.86%
2005	438	18	4.11%
2006[1]	460	19	4.13%

1   Includes graduates up to and including latest major graduation ceremony in April 2006.

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

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

Year[1]	International award students	Study Abroad students	Total (international students)[2]	Percentage (international students)
2003	205	88	293	8.3%
2004	351	153	504	13.1%
2005	505	168	673	15.8%
2006	528	164	692	14.7%

1   As at Census 1 each year.

2   Excludes inbound exchange students; includes on and off campus students.

■ Increasing to 5 percent the proportion of USC staff pursuing projects involving teaching or research with colleagues from international partner universities

International Relations and all University of the Sunshine Coast faculties are currently facilitating data collection in this area.

■ All courses examined through the curriculum internationalisation project by 2009

A Learning and Teaching Forum on Internationalisation of the Curriculum provided the starting point for this project. Work continued in 2006 to meet the 2009 deadline.

■ Positive and constructive feedback from internal students and the community

International award students provide feedback through Student Feedback on Teaching and the Course Experience Questionnaire.

Study Abroad students provide feedback through Student Feedback on Teaching and an exit survey conducted by the University's Partnerships and Services staff. Exit survey feedback is reviewed within Partnerships and Services, and Partnerships and Services also review student feedback forms from Study Tour and English language students. Verbal feedback received by client services and accommodation staff is reviewed, noting trends and individual issues to be followed up. Verbal and written feedback from Homestay families is also reviewed by Partnerships and Services.

English Language Programs has systematic student feedback processes, with written feedback sought at the end of Week 1, end of Week 10 and at the end of each student's Self Access sessions. The Director of Studies reviews this feedback with staff, and formulates improvements.

No year-on-year trend or benchmarking data is currently available, however work to distinguish between student type in Course Experience Questionnaire data will be undertaken in 2007 to provide an enhanced understanding of the University's performance in relation to international students.

Student support

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

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

Amenities that attract and support

Counselling, mentoring, peer support, student activities and welfare services continued for all students, both domestic and international, in 2006. International students also had access to specialised services such as additional language support, visa management and Overseas Student Health Cover arrangements.

A new e-bulletin improved communication on topics such as key dates, support services, scholarships, and events designed to assist students in their studies.

Three new staff positions were established to assist and enhance the delivery of services and support, and to improve student retention and success.

- The Student Wellbeing Officer will promote health education and deliver various wellbeing and welfare services to students, including services related to tenancy issues and financial assistance.
- The Student Clubs and Activities Officer will organise wide-ranging events to promote student involvement and positive participation in a variety of recreation and sporting clubs. This will encourage personal development, healthy lifestyles and opportunities for social and discipline-related interactions.
- The Student Access Officer will identify factors leading to monitored enrolment, and assist students on monitored enrolment who would benefit from financial advice, tenancy support, time management advice, academic skills support, and improved health care contacts.

Scholarships and bursaries

In 2006 the University offered scholarships and bursaries worth more than $1 million to students enrolled in various study areas. About $180,000 of these funds were provided by local organisations and businesses, and this growing community involvement in USC

PhD student James Lee was awarded a $30,000 Kirk Foundation Scholarship for his work in remote monitoring technology (sport and health). His research is supervised by Dr Brendan Burkett and Dr Rebecca Mellifont at the Centre for Healthy Activities, Sport and Exercise (CHASE) in the Faculty of Science, Health and Education.

was celebrated in 2006 when the University held two major ceremonies to present scholarships, bursaries and prizes to students.

Scholarships and bursaries are available to commencing and current undergraduate and postgraduate students. Recipients are selected on a variety of criteria, including financial need and academic performance.

Assist students in achieving the best possible academic outcomes

Support services

A range of academic support services were offered throughout 2006. Seminars and workshops held during Orientation helped students adapt to a new learning environment and meet the challenges of tertiary study. Personal consultations were available to all students.

Transition programs remained popular. They included academic writing and study skills sessions, return-to-study workshops for mature-age students and basic computing skills courses.

In 2006, Library 'drop-in' sessions were introduced and ran throughout the week, along with faculty workshops offered during

class time. The sessions raised the profile of the skills advisory services and increased the accessibility of advisers.

Student materials and a workbook for the new course Academic Skills for Success were developed in conjunction with the Tertiary Preparation Pathway, which began in second semester (page 23).

Support the development of Library resources and IT capacity

Library resources

In 2006 Library resources included access to a print collection of more than 100,000 items and to electronic databases including more than 26,000 online journal and newspaper titles. The print collection continues to grow by about 10,000 items each year. Online journal titles increased significantly with the subscription to EBSCO MegaFile. This multi-disciplinary database provides full-text for almost 12,000 publications and indexing and abstracting for more than 16,000 publications, with coverage dating from the 1800s.

Information technology

Improved sustainability of the University's ICT systems was a major focus for Information Technology Services (ITS) staff in 2006. Development work included:

- upgrading the University's Internet connection from 4Mb to 20Mb
- launching a wireless Internet pilot in the Library, for review following student use during first semester 2007
- developing a University Portal for release in early 2007
- introducing a standard computing environment for staff and students
- providing new Macintosh computers for computer-based art and design students
- completing a major audiovisual upgrade in four lecture theatres
- fit-outs of nine new teaching venues for students studying geographic information systems, health and nursing, and in sports and science laboratories

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

Student membership

Two members of the student body sit on the University Council, while one undergraduate student from each faculty and one postgraduate student sit on the University's Academic Board. Membership of the University's Research Management Committee includes a higher degree by research candidate, who is not a member of staff of the University (or who has a staff appointment of less than 0.5), and the composition of the Learning and Teaching Management Committee provides for an undergraduate student member.

Loans Scheme review

A review of the Student Loans Scheme by third-year Social Policy students resulted in a revision of policy and a change to payment arrangements. Funds are now paid directly into students' bank accounts, rather than as cheques.

Student ambassador program

In 2006, 12 student ambassadors performed 549 hours of work for the University. Ambassadors attended training sessions presented by the University, covering topics such as behaviour management, presentation skills, program knowledge, IT and technology skills.

Ambassadors represent the University at careers markets, school visits, campus tours, and various events in the Sunshine Coast, Brisbane, Darling Downs and Wide Bay regions. Feedback on their performance is obtained from all schools and highlights the ambassadors as valuable assets to the University.

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

Alumni Relations initiatives

In 2006, an Alumni Relations position was created within the University Foundation to develop and enhance graduate contact with the University. The appointee launched a quarterly e-newsletter, introduced a series of alumni networking events and increased alumni presence on the USC website.

More than 100 alumni attended an Alumni Reunion held as part of the University's tenth anniversary in March. An Alumni Homecoming, including a business start-up workshop, art exhibition, tour of new campus buildings and facilities and a social event, brought graduates together and updated them on recent and future University developments.

At a University Foundation event in September 2006, USC Bachelor of Business graduate and World Ironwoman Champion Kristy Munroe received the 2006 Outstanding Alumni of the Year Award.

The Outstanding Alumni Award is determined via nominations from faculty deans and final selection by a panel of senior staff, including Vice-Chancellor Professor Paul Thomas AM. The inaugural Outstanding Alumni of the Year Award was presented in 2005 to paralympian Marayke Jonkers.

Provide for the particular needs of equity groups and Indigenous students

Equity bursaries and scholarships

In 2006, the University announced it would increase the number of equity bursaries and scholarships it offers, from a value of $20,000 in 2006 to $100,000 in 2007, to help more students from low socio-economic backgrounds. The University allocates Commonwealth Learning Scholarships and offers USC Equity Scholarships for students from low-income backgrounds or other recognised equity groups.

Indigenous student support

USC is committed to equitable access to and participation in education and training for Aboriginal and Torres Strait Islander (ATSI) students.

Visits to schools and regional Indigenous networking groups proved valuable, while specialised Orientation activities for Indigenous students met specific needs, and Indigenous Services Officers arranged tutors under the Indigenous Tutorial Assistance Scheme.

A National Indigenous Cadetship Program (NICP) Coordinator was appointed in March 2006, and achieved nine placement targets by the end of the year. USC's target, set by the Commonwealth Department of Workplace Relations, is 18 placements over a period of two years, and the NICP Coordinator is on track to achieve this goal. Through NICP, the University appointed its first on campus cadet to the Faculty of Science, Health and Education in first semester 2007.

Disability Services

USC continues to enrol a high proportion of students with disabilities (4.12 percent of domestic students in 2006), and the Disability Services Officer focuses on providing individual support for these students. Assistance includes notetakers, aids and equipment, participation assistants, sign language interpreters and adaptive software.

In 2006 a lunchtime speaker program was introduced. Specialists from the community discussed the management of specific disabilities and learning difficulties at sessions attended by academic and support staff and postgraduate students.

Student support

Key performance indicators

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

Attrition[1]

All students

Based on summary data provided by the Department of Education, Science and Training (DEST) as part of the Institution Assessment Framework Portfolio[2], USC has experienced a consistently high attrition rate when compared to both the cohort and sector, as summarised below.

Year	USC	NGU*	National
2000	25.48%	21.78%	17.20%
2001	25.75%	21.72%	16.15%
2002	27.93%	18.94%	15.10%
2003	27.86%	18.23%	14.50%

* New Generation Universities.

1 Percentage of students who do not enrol in the following year nor complete their program. The 2003 attrition rate compares students enrolled in 2003 and their status in 2004.

2 Includes undergraduate students only (domestic and international).

Attrition rate calculations compare only students within an institution and do not take into account movement across the sector. The University of the Sunshine Coast often serves as a feeder institution for students planning to eventually study elsewhere. Where students wish to undertake a program not offered at USC, yet do not meet entry criteria at another institution, they have been encouraged to enrol at USC and then transfer to preferred programs the following year. This has been an inevitable part of USC's development, given the comparatively limited number of programs on offer. Students do not usually commence their major/s until second year and can generally obtain credit at another institution for subjects completed at USC.

When students formally withdraw from USC, they are asked to indicate the major reasons influencing their decisions to discontinue. Of the students who formally withdrew over the period 1 September 2003 to 24 March 2006, 38 percent indicated the main reason for leaving was to study at another university.

The next most common reason (16 percent of respondents) was employment commitments.

In addition, a 2003 survey of 934 first year students conducted by an external consultant early in first semester supports the contention that many students use the University as a feeder institution. The survey found that more than a quarter of students surveyed (26.4 percent) intended to transfer to another university. The survey will be carried out again at the beginning of 2007.

Student Administration and the Strategic Information and Analysis Unit are collaborating on a project to enable online withdrawals. This facility will gather additional qualitative information to inform a formal Attrition Study to be conducted by the Strategic Information and Analysis Unit in early 2007.

Equity groups

Equity data produced by DEST (published most recently in 2005) indicated that USC students from low socio-economic backgrounds, students with disabilities and students from rural areas show consistently lower retention rates than the state and national averages for these groups. Given that a large proportion of the University of the Sunshine Coast's students are from local areas, where many postcodes are designated low socio-economic and rural, these rates may be expected to mirror those of all domestic students. In all cases, the retention rate for these groups at USC increased from 2003 to 2004 with the retention rate for students with disabilities in 2004 nearing the state average.

Rates for students identified as from Non-English Speaking Backgrounds or Isolated Areas have not been assessed due to the small numbers of enrolments. Rates for ATSI students have been assessed and are considered with care, due also to the reasonably small numbers of students involved.

When comparing retention rates of equity group students to non-equity group students, in 2004 students from low socio-economic backgrounds, students with disabilities and students from rural areas were retained at a higher rate than their non-equity

counterparts. This was not the case at either the state or national levels. ATSI students continued to be retained at a lower level than non-ATSI students in 2004, and this was also reflected at both state and national levels.

Progress rates[4]

All students

Based on summary data provided by DEST as part of the Institution Assessment Framework Portfolio, the progress rate for undergraduate students has increased each year since 2000 and is similar to the cohort and sector averages.

Year	USC	NGU*	National
2000	82.01%	83.39%	85.99%
2001	83.29%	83.88%	86.45%
2002	88.62%	89.18%	89.98%
2003	88.66%	89.16%	90.43%
2004	90.18%	89.36%	90.75%

* New Generation Universities.

4 Proportion of load successfully completed.

Increased uptake by students of opportunities to become involved in University decision-making

The University's formal committees (Council and its committees, Academic Board and its committees and the Vice-Chancellor's Advisory Committee) include 10 designated student places. This number has remained unchanged since 2004.

In considering its response to Voluntary Student Unionism (VSU) legislation, Council considered student membership of University committees post-VSU, and noted that the current level of student membership of committees would remain unchanged. The only change would be that the composition of a committee could not make reference to a student or students being nominated or appointed to a committee by the Student Guild. In future the selection of student members must be undertaken by some other means (eg by election).

Positive and constructive student feedback on infrastructure and services

Library

The Library takes part in the Rodski survey every two years. This survey contains 40 questions covering the full range of Library services, and data collected are used to assess Library client satisfaction. The 2005 Rodski survey at USC revealed that 89 percent of respondents reported being 'satisfied' to 'highly satisfied' with Library resources and services. Staff were seen as fair, professional, friendly and providing quality service. The issue causing most concern for clients was the number of computer workstations available. Since the 2005 survey, more than 33 changes and improvements have been achieved. This included the addition of 19 computers to the Information Commons, bringing the total number of computers in the Library building to 124—an increase of 300 percent since 2003.

Of the feedback forms received by the Library during 2006, 75 percent of suggestions were, or are in the process of being, implemented. Feedback from students attending information literacy tutorials showed 94 percent of respondents rated content and delivery of tutorials as either excellent or good.

Student Administration

A Student Administration satisfaction survey was conducted in 2004 and results reported to Council in 2005. The survey was repeated in 2006. Analysis is still underway and preliminary observations are as follows:

- Student satisfaction with quality of service at front counter, on the telephone and by email remains high at more than 93 percent of students surveyed.
- Students described the services provided as professional and friendly in more than 95 percent of forms returned.
- Email remains the preferred source of communication for students.
- Students would prefer Student Administration to remain open late on Mondays rather than Wednesdays.

Student Administration annually surveys students who hold Commonwealth Learning Scholarships and University Equity Scholarships. The first survey was conducted in October 2005 and a report presented to the Equity Committee in 2006. In brief, results confirmed that these scholarships were benefiting recipients significantly, particularly in the following areas.

- Academic impact—scholarships reduced the need to work long hours in part-time employment, with 33 percent of respondents indicating they chose not to work at all and only four percent saying they each worked more than 16 hours a week.
- Emotional impact—students generally perceived that the scholarships reduced levels of stress and worry and reported strong feelings of support and encouragement.
- Financial impact—students felt more able to fund educational and living expenses.

The 2006 Scholarship Survey was distributed in late 2006, with data to be collated in 2007.

Voluntary Student Unionism

Voluntary Student Unionism (VSU) was legislated in December 2005, for implementation from 1 July 2006.

In early 2006, the Deputy Vice-Chancellor formed a project team to provide recommendations to the University on how USC could best manage the impact of VSU. The team conducted broad stakeholder consultation regarding the likely impacts of changes or removal of services offered by the Student Guild, should they occur.

The project team presented a formal report to the Vice-Chancellor and Deputy Vice-Chancellor, with recommendations communicated to Cost Centre Managers and the Student Guild. Two new Student Services positions were created as a result of the recommendations—a Student Wellbeing Officer, and a Student Activities and Clubs Officer (page 44). Student Services was also tasked with coordinating the Orientation program for new students beginning in 2007.

The two new Student Services roles were initiated to ensure continuity of student health and welfare activities and social and cultural programs. The Student Loans Policy and Procedures were also reviewed in 2006 so as to improve effectiveness and accessibility, and the Student Wellbeing Officer was made responsible for the administration of student loans.

It was identified that there could be less opportunity for student participation in committee and governance roles, should activities of the Student Guild decrease. While this did not eventuate in 2006, the University began planning for a Student Liaison Committee with student members, to be formed in 2007.

In 2006, planning for the continued operation of a 24-hour on campus recreation room for students by the Guild in partnership with the University took place, with USC assuming responsibility for provision of on campus ATM facilities for the use of students, staff and visitors.

There is a clear intention on the part of the University to continue the services it has assumed into the future.

Staff

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

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

Quality institution

Throughout 2006 the University continued to position itself as a quality institution that offers staff opportunities to engage closely with students through learning and teaching, while conducting research in a supportive environment.

Strong partnerships with external organisations, the development of research facilities on campus, and the introduction of a range of new programs provided impetus for the University to advertise an unprecedented number of academic and administrative positions.

Employer of Choice for Women

For the second year running, the University of the Sunshine Coast was named an 'Employer of Choice for Women' by the Federal Government Equal Opportunity for Women in the Workplace Agency. The University was one of just 16 Queensland-based organisations named on the list, and one of only 116 Australia-wide.

The citation recognises the University as a workplace that supports female staff by providing a positive and flexible environment.

Organisations awarded the citation have demonstrated that they have policies and practices that support women across the organisation and that these policies and practices have had positive outcomes for both women and the organisation. The award, which is valid for 12 months, helps attract high-quality staff to the University.

Two University staff were recognised for their outstanding contributions to student learning as recipients of prestigious citations awarded annually by the Carrick Institute for Learning and Teaching in Higher Education.

Creative Writing senior lecturer Gary Crew was cited for leadership in establishing and developing a professionally productive creative writing program in a new regional university, while Marketing lecturer Maria Raciti was recognised for creating a successful learning environment for business students of all abilities.

The Carrick Institute is a federally funded body charged with the mission of promoting and advancing learning and teaching in Australian higher education. Each year the Institute presents up to 210 awards nation-wide.

Dr Crew and Dr Raciti also received the 2006 Vice-Chancellor's Medals for Outstanding University Researcher and Teacher, respectively.

Workplace Health and Safety

The University implements a range of Workplace Health and Safety (WHS) initiatives.

In 2006, these included a new instructional information DVD addressing the topics of safe and effective fire extinguisher operation and office ergonomics. The DVD is available for viewing by all staff, and can be accessed via the WHS Resource page of the Staff Intranet.

Participation in Safe Work Australia (SWA) Week included distribution of SWA promotional items alerting staff to the Australian Government campaign. The University's Capital Programs and Operations section also distributed regular Health and Safety Tips via email. Positive feedback indicated many staff found this initiative beneficial.

An external WHS consultant is retained to conduct fortnightly inspections of the campus, and in 2006 a new consultant was appointed following the resignation of the previous consultant after 10 years of service to USC.

Average time lost rate

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

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

Internal communications

A series of staff focus groups conducted in 2006 revealed some staff dissatisfaction with internal communications and information management. Consequently, the University developed an Internal Communication Strategy to enhance internal communication of University information, priorities and achievements. Development of the strategy highlighted the need to create online staff and student portals. A project team was formed to define specific purposes for the portals, and to ensure the finished products would meet the needs of staff and students. The University plans to have the portals in place by February 2007.

Industry recognition

- Public Health lecturer Lily O'Hara was appointed a Life Member of the Australian Health Promotion Association. Life membership is the highest award offered by the industry and Ms O'Hara was only the fourth person to receive the accolade for outstanding and distinguished service to the Association and to health promotion in Australia. Ms O'Hara was also appointed to the Health Promotion Journal of Australia Editorial Advisory Board. This peer-reviewed journal is the only one focused on health promotion research and practice in Australia, and has a small and select Advisory Board, making this appointment a great honour.

- Centre for Healthy Activities, Sport and Exercise (CHASE) Director Brendan Burkett traveled to the 2006 IPC World Swimming Championships in South Africa in December as Sports Science Coordinator for Swimming Australia. This trip followed Dr Burkett's work in the same role at the 2002 World Championships in Argentina, the 2004 Olympic Games in Athens, the 2006 European Games in Germany and the 2006 Pan American Games in America.

- The Brisbane Advertising and Design (BAD) Club, a professional association of about 700 members, named Art and Design lecturer Debra Livingston as its BAD Person of the Year. Ms Livingston was the first academic in the Club's 36-year history to receive the Person of the Year award.

- Adjunct Professor Peter Bycroft led a consortium awarded a $600,000 contract by the Commonwealth Department of Health and Ageing to revise Australia's 'Living is for Everyone' framework, as a definitive blueprint for suicide prevention (page 32).

Increase the professoriate to enhance academic leadership

New appointments

Appointments and promotion have increased substantially the proportion of teaching and research staff at associate professorial (Level D) and professorial levels (Level E) (page 51). In addition, the University created new positions for heads of schools, teaching and learning coordinators, research and research management coordinators and regional engagement coordinators within the faculties, to guide staff in these areas. The University also appointed Professor and Associate Professor positions in expanding areas such as coastal studies, education, health sciences and nursing.

Nursing Director appointment

Sunshine Coast Health Service District Director of Nursing Services Graham Wilkinson was appointed an Adjunct Professor when he attended a Nursing Showcase event at the University.

Mr Wilkinson, who is in charge of 1,700 nurses in the district, said he aimed to increase resource-sharing between the industry and USC while encouraging discussions about joint opportunities and future curriculum.

"I'll be actively engaged in the advisory committee and expanding links formally between the Sunshine Coast Health Services District and Nursing Services and the facilities of the Faculty of Science, Health and Education, particularly in the area of nursing," he said.

Marine Science senior lecturer Dr Thomas Schlacher was part of an international team of marine biologists reporting to the United Nations General Assembly in New York. The UN-commissioned team assessed how vulnerable deep-sea ecosystems were to human activities, particularly trawling (page 32).

Staff

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

Staff development program

The University again invested significantly in its staff development program by providing a monthly staff development calendar and monitoring participation in internal staff development activities. These included a Staff Development/Induction Day for sessional staff; Foundations of University Teaching workshops; postgraduate supervision; recruitment, selection and appointment sessions; Performance Planning and Review (PPR) for All and PPR for Supervisors courses; and various information technology training courses.

Teaching and Research Services provided professional development activities for teaching and research staff. These included:

- academic staff induction
- Foundations of University Teaching (in collaboration with Education staff)
- New to University Teaching learning circle
- Annual Research Conference
- Vice-Chancellor's Learning and Teaching Colloquium (page 24)
- Sessional Staff Development Day (in collaboration with Human Resources)
- higher degree by research student and supervisor training with Associate Professor Jim Sillitoe, from the Victoria University Office of Postgraduate Research, and Principal Research Fellow at the University of Ballarat
- Getting the Most out of SFT (Student Feedback on Teaching) workshop
- Providing Positive Feedback to Students workshop
- Assessing Student Learning workshop
- Webinar, and Queensland University of Technology forum on e-learning, with Professor Diana Laurillard, from the London Knowledge Lab, London University
- ARC preparation
- ARC expert feedback from Professor Bob Breakspere, Emeritus Professor, University of Technology, Sydney
- funding teaching and research staff attendance at First Year in Higher Education conference
- Learning Spaces forum and discussion meetings (page 26)
- information sessions on Carrick Grants, Carrick Awards, Carrick Fellowships, HERDSA Fellowships, University Grants, Student Feedback on Courses (SFC), and Foundations of University Teaching

Leadership development program

In 2006 the University piloted a range of activities as part of a comprehensive and integrated leadership development program to be implemented from 2007. The program will address topics such as academic leadership, change management, and strategic and operational people and resource management. The aim is to enhance capacity to develop and maintain a robust and positive organisational environment that is conducive to high levels of engagement and standards of achievement. Targeted participation in appropriate external activities will also continue.

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

Performance management

The University reviewed all performance management processes and developed a fair, transparent and efficient performance management scheme. The performance management scheme is grouped under the Certified Agreement and includes policies, procedures and guidelines for probation, staff development, performance planning and review, rewarding performance, unsatisfactory performance, misconduct and serious misconduct, and managing ill health.

The University also revised or developed policies and systems for rewarding high-performing staff. These related to staff development, the Professional Development Program, Study Assistance and Performance Planning and Review (PPR).

Performance Planning and Review (PPR)

The University's PPR process continues to help in developing a high staff performance profile. The University provides a comprehensive training program for PPR and monitors implementation. Feedback on PPR implementation indicates that the process has resulted in more consistent participation in performance discussions and greater clarity about roles, strategic priorities and achievements; more effective targeting of staff development and use of resources; and improved career development and planning. Staff development activities also align more closely with the University's strategic directions and operational priorities.

Rewarding staff

Staff continued to be successful in applying for promotion and taking up opportunities for professional development. Of particular note in 2006 was the introduction of Outstanding Achievement Awards for Administrative, Professional and Technical (APT) staff. These recognise outstanding staff contributions, complementing existing awards for students and teaching and research staff. An award for Teaching and Research Services was also added.

The University celebrated the achievements of its staff with a Power of Ten at Twilight event in February (page 2). This event encouraged staff to reflect on their contributions to the University's development during its first 10 years, and provided an enjoyable social experience.

Key performance indicators

■ Success in recruiting to key positions

The University successfully recruited to the following key positions in 2006:

- Dean, Faculty of Business
- Heads of School, Faculty of Arts and Social Sciences
- Heads of School, Faculty of Science, Health and Education
- Research Director, Faculty of Arts and Social Sciences
- Learning and Teaching Coordinators—all faculties
- Research Coordinators—all faculties
- Professor of Nursing
- Associate Professor of Coastal Studies and Coordinator, Environmental Education Programs
- Associate Professor of Education
- Associate Professor of Health Sciences and Coordinator, Health Sciences Area
- Associate Professor of Nursing
- Director, Information Services
- Manager, Finance
- Manager, Financial Operations
- Manager, Office of Research
- Manager, Office of Teaching and Learning
- Manager, Risk and Procurement
- Manager, Technical Services, Faculty of Science, Health and Education

Rapid growth has meant a focus on recruitment activities and the University's recruitment rate remains higher than the national average for the higher education sector, reflective of the number of new positions created in response to the growth of the University.

■ High staff performance profile

The quality of staff performance was recognised by external organisations throughout the year with key appointments, memberships and awards. For example, two University of the Sunshine Coast staff won national awards for excellence in teaching from the Carrick Institute for Learning and Teaching in Higher Education. The Institute awards up to 210 prizes nation-wide each year (page 48).

■ High qualifications profile

DEST 2004 and 2005 Staff Publications show USC has the highest proportion of academic staff with doctoral or masters qualifications of any university in Queensland, and the fifth highest in Australia. USC has maintained a 62 percent DEST full-time equivalent PhD rating in 2005 and 2006 and 88 percent for postgraduate qualifications in 2006.

■ Increased proportion of staff at professorial level

DEST staff full-time equivalent data on academic staff levels 2004–2006 (Associate Professor and Professor)

Level	2004	change	2005	change	2006	change
Associate Professor and Professor	12	–8%	14	17%	22	57%

■ Increased uptake of staff development initiatives

Human Resources continued to coordinate and develop a comprehensive range of staff development activities (page 50). In 2006, increases were evident in the number and range of staff development initiatives and in the number of participants. Throughout the year, 567 staff attended training and development opportunities organised through the University, a substantial increase from 2005.

DEST staff full-time equivalent data on academic staff levels 2004–2006 (Senior Lecturer, Lecturer, Associate Lecturer)

Level	2004	change	2005	change	2006	change
Senior Lecturer	29	26%	32	10%	39	22%
Lecturer	45	–10%	48	7%	48	0%
Associate Lecturer	15	50%	11	–27%	14	27%

Environmental sustainability

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

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

Regional exemplar

The Australasian Tertiary Education Facilities Management Association (TEFMA) prepares an annual Benchmark Report on Environmentally Sustainable Development (ESD). ESD relates to master planning for enhancing ecological values, construction and rehabilitations projects incorporating principles of 'Green Buildings', space usage, energy use, water, waste and natural environmental components.

The 2005 survey data, published in 2006, reveals that USC achieved an ESD result of 91/100 and a rating of best practice. Only three universities in Australasia—Griffith University (Mt Gravatt), Southern Cross University (Lismore) and USC—were awarded a best practice rating. This is an improvement from 2004, when USC was given a ranking of 70, which meant a rating of 'good practice'.

Campus development

Major works projects in 2006 included construction of two new buildings and a commitment to build an indoor Sports Stadium in the University's expanding Sport and Health Precinct (page 36).

Building H, located to the south of the existing science building, opened in July, and, from second semester, offered science students a range of new facilities. Students now have access to advanced computing, sports science and teaching laboratories, as well as to state-of-the-art teaching wards for nursing students. These feature human simulation models to support the University's nursing programs.

A second new building under construction in 2006, Building C, houses a lecture theatre, offices and a café for students and staff. Numerous staff, including those previously located in the offices of the Vice-Chancellor and Deputy Vice-Chancellor in Building B (Administration Building), will relocate to Building C in early 2007.

In late 2006, the University announced a start on construction of a $10 million indoor Sports Stadium, to be completed by early 2007 (page 36). In conjunction with the stadium announcement, the University launched a $3.5 million public fundraising campaign for the construction of a Health and Sport Centre (page 36).

Bus interchange

In 2006, a traffic consultancy company working for the Queensland Government presented the University with various options for a bus interchange to be located on the USC campus. The University approved a proposal for an interchange funded by Queensland Transport and inclusive of the existing greenlink to Scholars Way. The proposal is consistent with a past briefing presented to University Council, and the University-appointed master planners have been briefed on the initiative to ensure input on the final design. Work on the interchange is expected to begin in 2007.

Work on the 3,705 square metre Sports Stadium, which will be used for University and community sporting events and USC ceremonies, began in November 2006.

Pulse sculpture

In 2006 the University received a gift of more than $50,000 from the Lee Graff Foundation based in California. As a result of this donation, a sculpture titled 'Pulse' has been commissioned from artist Konstantin Dimopolous, for installation in front of the Art Gallery in early 2007. The sculpture will comprise of several red and orange poles seven metres in length and, according to the artist, will focus on the 'simple but elegant and dynamic rhythms of nature'.

Continue to refine approaches to subtropical architecture, in particular for heating and cooling of work environments

Building of choice

In consultation with the architects, Building C (page 52) was constructed during 2006 as a building of choice with multi-modal ventilation. This will enable individual occupants of the building to regulate individual work area temperatures and choose to use either a passive ventilation or mechanical air-conditioning strategy, depending on conditions.

Strategies to encourage economical use of mechanical air-conditioning in Building C include a set-up that prohibits the use of air conditioning when the temperature is less than 23°C, or when windows are open. This will prompt the user to re-assess his or her needs and adjust air-conditioning appropriately after every three-hour period of operation.

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

Campus security

In 2006, the University upgraded its access control system. The new CardaxFT system allows information about cardholders, the site and system activity to be stored on the IT network, providing full control over where and when staff, visitors or vehicles can move at all times.

The security upgrade provided an opportunity to introduce proximity smart cards to all staff areas, replacing the existing magnetic swipe technology. The new smart card technology will eventually be introduced in all student areas.

The University continues to expand its Closed Circuit Television (CCTV) network both within buildings, including main concourses, computer laboratories and high-risk areas, and in open-space areas on campus. Both of the new car parks opened in 2006 have been fitted with Emergency Call Points and CCTV. Infrastructure for the installation of CCTV in car park nine was also completed.

Security operations

Security operations expanded in 2006 to enhance the safety of staff and students, and protect University buildings and facilities. Two security personnel are now on duty at all times during each shift in a 24-hour period.

LED signage

New LED signage was erected on the roads into the campus and will be operational from first semester 2007. The signs will facilitate University communications with visitors entering the campus for special events, and with staff and students about ongoing environmental and other campus-related issues such as parking boundaries and rules regarding domestic animals on campus.

Enhance the effectiveness of the green campus corridor linking with Mooloolah National Park

Kangaroo-friendly fencing

Erection of kangaroo-friendly fencing around the perimeter of roads leading to the main campus enhanced the green campus corridor.

The fencing serves a dual function: preventing vehicles from parking in prohibited areas reserved for native wildlife; and providing safe passage for kangaroos crossing roads surrounding the campus.

The fencing was designed to be at an appropriate height. This enables kangaroos to move freely from one side of the road to the other, and also slows them down as they approach the road, so that drivers have more time in which to see them and slow their vehicles accordingly.

Kangaroos on campus

In reviewing its Master Plan, the University surveyed kangaroo population movements to measure the impacts, if any, campus development and development in surrounding areas have had on kangaroo numbers and movements. Outcomes of the review will be reported to University Council in March 2007.

Encourage a respect for the campus as an environmental sanctuary and safe haven for all native wildlife

Ongoing communication

University staff continue to explain to visitors that kangaroos and other fauna should be viewed from a distance. They also monitor domestic animals on campus, and explain to visitors why they cannot be brought into the University grounds.

Environmental sustainability

Key performance indicators

■ **Awards for campus development**

The University did not nominate for any campus development awards during 2006.

■ **Improved energy, water consumption and waste management data**

The University's data highlights its success in keeping energy and water consumption and waste management costs to a minimum while meeting the needs of a rapidly increasing number of students and staff, and campus development and construction projects undertaken during the same period. Water consumption per EFTSL improved between 2004 and 2005, as did the total cost of cleaning per EFTSL between 2003 and 2005.

The latest annual Tertiary Education Facilities Management Association (TEFMA) Benchmarking Survey was published in June 2006 (for reporting year 2005).

Energy consumption/expenditure						
	2000	2001	2002	2003	2004	2005
Annual consumption in gigajoules (GJ)	8,956	10,597	12,048	13,027	14,596	19,867
Energy consumption per EFTSL (GJ/EFTSL)	4.3	4.4	4.6	4.8	4.9	6.1

Water consumption						
	2000	2001	2002	2003	2004	2005
Total water consumption (kL)	9,995	8,731	10,375	13,605	15,960	17,154
Water consumption per EFTSL (kL/EFTSL)	4.8	3.7	3.9	5.0	5.4	5.3

Cleaning and waste management services						
	2000	2001	2002	2003	2004	2005
Total cost cleaning ($/EFTSL)	109	118	132	132	127	110

■ **Low level of security incident reporting and cost of security per EFTSL**

One substantial security and safety incident—a break-in and theft—was reported during 2006. The offender was identified on security camera footage and charged by police, with most of the stolen equipment recovered. There were no serious incidents.*

The cost of security per EFTSL at USC decreased from $182 to $158 between 2004 and 2005. While reductions in cost were achieved in 2006, the cost continues to be higher than the Australian average ($102), due to small student numbers skewing the factors.

An incident of 'substantial consequence' is defined as a disabling injury requiring medical treatment; financial loss of $5,000 to $50,000; slight disruption to activities; and/or slight environmental impact. An incident of 'serious consequence' is defined as serious injury (amputation, permanent disability); financial loss of $50,000 to $500,000; notable disruption to activities; and/or notable environmental impact.

■ **Number and range of environmental projects by staff and students in the green campus corridor**

Revision of the Master Plan during 2006 identified several landscaping and environmental projects to be undertaken during 2007. No new environmental projects were undertaken during 2006, pending outcomes of this review. Plantings during student Orientation and planning for the compensatory habitat project continued.

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Administration Offices							
Boulenger R, Mr	Student	UK	Enterprisers program	22–Jun	28	19–Jul	2,947.00
Bradley M, Mr	Director, Capital Programs and Operations	USA	Conference	6–Jul	9	14–Jul	3,064.00
Christensen T, Ms	Student	UK	Enterprisers program	22–Jun	28	19–Jul	2,947.00
Passeggi T, Mr	Student	UK	Enterprisers program	21–Jun	13	3–Jul	2,947.00
Pentland A, Mr	Executive Officer, Foundation	Canada/USA	Conference, institutional visit	19–Jun	27	15–Jul	6,653.75
Peters J, Ms	Web Coordinator, Marketing and Communications	USA	Conference	20–Oct	8	28–Oct	11,424.00
Stamford R, Mr	Works Manager, Capital Programs and Operations	USA	Conference	6–Jul	9	14–Jul	3,064.00
Thursby M, Ms	Director, Marketing and Communications	Canada	Conference	5–Jul	19	23–Jul	5,983.34
Chancellery							
Elliot R, Prof	Pro Vice-Chancellor	Korea	Marketing	21–May	4	24–May	4,852.78
Elliot R, Prof	Pro Vice-Chancellor	Germany	Marketing	22–Apr	20	11–May	6,514.40
Elliot R, Prof	Pro Vice-Chancellor	Sweden/Germany	Marketing	30–Sep	16	15–Oct	15,166.00
Elliot R, Prof	Pro Vice-Chancellor	Japan/Korea/Taiwan	Marketing	27–Nov	12	8–Dec	3,168.71
Hill G, Prof	Deputy Vice-Chancellor	Indonesia	Conference	3–Apr	7	9–Apr	3,108.30
Thomas P, Prof	Vice-Chancellor	Europe	Conference	28–Apr	18	15–May	23,036.00
Thomas P, Prof	Vice-Chancellor	Denmark	Conference	11–Oct	14	24–Oct	17,391.24
Thomas P, Prof	Vice-Chancellor	Malaysia	Graduation ceremony	17–Nov	3	19–Nov	5,268.00
Faculty of Arts and Social Sciences							
Babacan H, Dr	Lecturer	Israel	Presentation	2–Jun	8	9–Jun	940.00
Baldwin C, Ms	Lecturer	Netherlands	UNEP Dams and Development Program	25–Aug	7	1–Sep	No cost to USC
Baldwin C, Ms	Lecturer	Canada	Conference	11–Nov	9	19–Nov	5,622.00
Burford S, Ms	Honours student	Singapore	Conference	15–Aug	10	24–Aug	1,875.00
Bussey M, Mr	Honours student	Israel	Conference	18–May	14	31–May	1,293.20
Carter J, Dr	Lecturer	Indonesia	Conference	3–Apr	7	9–Apr	2,149.90
Carter J, Dr	Lecturer	PNG/Vanuatu	ACIAR project development	12–Dec	9	20–Dec	320.00
Curtis R, Dr	CDU Lecturer	Indonesia	Supervise in-country language program	18–Jan	33	19–Feb	514.78
Dyer P, Assoc Prof	Dean, Faculty of Arts and Social Sciences	South Africa	Conference	5–Mar	14	18–Mar	8,492.00
Dyer P, Assoc Prof	Dean, Faculty of Arts and Social Sciences	USA	Symposium	21–Feb	14	6–Mar	7,996.00
Foster J, Ms	Lecturer	Germany	Conference	27–Jul	11	6–Aug	6,790.64
Gopalkrishnan N, Mr	Lecturer/Director, Centre for Multicultural and Community Development	India/Thailand	Conference	1–Jan	31	31–Jan	5,909.70
Gopalkrishnan N, Mr	Lecturer/Director, Centre for Multicultural and Community Development	France	Conference	11–Dec	58	6–Feb	5,296.00
Janzekovic J, Dr	Lecturer	Sweden	Institutional visit, recruitment	7–Oct	40	15–Nov	2,749.00
Magdalinski T, Dr	Senior Lecturer	Canada/USA	Presentation	24–Jan	20	12–Feb	8,068.00
Magdalinski T, Dr	Senior Lecturer	Netherlands	Teaching	7–Apr	30	6–May	3,678.00

Overseas travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Magdalinski T, Dr	Senior Lecturer	USA/Germany	Conference	17–May	18	3–Jun	7,040.00
Mahnken P, Dr	Lecturer	Indonesia	USC delegation to Lombok	18–Sep	6	23–Sep	2,268.00
Mahnken P, Dr	Lecturer	Indonesia	Supervise language program	28–Dec	26	23–Jan	12,769.00
Mahnken P, Dr	Lecturer	Indonesia	In-country study course	28–Dec	29	25–Jan	2,432.00
Matthews J, Dr	Lecturer	USA	Symposium	6–Apr	13	18–Apr	3,832.50
McConville C, Dr	Lecturer	New Zealand	Conference	8–Feb	5	12–Feb	1,435.00
McConville C, Dr	Lecturer	New Zealand	Conference	25–Nov	7	1–Dec	930.00
Miller S, Mr	UNE Lecturer	Indonesia	Act as Resident Director for USC in-country program	30–Dec	29	12–Feb	1,820.22
Morriss C, Ms	Honours student	Singapore	Conference	15–Aug	10	24–Aug	1,641.65
Third M, Ms	Lecturer	France	Teaching, marketing	14–Mar	17	30–Mar	8,980.00
Todd K, Mr	Senior Lecturer	USA	Marketing, institutional visit	15–Sep	22	6–Oct	6,384.00
Todd K, Mr	Senior Lecturer	UK	Meetings	19–Nov	24	12–Dec	2,697.00
Faculty of Business							
Clutterback P, Mr	Associate Lecturer	Fiji	MBA teaching	5–Jul	4	8–Jul	1,943.00
Corcoran P, Mr	Lecturer	Malaysia	Conference	31–Aug	5	4–Sep	2,915.75
Cradduck L, Ms	Associate Lecturer	China	MBA teaching	26–Jul	8	2–Aug	2,847.50
Farr-Wharton R, Dr	Senior Lecturer	Fiji	MBA teaching	8–Mar	4	11–Mar	1,601.00
Farr-Wharton R, Dr	Senior Lecturer	China	MBA teaching	22–Mar	7	28–Mar	2,594.00
Farr-Wharton R, Dr	Senior Lecturer	UK/Sweden/USA	PDP, conference	9–Aug	102	18–Nov	11,891.00
Fitzgerald E, Prof	Dean, Faculty of Business	France/Germany	Conference, institutional visit	21–Apr	10	30–Apr	6,004.00
Fitzgerald E, Prof	Dean, Faculty of Business	Malaysia	MBA meetings	6–Apr	4	9–Apr	1,919.00
Fitzgerald E, Prof	Dean, Faculty of Business	Fiji	AUQA audit preparation	8–Sep	3	10–Sep	1,492.25
Freeman J, Mrs	Lecturer	South Korea	Field trip	17–Sep	13	29–Sep	3,305.28
Freeman J, Mrs	Lecturer	New Zealand	Conference	16–Nov	9	24–Nov	1,880.50
Graham W, Mr	Lecturer	China	MBA teaching	23–Nov	6	28–Nov	2,989.50
Harker D, Dr	Associate Professor	New Zealand	Presentation	17–Apr	3	19–Apr	1,544.00
Harker D, Dr	Associate Professor	New Zealand	Appearance before Select Committee on Obesity	13–Jun	3	15–Jun	1,250.00
Harker M, Dr	Associate Professor	UK	PDP	23–Aug	35	26–Sep	3,869.00
Harker M, Dr	Associate Professor	Fiji	MBA teaching	12–Mar	4	15–Mar	1,685.00
Harker M, Dr	Associate Professor	China	MBA teaching	22–Mar	7	28–Mar	3,078.00
Harker M, Dr	Associate Professor	New Zealand	Presentation	5–Mar	5	9–Mar	1,971.00
Harker M, Dr	Associate Professor	New Zealand	Presentation	17–Apr	3	19–Apr	1,144.00
Harker M, Dr	Associate Professor	New Zealand	Appearance before Select Committee on Obesity	13–Jun	3	15–Jun	866.00
Heron K, Mr	Associate Lecturer	China	MBA teaching	12–Nov	10	21–Nov	2,685.00
Lambert C, Dr	Associate Professor	Hong Kong	PhD meetings	17–Jul	7	23–Jul	3,543.00
Lambert C, Dr	Associate Professor	China	MBA teaching	16–Mar	7	22–Mar	2,710.00
Lawley M, Dr	Associate Professor	Fiji	MBA teaching	5–Mar	5	9–Mar	1,732.00
Lawley M, Dr	Associate Professor	China	MBA teaching	16–Mar	7	22–Mar	2,710.00
Lawley M, Dr	Associate Professor	Netherlands	Teaching	15–Aug	32	15–Sep	3,387.00
Lawley M, Dr	Associate Professor	Germany	Visiting Professorship	13–Nov	21	3–Dec	2,862.00

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
McKelvey J, Mr	Manager, Graduate Studies	Malaysia	MBA meetings	6–Apr	4	9–Apr	1,989.00
McKelvey J, Mr	Manager, Graduate Studies	China	Graduation ceremony	12–Jul	6	17–Jul	3,378.00
McKelvey J, Mr	Manager, Graduate Studies	Malaysia	Meetings	27–Jun	7	3–Jul	2,910.75
McKelvey J, Mr	Manager, Graduate Studies	Fiji	Meetings	8–Aug	4	11–Aug	2,441.25
McKelvey J, Mr	Manager, Graduate Studies	USA	Visiting partner institutions	24–Sep	16	9–Oct	10,543.00
McKelvey J, Mr	Manager, Graduate Studies	Malaysia	Graduation ceremony	16–Nov	4	19–Nov	2,351.50
McKelvey J, Mr	Manager, Graduate Studies	Fiji	AUQA audit preparation	8–Sep	3	10–Sep	1,439.25
McKelvey J, Mr	Manager, Graduate Studies	Fiji	Accompany AUQA panel members	15–Oct	4	18–Oct	1,645.00
Radbourne J, Dr	Associate Professor	Portugal	Conference	12–Jun	14	25–Jun	5,179.00
Rivers C, Dr	Senior Lecturer	Canada	Conference	23–Jun	9	1–Jul	4,746.00
Sharma B, Dr	Senior Lecturer	India	Conference	31–Jan	11	10–Feb	4,637.25
Sim M, Dr	Lecturer	Singapore	Conference	7–Jul	10	16–Jul	2,415.00
Trimarchi M, Dr	Associate Professor	Hong Kong/China	Conference	14–Jun	17	5–Jul	3,897.40
Van Akkeren J, Ms	Lecturer	USA	Conference	19–May	9	27–May	5,336.00
Vinnicombe T, Dr	Lecturer	Fiji	MBA teaching	3–Jul	5	7–Jul	2,643.25
Vinnicombe T, Dr	Lecturer	China	MBA teaching	13–Jul	6	18–Jul	3,245.50
Vinnicombe T, Dr	Lecturer	Germany	PDP	8–Oct	135	19–Feb	4,847.00
Whiteoak J, Dr	Lecturer	Fiji	MBA teaching	10–Jul	5	14–Jul	2,094.50
Willcoxson L, Dr	Accreditation Coordinator	France	Conference	21–Apr	9	29–Apr	4,064.00
Wynder M, Dr	Lecturer	New Zealand	Conference	30–Jun	7	6–Jul	2,652.00
Wynder M, Dr	Lecturer	Fiji	Graduation ceremony, meetings	25–Oct	5	29–Oct	1,938.75
Faculty of Science, Health and Education							
Allen W, Dr	Lecturer	New Zealand	Conference	1–Nov	4	4–Nov	845.00
Askew C, Mr	Lecturer	Germany/USA	Institutional visit	3–Nov	32	5–Dec	11,947.00
Aspland T, Prof	Professor	Canada	Conference	24–Jul	10	2–Aug	6,321.94
Aspland T, Prof	Professor	Singapore	Marketing	20–Jan	5	24–Jan	1,940.00
Aspland T, Prof	Professor	Canada	Meetings, institutional visits	5–Mar	16	20–Mar	5,385.00
Aspland T, Prof	Professor	Singapore	Externally examining a PhD thesis	4–Nov	5	8–Nov	No cost to USC
Aspland T, Prof	Professor	Hong Kong	Meetings	13–Nov	5	17–Nov	No cost to USC
Aspland T, Prof	Professor	Hong Kong/UK	Conference	2–Dec	7	8–Dec	2,227.45
Barnes M, Dr	Senior Lecturer	New Zealand	Conference	11–Dec	4	14–Dec	1,544.59
Barnes M, Dr	Senior Lecturer	UK	Conference	9–Mar	19	27–Mar	861.43
Brooker L, Dr	Lecturer	USA	Conference	28–Jul	10	6–Aug	790.98
Brooker L, Dr	Lecturer	Chile	Symposium	1–Dec	39	8–Jan	1,278.08
Burkett B, Assoc Prof	Director, Centre for Healthy Activities, Sport and Exercise	Sweden	International Paralympic World Indoor Games, institutional visit	19–Mar	12	30–Mar	3,644.00
Burkett B, Assoc Prof	Director, Centre for Healthy Activities, Sport and Exercise	New Zealand	Conference	15–Nov	4	18–Nov	80.00

Overseas travel

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Burkett B, Assoc Prof	Director, Centre for Healthy Activities, Sport and Exercise	South Africa	Sports Science Coordinator, World Swimming	20–Nov	21	10–Dec	No cost to USC
Elizur A, Assoc Prof	Lecturer	Japan	ICU International Academic Exchange Endowment	7–Jul	10	16–Jul	1,680.00
Elizur A, Assoc Prof	Lecturer	Malta	Meeting	27–Mar	9	4–Apr	No cost to USC
Katouli M, Dr	Senior Lecturer	Sweden	PDP	18–Jan	164	30–Jun	1,832.62
Kurtboke I, Dr	Senior Lecturer	Germany/Turkey	PDP	11–Oct	104	22–Jan	2,574.00
Mash K, Ms	Program Adviser	Canada	Attending education fairs	8–Sep	35	12–Oct	8,565.00
McKay D, Dr	Head, School of Science and Education	Indonesia	USC Delegation to Lombok	18–Sep	6	23–Sep	2,268.00
McLean I, Mr	Honours student	New Zealand	Training course	28–Jan	8	4–Feb	2,000.00
Mellifont R, Dr	Lecturer	Germany	Sports Scientist—Australian Paralympic Swimmers	22–May	17	7–Jun	No cost to USC
Meyers D, Dr	Lecturer	Italy	PDP	30–Jul	91	29–Oct	3,103.00
Mosel Williams L, Dr	Senior Lecturer	Canada	Conference	12–May	9	20–May	641.50
Neller A, Dr	Associate Professor	Hong Kong/Finland	Institutional visit, research work	5–Dec	27	15–Jan	7,325.00
O'Hara L, Ms	Lecturer	USA	Conference	17–Jun	11	27–Jun	5,945.50
Robinson W, Mr	Lecturer	USA	Conference	27–May	25	20–Jun	9,593.00
Sayers M, Dr	Senior Lecturer	New Zealand	Meetings	27–Mar	12	7–Apr	No cost to USC
Sayers M, Dr	Senior Lecturer	New Zealand	Conference	11–Dec	4	14–Dec	No cost to USC
Sayers M, Dr	Senior Lecturer	Turkey	Conference	13–Jan	10	22–Jan	No cost to USC
Sayers M, Dr	Senior Lecturer	New Zealand	Research work	15–Jan	7	21–Jan	No cost to USC
Schlacher T, Dr	Senior Lecturer	France/UK	Symposium	4–Jul	16	19–Jul	6,250.00
Schlacher T, Dr	Senior Lecturer	Spain	Symposium	6–Oct	20	25–Oct	6,845.00
Schlacher T, Dr	Senior Lecturer	USA	Conference	8–Dec	10	17–Dec	4,880.00
Schlacher T, Dr	Senior Lecturer	Jamaica	Workshop	24–Mar	11	3–Apr	4,900.00
Schlacher T, Dr	Senior Lecturer	New Zealand	Research work	6–Feb	6	11–Feb	2,281.00
Shapcott A, Dr	Senior Lecturer	UK/Madagascar	PDP	1–Aug	190	6–Feb	7,442.74
Shapcott A, Dr	Senior Lecturer	UK	Research work	28–Aug	31	27–Sep	No cost to USC
Singh I, Mr	Principal, Burnside High School	New Zealand	Conference	30–Oct	7	5–Nov	741.00
Thompson L, Mr	Research Assistant	New Zealand	Training course	28–Jan	8	4–Feb	2,000.00
Tuovinen J, Dr	Associate Professor	USA	Conference, meetings	9–Oct	11	19–Oct	3,572.00
Wallace H, Dr	Senior Lecturer	PNG	Research work	12–Dec	5	16–Dec	No cost to USC
Wallace H, Dr	Senior Lecturer	Vanuatu	Research work	17–Dec	4	20–Dec	No cost to USC
Wasmund K, Mr	PhD student	Austria	Symposium	16–Aug	22	6–Sep	3,967.21
Waterman P, Mr	Associate Professor	New Zealand	Meetings	6–Jan	9	14–Jan	1,187.09
Waterman P, Mr	Associate Professor	Cook Islands	Environmental Management Programme	9–Feb	13	21–Feb	1,806.99
White A, Ms	Honours student	New Zealand	Research work	16–Jul	7	22–Jul	950.00

Employee	Position	Destination	Purpose	Depart date	Days away	Return date	$ Cost
Information Services							
Brown C, Ms	Manager	USA	Meeting	30–Apr	13	12–May	4,397.00
Information Technology Services							
Klinkert M, Mrs	Executive Director	UK	Institutional visits	26–May	12	6–Jun	16,420.00
International Relations							
Balfour C, Mr	Project Manager	USA	Visit partner institutions	20–Jan	21	9–Feb	7,610.89
Balfour C, Mr	Project Manager	USA/Canada	Student teacher program	20–Sep	24	13–Oct	7,252.79
Craig M, Ms	Marketing Officer	Sweden	Marketing	18–Jan	21	7–Feb	8,220.00
Craig M, Ms	Marketing Officer	Thailand/Taiwan	Marketing	21–Mar	12	1–Apr	7,506.00
Eckard L, Ms	Recruitment Coordinator	Germany/Switzerland	Visit partner institutions	2–Nov	25	26–Nov	9,400.00
Hardy D, Ms	Recruitment Assistant	Spain	Marketing, meetings	5–Mar	28	1–Apr	No cost to USC
Scott T, Mr	Recruitment Officer	USA	Marketing	18–Sep	26	13–Oct	13,500.00
Scott T, Mr	Recruitment Officer	India/Thailand	Marketing, institutional visit	27–Oct	21	16–Nov	8,500.00
Soloman K, Ms	Director of Studies	Japan/Korea	Marketing, institutional visit	18–Mar	17	3–Apr	5,907.00
Soloman K, Ms	Director of Studies	Solomon Islands	IELTS Exams	23–May	4	26–May	2,942.00
Tamba E, Ms	Manager, Recruitment	Switzerland/Germany	Conference, marketing	10–Sep	17	26–Sep	5,824.00
Tamba E, Ms	Manager, Recruitment	Japan/Korea	Marketing, institutional visit	18–Mar	17	3–Apr	8,846.00
Tamba E, Ms	Manager, Recruitment	Korea/Canada	Marketing	17–May	15	31–May	12,637.89
Tamba E, Ms	Manager, Recruitment	China/Japan	Marketing	19–Jul	12	30–Jul	8,238.00
Tamba E, Ms	Manager, Recruitment	Japan/Taiwan/Korea	Marketing	26–Nov	13	8–Dec	3,609.00
Vuille J, Ms	Recruitment Assistant	Mexico	Marketing	11–Feb	17	27–Feb	9,514.00
Vuille J, Ms	Recruitment Assistant	Switzerland/Germany	Agent visits	24–Nov	17	10–Dec	7,232.00
White G, Mr	Associate Director	Spain/Canada/USA	Marketing	21–Jan	44	5–Mar	9,574.22
White G, Mr	Associate Director	World trip	Marketing	19–May	25	13–Jun	8,017.09
White G, Mr	Associate Director	Germany/Switzerland/Zimbabwe	Seminar	6–Sep	24	29–Sep	8,500.00
White G, Mr	Associate Director	Germany	Marketing	5–Nov	22	26–Nov	8,358.00

Index

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