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UNIVERSITY OF SOUTHERN QUEENSLAND
AUSTRALIA

USQ Annual Report
2016

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USQ Media Services 16-1514

Letter to the Minister

1 March 2017

The Honourable Kate Jones MP
Minister for Education and Minister for Tourism,
Major Events and the Commonwealth Games
PO Box 15033
CITY EAST QLD 4002

Dear Minister Jones

I am pleased to present the 2016 Annual Report and financial statements for the University of Southern Queensland.

I certify that this Annual Report complies with:

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

A checklist outlining the annual reporting requirements can be found on page 95 of this annual report or accessed at http://www.usq.edu.au/about-usq/about-us/plans-reports/annual-report

Yours sincerely

Mr John Dornbusch
Chancellor, USQ

Introduction

The University of Southern Queensland (USQ) Annual Report provides a review of the University's performance in 2016 and identifies future activities. The Report aims to ensure the University meets its statutory requirements for public reporting and remains openly accountable to its stakeholders.

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

The formal transfer of the Fraser Coast campus to the University of the Sunshine Coast occurred on 1 February 2016, enabling USQ to further cement its presence as the education provider of first choice for the Western Corridor of south-east Queensland.

The Report describes USQ's achievements during 2016 and the work underway to continue to build its distinct profile; combining access with excellence in online and blended learning, undertaking world-class fundamental and applied research that makes a difference to communities and regions, and operating as an ethical and socially responsible corporate citizen.

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

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Chancellor's Report

2016 has been a year of consolidation as the University of Southern Queensland (USQ) has focussed upon putting its newly adopted 2016 – 2020 Strategic Plan into place. This important document will help shape and guide USQ programs, policies and initiatives through the immediate future. We approach this period with optimism and confidence.

USQ is financially sound, creative and energetic. We want to be leaders in our field. We want to be active in creating, researching, adding to the latest evidence, the best techniques, cutting-edge treatments and state-of-the art equipment, all focused on contributing to communities in our region, nationally and internationally. We want to build on our successes and maintain our promise of advancement and development. We strive to achieve outstanding results across all areas of the University.

Relinquishing the Fraser Coast campus in February this year was a difficult decision. However, the transfer allowed USQ to focus its efforts on becoming the university of first choice in south-east Queensland's Western Corridor.

2017 will be an exciting year for USQ. We celebrate our 50th year as a higher education institution, and 25 years as a University. I am proud that USQ has graduated close to 100 000 students to date. Enrolments continue to grow with more than 29 000 students studying across a multitude of programs both domestically and internationally. With one-third of Australians living in and depending on a regional city for their everyday needs, we are committed to ensuring that our region provides access to quality higher education and contributes to the attraction of new business.

USQ is nationally recognised and acknowledged for its face-to-face and online teaching performance. The University is number one in Queensland for graduates in full-time employment and Federal Government data rates USQ graduates among those finding work quicker and earning more in their first job compared to most other Australian universities.

The University continues to emerge as an international player in research. The Australian Government's Excellence in Research (ERA) data collection confirmed USQ as a research hotspot. Three of our disciplines rated at well above world standard; with a perfect score of five in the areas of Environmental Science and Management, Materials Engineering and Pharmacology and Pharmaceutical Sciences. USQ also ranked above world standard, or at world standard, in another seven fields including Mathematics, Astrophysics, Environmental Sciences, Agriculture, Mechanical Engineering, Health Sciences and History and Archaeology.

USQ also has an enviable reputation as one of Australia's leading higher education providers in delivering accessible, quality education to all; with particular interest in advancing the interests of those generally under-represented in university enrolments.

In December 2016, USQ Council began a recruitment search for a new Vice-Chancellor following the resignation of Professor Jan Thomas. Jan will take up a new post as Vice-Chancellor at Massey University in New Zealand.

During her time at USQ Professor Thomas helped to advance USQ's reputation as a strong performer in the Australian higher education sector; in particular for outstanding performance in graduate employment, student support and social equity.

I thank her and wish her well in her new appointment.

Finally, my thanks also go to members of the University Council, who generously give of their time and expertise to ensure the strength of our university, now and in the future.

Mr John Dornbusch
Chancellor, USQ

Vice-Chancellor's Report

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USQ has forged a reputation as a strong performer in the Australian higher education sector; recognised in particular for outstanding performance in graduate employment, student support and social equity. The University is also an emerging international player in focussed areas of research and a major presence in the western corridor of south-east Queensland.

The University has worked hard to maintain a strong and sustainable fiscal position based on responsible financial management, ethical practice and a clear focus on priorities consistent with our mission.

The University has sustained its strong financial performance of recent years to deliver a surplus of $23.4 million. This represents an operating profit margin of 7.3 per cent following the generation of total revenue in excess of $320 million. The University has maintained a strong balance sheet position with a strong current ratio (of 3.31) and very low levels of debt. Capital investment has been sustained in 2016 through total capital works expenditure of $14.0 million in the 2016 financial year.

The year 2016 has seen continued development and success for the University across all areas of operation. Highlights of the year include the following:

- Our strategic focus on the western corridor of south-east Queensland was heightened this year by the transfer of Fraser Coast campus to the University of the Sunshine Coast and continued growth of our USQ Ipswich and USQ Springfield campuses.
- Our newly refreshed Research Plan has built on four years of investment to position the University as an international player in research and innovation. The success of the USQ research strategy was reflected in the University's latest ERA rating results that saw three of our disciplines rated well above world standard and another seven fields ranked as world standard or above.
- New academic program development has continued, including our Bachelor of Aviation offered for the first time in Semester 1 2016.
- Our Global Engagement Plan, currently under development, is placing an emphasis on high quality rather than high volume partnerships, particularly in relation to securing an effective and productive on-shore international education program.
- Following on from a successful restructure of the Academic Division, the Academic Services Division Review and Realignment process was completed successfully during 2016.
- The USQ Workforce and Talent Management Plan has been created to outline the framework and key strategies required to develop the USQ workforce of the future.
- Employee engagement continues to improve with USQ receiving a major award in 2016 for outstanding improvements in people management and employee engagement.
- Finally, we continue to build strategic and essential infrastructure, from the commencement of the development of the $10 million Agricultural Engineering and Technology (AET) Precinct at USQ Toowoomba to the enhancement of our moves into green energy generation.

This will be my final Annual Report as Vice-Chancellor and President of USQ as I leave the University and the country to move on to other challenges. It has been a privilege and a pleasure to lead USQ over the past five years and I look forward to watching its continued success into the future.

Professor Jan Thomas
Vice-Chancellor and President, USQ

Senior Executive

Vice-Chancellor and President

Professor Jan Thomas
BSc, BVMS *Murdoch*, MVS *Melb*, MACVS, PhD *Murdoch*, FAICD, FAIM

The Vice-Chancellor and President is the Chief Executive Officer of USQ. As Vice-Chancellor, Professor Thomas is responsible for the academic, administrative, financial and other affairs of the University, and promotes the interests and furthers the development of USQ.

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

Senior Deputy Vice-Chancellor

Professor Janet Verbyla
BSc(Hons) *Melb*

The Senior Deputy Vice-Chancellor has overall responsibility for the University's academic program portfolio, including its continuous improvement and the quality of delivery. The portfolio includes responsibilities for the University's two Faculties – Business, Education, Law and Arts, and Health, Engineering and Sciences. It also encompasses the University's Open Access College, the College for Indigenous Studies, Education and Research, and the Queensland College of Wine Tourism. The Senior Deputy Vice-Chancellor serves as the standing deputy to the position of Vice-Chancellor and acts in the role during her absence.

Deputy Vice-Chancellor (Research and Innovation)

Professor Mark Harvey
BSc(Hons), MBA, PhD *Qld*

The Deputy Vice-Chancellor (Research and Innovation) leads the Research and Innovation Division at the University and works to enhance the University's research profile, its research performance and its culture of research excellence and quality research training. The position oversees a coordinated focus on fostering collaborations and partnerships with government, industry and the research community, within Australia and around the world, to deliver applied research outcomes that have global impact.

The Research and Innovation Division comprises the Offices of the Deputy Vice-Chancellor (Research and Innovation), Research, Research Graduate Studies, and Research Development, the University's two research institutes and seven research centres.

Deputy Vice-Chancellor (Academic Services)

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

The Deputy Vice-Chancellor (Academic Services) is responsible for providing strategic direction, leadership and management of the functions, centres and departments that comprise the Academic Services Division portfolio. These incorporate activities overseen by the Pro Vice-Chancellor (Scholarly Information and Learning Services), Office for the Advancement of Learning and Teaching, Library Services, Digital Life Lab as well as Information, Communication and Technology Services. This position serves the role of Chief Information Officer. The Deputy Vice-Chancellor's (Academic Services) role is to continually enhance the University's performance and provide clear strategy in the areas of learning and teaching support and learning information access.

Deputy Vice-Chancellor (Students and Communities)

Mr Carl Rallings
BCom *Wollongong*

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

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

Executive Director (Finance and People Capability)

Mr Athol Kerridge
DipCoDirCrs *AICD*, BBus *USQ*, FCPA *CPA Australia*, MBA *USQ*

The Executive Director (Finance and People Capability) is responsible for the operations of the Financial Services and Human Resources Departments. This position serves the role of Chief Financial Officer for the University.

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

Human Resources develops and implements policies and procedures in line with USQ core values. The core functions of Human Resources include workforce relations and staff support, workforce strategy and development, workplace health and safety, payroll, and HR client services.

Vice-Chancellor's Committee

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

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

l–r: Mr Carl Rallings, Mr Athol Kerridge, Professor Jan Thomas, Professor Ken Udas, Professor Mark Harvey, Professor Janet Verbyla

Governance

Agency Role and Main Functions

USQ is incorporated under the *University of Southern Queensland Act 1998* (USQ Act).

Prior to this, USQ first existed as the Queensland Institute of Technology (Darling Downs) from February 1967, then as the Darling Downs Institute of Advanced Education from June 1971. It was renamed the University College of Southern Queensland from 1 January 1990 and became the University of Southern Queensland from 1 January 1992.

USQ's functions under Section Five (5) of the USQ Act are:

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

USQ operates at Toowoomba, Springfield, Ipswich, Maryborough (until October 2016) and Stanthorpe, and also provides significant online education from its headquarter campus in Toowoomba. Additionally, USQ has a physical presence in Sydney and relationships with major offshore partners.

Governing Body

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

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

9th USQ Council
back l–r: Mr Jim Varghese AM, Ms Rachel Barlow, Associate Professor Lyn Brodie, Mr Chris Bazley, Mr Mitchell Haigh, Professor Kevin McDougall, Dr Carol Cox AM, Mrs Mary McGilvray
front l–r: Mr Brett Delaney, Ms Jan Boys, Mr John Dornbusch, Professor Jan Thomas, Mr Steve Dixon
insert: Mr George Fox

University of Southern Queensland Council members do not receive any remuneration for attendance at Council meetings or Council activities. Council members who are also University employees receive their normal remuneration while attending to Council business. Council members who are also public service employees of other entities are remunerated by their employing entity in accordance with arrangements with that entity. The University accepts financial responsibility for travel costs related to Council meetings and Council activities.

2016 Council Key Achievements

The Council established by the University of Southern Queensland Act 1998 is responsible for all aspects of governance of the University and consists of official, appointed, elected and additional members. Council governs all the University's affairs, finances and property. Some selected specific achievements in 2106 include:

- Approved the 2015 Financial Statements and USQ Annual Report.
- Approved the USQ Strategic Plan 2016-2020.
- Approved the USQ budget for 2017.
- Witnessed the formal transfer of its Fraser Coast campus to the University of the Sunshine Coast in February.
- Approved $10M in funding for its Agriculture, Engineering and Technology Precinct and the International Higher Degree Research Scholarships Strategy.
- Approved a revised Award Eligibility and Graduation Policy to include changes to Posthumous Awards.
- Approved a revised Financial Management and Accountability Policy.
- Approved a revised USQ Internal Audit Charter.
- Approved the Sustainable Energy Solution (solar array) implementation.
- Approved updated terms of reference for all its Committees and their operation.
- Approved an updated Charter of University Governance.
- Approved a new USQ Student Guild Constitution.
- Throughout the year approved monthly Financial Statements.
- Held two half-day Reflective Forums to consider specific strategic matters.

Financial Reporting Arrangements

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

The University of Southern Queensland is a not-for-profit Higher Education Provider established under the University of Southern Queensland Act 1998 and is a statutory body as defined in the Financial Accountability Act 2009.

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

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

- do anything necessary or convenient to be done for, or in connection with, its functions;
- appoint the University's staff;
- manage and control the University's affairs and property; and
- manage and control the University's finances.
- The Council may delegate its powers to:
- an appropriately qualified member of the Council;
- an appropriately qualified committee that includes one or more members of the Council; and
- an appropriately qualified member of the University's staff.

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

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

9th USQ Council

Meetings and Membership

The Ninth Council of the University of Southern Queensland met on seven occasions during 2016. Membership was as follows:

Chancellor (ex-officio)

[7/7] **Mr John Dornbusch**
BEd *UNE*, BEd MBA *USQ*, OPM *Harvard*, FAICD
Chairman, Dornbusch Partners Pty Ltd, Toowoomba

Chair, Chancellor's Committee
Chair, Remuneration Sub-Committee
Chair, Honorary Awards Committee
Member, Audit and Risk Committee
Member, Finance and Facilities Committee

Vice-Chancellor (ex-officio)

[7/7] **Professor Jan Thomas** BSc, BVMS ***Murdoch***, MVS ***Melb***, MACVS, PhD *Murdoch*, FAICD, FAIM

Member, Chancellor's Committee
Member, Honorary Awards Committee
Member, Finance and Facilities Committee

Chair, Academic Board (ex-officio)

[6/7] **Associate Professor Lyn Brodie**
BEng *DDIAE*, MEng, DEng *USQ*, FIE (Aust)

Associate Dean (Students), Faculty of Health, Engineering and Sciences, USQ

Member, Chancellor's Committee
Member, Honorary Awards Committee

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

[6/7] **Professor Kevin McDougall**
BSurv (Hons) MSurvMapSc *UQ*, PhD *Melb*, FSSSI, GAICD

Head of School (Civil Engineering and Surveying), Faculty of Health, Engineering and Sciences, USQ

Member, Finance and Facilities Committee

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

[7/7] **Mrs Mary McGilvray** BSc (Psych) *USQ*
Senior Executive Officer (Campus Services), USQ

Member, Honorary Awards Committee

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

[7/7] **Mr Mitchell Haigh**
Enrolled student, Faculty of Business, Education, Law and Arts, USQ

Five members appointed by the Governor-in-Council

[6/7] **Dr A Carol Cox AM** MBChB FRACGP FRCP *Edin*
Fellow of USQ, Retired Family Practitioner, Toowoomba

Member, Chancellor's Committee
Member, Honorary Awards Committee

[6/7] **Mr Brett Delaney** BCom *UQ,* FCA, MAICD
President, National Heart Foundation of Australia (Qld Division). Member, National Board, National Heart Foundation of Australia. Retired Assurance Partner, PricewaterhouseCoopers. Chair of Audit Committee, Honeycombes Property Group

Chair, Audit and Risk Committee
Member, Chancellor's Committee
Member, Finance and Facilities Committee

[6/7] **Mr Stephen Dixon** BEc LLB *Monash*, GradDipACG CSA
Merger Consultant for the Non-for-Profit Sector

Member, Honorary Awards Committee

[6/7] **Mr George Fox** BCom LLB (Hons) *UQ*
Solicitor, Adjunct Professor of Law, Hong Kong Shue Yan University

Member, Chancellor's Committee
Member, Remuneration Sub-Committee

[6/7] **Mr Jim Varghese AM**
BA (Hons), BD *Qld*, MBA DipEd *Melb*, FCPA, FAIM
Chairman and Owner, Leadership Company Queensland Pty Ltd. Director, EIDOS. Director, Mental Health Foundation (Qld). Director and Deputy Chair, Puuya Foundation. Director, Springfield Land Corporation. Executive Director, Business Development, Australia India Institute. Senior Research Fellow, USC

Member, Remuneration Sub-Committee

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

[6/7] **Ms Jan Boys (Deputy Chancellor)**
DipT *BCAE,* BEd *QUT,* BA *UQ,* MEd *GU*
Retired (formerly Regional Executive Director of Education, Moreton)

Member, Chancellor's Committee
Member, Audit and Risk Committee
Member, Finance and Facilities Committee
Member, Honorary Awards Committee
Member, Remuneration Sub-Committee

[6/7] **Mr Chris Bazley** BBus ***UQ,*** FAICD
Agricultural Business Advisor/Farmer

Chair, Finance and Facilities Committee
Member, Audit and Risk Committee
Member, Chancellor's Committee
Member, Remuneration Sub-Committee

[6/7] **Ms Rachel Barlow**
CFP *Deakin*, BBus *USQ*, GDipAppFinInv Finsia, F Fin
Senior Private Client Adviser, MGD Wealth Ltd.
Member, Finance and Facilities Committee

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

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

Academic and Legal

Academic Board

The Academic Board is the key advisory committee to USQ Council on academic matters. The Board monitors the academic activities of the University, while promoting teaching, scholarship and research along with developing and reviewing academic policy. In 2016, the Board comprised 42 members which included members of the Senior Executive, representatives from key areas of USQ, academic staff, and student representatives. Neither gender can comprise more than 60 percent of the Board's representation.

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

The Chair and Deputy Chair are elected by and from the members of the Academic Board and approved by Council. Only elected staff members of the Academic Board are eligible candidates for the positions of Chair and Deputy Chair.

Associate Professor Lyn Brodie (Associate Dean (Students), Faculty of Health, Engineering and Sciences) was elected as Chair, and Professor Aileen Cater-Steel (Professor, Information Systems) was elected as Deputy Chair of the Academic Board, for three year terms aligning with the term of the current Academic Board (from 4 August 2015 up to but not including the regular meeting of the Academic Board in July 2018).

The Board met on six (6) occasions throughout 2016. Three committees report to and advise the Academic Board – Academic Board Executive Committee, Education Committee and Research Committee.

Information Systems and Record Keeping

USQ maintains records in accordance with the Public Records Act 2002 (Qld), Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records. Internally, USQ's Records Management Governance Policy and Records Disposal Policy direct recordkeeping procedures.

The USQ Corporate Records continues to be proactive in support of University business activities through the provision of research material and resources in response to a broad range of internal and external inquiries.

UPGRADE TO CORPORATE RECORDS SYSTEM FROM TRIM TO HP RECORDS

In April 2016, the University successfully executed a major upgrade of TRIM, the University's records management system, to the new generational product 'Records Manager'. Business benefits include enhanced user functionality, improved system security and interface developments resulting in a significant reduction of manual overheads due to process automation. The upgrade necessitated training for more than 200 existing users. Additional benefits of the upgrade included development of a key integration process between Records Manager and PeopleSoft Students resulting in improved process productivity, including a reduction in onerous manual overheads.

DIGITISING RECORDS

A major project to digitise hard copy employee files is progressing.

BREACHES

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

DATA WAREHOUSE & BUSINESS INTELLIGENCE

USQ's enterprise data warehouse and business intelligence (DWBI) project was completed with the final stage of the five key stages being delivered. USQ now has a complete view of data providing a 'single source of truth' across student, human resources, facilities, research and financial source systems. Dashboards now provide regular online and timely information. Integral to the reporting is the 'Health Check' for all programs and courses which provides quality assurance in the Academic Division.

IMPLEMENTATION OF THE CONTRACT MANAGEMENT SYSTEM

The Q Contracts aligned cloud based contract management system was rolled out across the University providing an improved contract identification and management capability in all Divisions. Contract Managers now have full visibility of their contracts in the planning, initiation, management and expiration stages. Training courses and materials have been developed in conjunction with Legal Office and these continue to be updated providing regular sources of contract management information. The risk based approach has enhanced the ability to understand risks associated with contractual obligations.

ENHANCED 'MY OPINION' STUDENT SURVEY SYSTEM

The 'My Opinion' survey system was redesigned with improved academic staff interface and functional and technical improvements. This has made the survey system more accessible and useful for capturing and providing improved reporting results.

THE POLICY AND PROCEDURE FRAMEWORK DEVELOPMENT

Strong progress continues to be made in refreshing the USQ Policy and Procedure Framework, which is critical to the University's change management process. For the first three quarters of 2016 the development has seen 86 new and major reviews, 119 minor reviews, and 159 editorial changes.

IMPROVED SOCIAL MEDIA STRATEGY, POLICY AND MANAGEMENT

Following an internal audit review USQ augmented the scope and management of the social media footprint. Key areas of social media are now better coordinated across the various on-line platforms used to understand and influence social media commentary about USQ. A revised media policy has now also been deployed across the University.

Right to Information (RTI)

USQ continued to meet its statutory obligations under the Right to Information Act 2009 (Qld) through the processing of access requests for documents held by the University, in addition to, maintaining its Publication Scheme and Disclosure Log. A proactive approach to release under USQ's Administrative Access Scheme has contributed to a declining number of formal RTI requests received. Awareness training in Right to Information was made available throughout the year to all USQ staff.

In November 2016, the Office of the Information Commissioner (OIC) provided a final Follow-up of Report No. 2 of 2014-15 Review of universities' implementation of recommendations. The report confirmed USQ's strong progress in implementing right to information and information privacy obligations across the University.

The final report was tabled in the Queensland Parliament on 30 November 2016.

Public Sector Ethics Act 1994 (Qld)

USQ has implemented a Code of Conduct (the Code) approved by the University Council which covers standards of conduct based on ethics principles and values prescribed in the *Public Sector Ethics Act 1994* (Qld), namely:

- commitment to the system of government
- integrity and impartiality
- promoting the public good
- accountability and transparency.

The employee Code of Conduct defines acceptable conduct for all University employees, members of the University Council and University Committees, contractors and consultants, visiting and adjunct academics, and volunteers who contribute to University activities or act on behalf of the University.

Awareness of the Code is provided for all new employees in an induction program to ensure sufficient information and support is available for them to undertake their role in the University. Information sessions are also conducted in compulsory supervisor training courses.

Privacy – Information Privacy Act 2009 (Qld)

The Principal Officer of the University is the Vice-Chancellor and President who, consistent with section 50(2) of the *Information Privacy Act 2009* (Qld), has delegated certain powers, functions, authorities and duties conferred under the provisions of the Act to the University Privacy Officer.

The Privacy Officer is authorised to make decisions on behalf of the University in accordance with the Act. In the reporting period there were no formal applications under the Information Privacy Act 2009 (Qld). All requests for access to documents containing an individual's personal information have been handled under an Administrative Access Scheme.

External Scrutiny

The University of Southern Queensland complies with the Voluntary Code of Best Practice for the Governance of Australian Universities.

Occasionally the University may be offered gifts or benefits from external bodies or individuals. A gifts and benefits register is maintained that shows items valued at more than $100 that have been given and received by USQ and its employees. This register is updated each quarter.

Integrity and Professional Conduct

Aligned with the organisational values of respect, integrity and excellence, the University of Southern Queensland aspires to maintain the highest level of ethical standards.

Transparent management of conflicts of interest is an important part of ensuring impartiality and upholding integrity. The USQ Conflict of Interest procedure was approved in 2016 and employees are required to declare a situation where a personal interest may improperly influence the performance of official duties or responsibilities.

The Director of Integrity and Professional Conduct shares responsibility with the Legal Office, Human Resources and Research Integrity and Ethics for the management and conduct of inquiries relating to failures of ethical standards, breaches of professional conduct, allegations of corrupt conduct and public interest disclosures. Direct access is also available to the Chancellor and Vice-Chancellor.

Audit

Audit and Risk

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

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

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

An Internal Audit Plan has been developed to provide an appropriate level of assurance to the USQ Council, Audit and Risk Committee, and USQ management by focusing on key risks, business processes and information systems across the University. Based on this Internal Audit Strategic Plan and incorporating an annual independent assessment of significant operational and financial risks, the 2016 Internal Audit Plan was prepared and endorsed by the Vice-Chancellor's Committee and approved by the Council through the Audit and Risk Committee.

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

In 2016, more than 20 individual audits were conducted across a range of audit types, including financial, compliance and performance audits. These audits included Workforce Planning, Costing and Pricing of Research Applications, Academic Board, Overseas Agents and Taxation. Other reviews of major projects and grant funding were also undertaken.

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

In line with the requirements of the International Standards for the Professional Practice of Internal Auditing, Section 1312 requires an External Assessment of the Internal Audit function to be conducted at least once every five years. Professional services provider O'Connor Marsden and Associates (OCM) were engaged to conduct this external quality assessment. The assessment rated the audit function very highly across all areas of the framework.

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

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

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

Following the Queensland Audit Office's Area of Controls focus report on Risk Management across Queensland universities, USQ has undertaken an exercise to formally develop and document a series of risk appetite statements, to be used during the consideration and assessment of the University's overall material risk environment.

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

Audit and Risk Committee

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

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

The Audit and Risk Committee which meets met six times per year is independent of management. During 2016, the Committee comprised three members of the Council (one of whom shall be the Deputy Chancellor) who are not employees or students of the University and are able to contribute to the broad skills base relevant to the business of the Committee; and at least one person (and up to two persons) external to the Council and staff of the University who represented the accounting profession with experience in auditing.

2016 Achievements

- Implemented an Annual Audit Plan which provided a blend of compliance, operational, strategic and information technology audits.
- Commissioned an External Quality Assessment in line with IIA Standard 1312, and received conformance with Internal Audit Standards across all categories.
- Continued to support management through proactive auditing undertaking a series of health checks in projects and special areas of interest
- Provided a focus on risk management to assist management in embedding it into the day-to-day university activities and received an acknowledgement from the Queensland Audit Office on the effective Risk Forum operating at the University.
- Implemented a Risk Management Plan identifying three lines of defence based on sector benchmarking methodologies.
- Continued to provide management advice on an effective and efficient internal control framework and assisting management in responding to emerging issues and the changing regulatory and commercial environment.
- Enhanced the university's risk management framework by providing detailed guidelines on application of the risk management process, the roles and responsibilities of key stakeholders, level of documentation and reporting requirements.
- Updated the annual induction training material for fraud management and conducted a series of fraud management seminars across all campuses.

Members of the Audit and Risk Committee are as follows:

Mr Brett Delaney (Chair)
BCom *UQ*, FCA, MAICD
President, National Heart Foundation of Australia (Qld Division); Member, National Board, National Heart Foundation of Australia; Retired Assurance Partner, PricewaterhouseCoopers; Chair of Audit Committee, Honeycombes Property Group

Mr Chris Bazley
BBus *UQ*, FAICD
Agricultural Business Advisor/Farmer

Ms Jan Boys (Deputy Chancellor)
DipT *BCAE*, BEd *QUT*, BA *UQ*, MEd *GU*
Retired (previously Regional Executive Director of Education, Moreton)

Mr Tim Davis
BBus *USQ*, FCA, CTA, Fellow of USQ
Partner, Horizon Accounting Group, Toowoomba

Mr John Dornbusch (Chancellor)
BEd *UNE*, BEd MBA *USQ*, OPM *Harvard*, FAICD
Chairman, Dornbusch Partners Pty Ltd, Toowoomba

The Vice-Chancellor, Executive Director (Finance and People Capability) and Executive Director (Sustainable Business Management and Improvement) attended Audit and Risk Committee meetings by invitation, had rights of audience and debate, but were not members of the Committee.

Committee members were not remunerated for their roles.

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

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

Queensland Government's Objectives for the Community

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

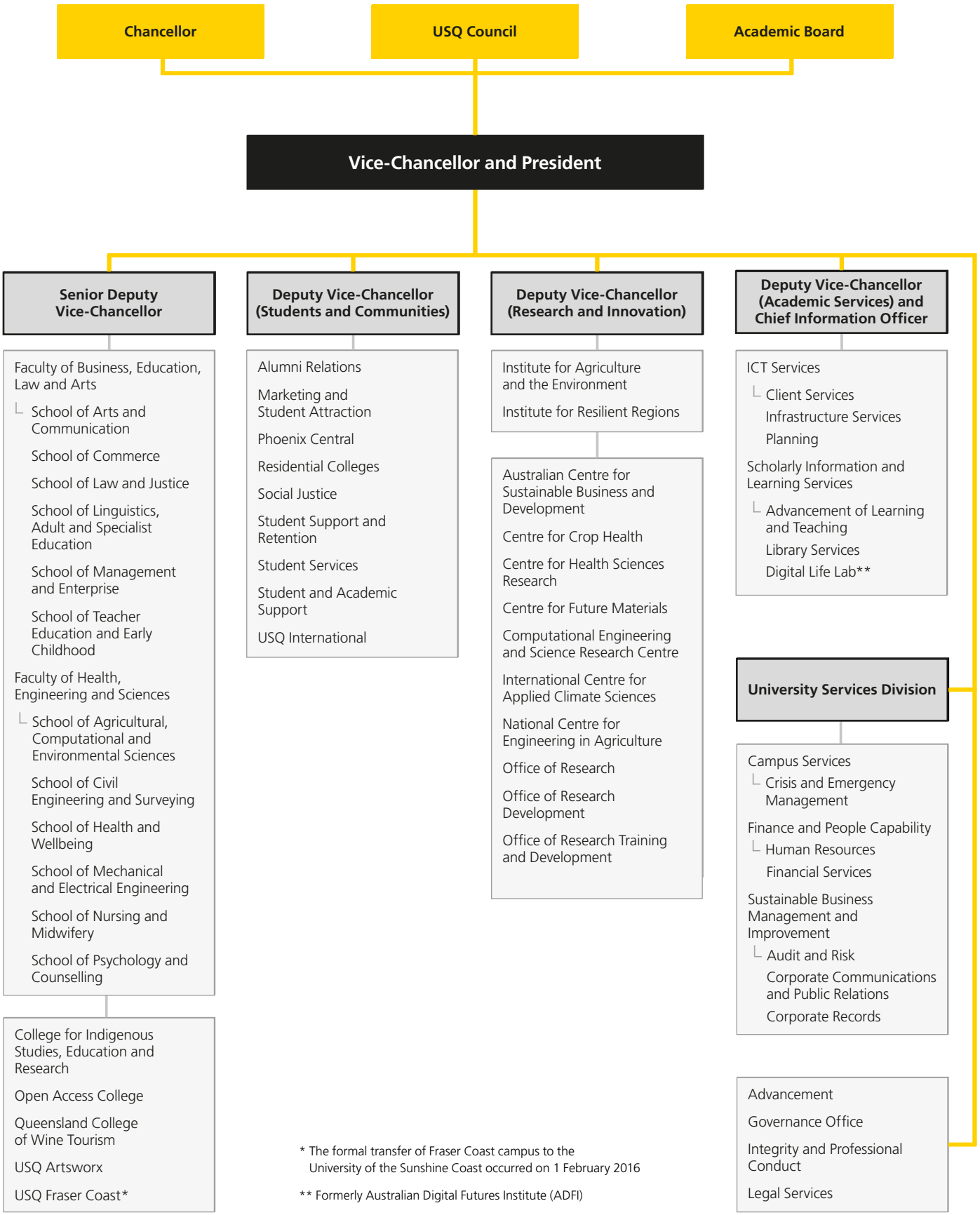
By entering into new agreements and enhancing continuing agreements with other regional education partners such as TAFE, high schools and other universities, USQ is helping ensure that Queensland residents have access to world-class education from wherever they are based.

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

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

QLD Government's Objectives for the Community can be found at **https://www.premiers.qld.gov.au/publications/categories/plans/governments-objectives-for-the-community.aspx**

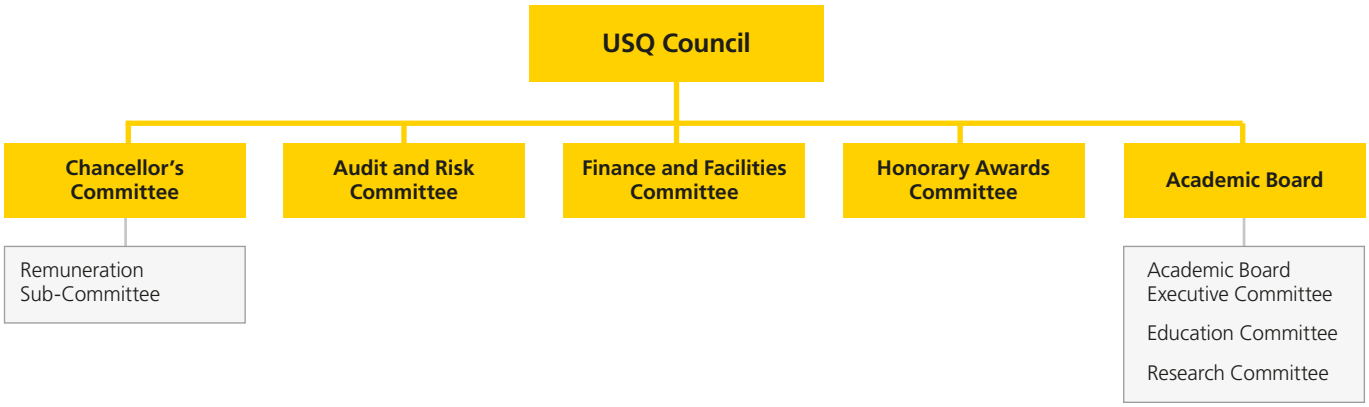
USQ Organisational Structure

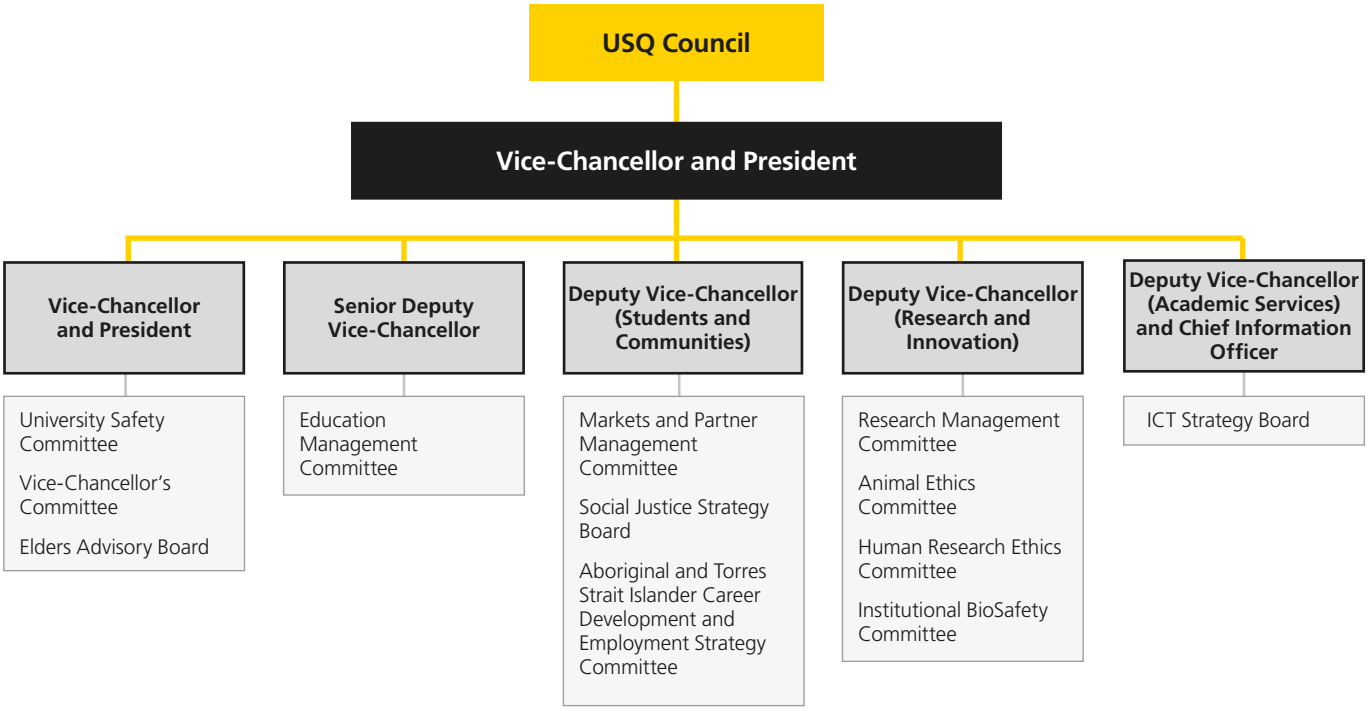


* The formal transfer of Fraser Coast campus to the University of the Sunshine Coast occurred on 1 February 2016

** Formerly Australian Digital Futures Institute (ADFI)

USQ Committee Structure





Strategy

Strategic Plan in Brief

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

The Plan was approved by USQ Council in March 2016.

Education

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

Research

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

By aligning with regional and global agendas in agriculture and natural resource management, regional development, regional health and well-being, education and digital literacy, the University works alongside its partners to develop solutions that can be applied directly to industry and the community.

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

Enterprise

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

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

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

EDUCATION

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

In 2016 USQ continued its objective of ensuring that education achievement lies not just in providing wide access to enrolment in university awards, but in enabling students with the capability and commitment to successfully complete academic awards that are relevant to their study and future graduate goals. This is being achieved by facilitating a convergence of both the academic (teaching and learning) and the non-academic (general student support and services) experience of students. The end state is to ensure that graduates have the academic, professional and personal attributes to keep them moving forward within their careers.

As a consequence of the strategic plan a number of key Education objectives were established with annual targets to be stair-cased over the course of the 2016–2020 Strategic Plan.

Broadening Higher Education

USQ aims to broaden higher education attainment and social impact to make a difference to communities. A brief comment on initiatives and actions for each of the related sub-objectives follows.

EDUCATIONAL ASPIRATIONS

USQ's core education experience model is one of accessible, relevant education for students regardless of social position and/or geographical location. This underpins both USQ's business-as-usual educational activities as well as strategically targeted actions intended to build aspiration, engagement and success for potential and current students from beyond capital city limits, from low SES backgrounds and from Aboriginal and Torres Strait Islander backgrounds.

USQ received $248,167 in funding from the Federal Government to encourage girls and women to study and pursue careers in science, technology, engineering and maths (STEM). The funding was announced in the first round of the new $8 million Women in STEM and Entrepreneurship grant program under the National Innovation and Science Agenda.

This funding will help USQ foster entrepreneurship by women in rural, regional and remote Queensland. The project will focus on, but not be limited to, women in agriculture.

The University already has a number of outstanding female role models in these disciplines and this project will allow them to mentor and encourage a new wave of participants in these areas.

The USQ Office of Social Justice, through the support of the Australian Government Higher Education Participation and Partnership Program (HEPPP) received over $6 million for 2016 to fund programs and projects designed to assist students from disadvantaged backgrounds aspire to and succeed at further education. Over $10 million in project proposals from all areas of the University were received through a competitive funding process. Successful programs include $1.49 million in equity and residential college accommodation scholarships; $1.75 million in student equity and welfare support and over $2.9 million in funding for 14 projects that aim to build aspiration, access, affordability, capacity, and confidence for students during their learning journey.

Demand for the successful Peer-Assisted Learning (PAL) program, Meet-Up has continued to increase and currently there are 70 courses offering Meet-Up including three new Paramedic courses at the Ipswich Campus. Murri Meet-Up is run for Indigenous students by Indigenous students offering the USQ indigenous community a place to talk with student leaders who are achieving well in their studies. A Murri leader is available as part of the Meet-Up Student Community on each campus. Murri Meetup is also offered as an online forum.

Research indicates that engaging with and learning from peers forges an increase in students' confidence, develops their learning skills and creates a sense of belonging to the University as a learning community.

EDUCATIONAL PATHWAYS

USQ's Tertiary Preparation Program (TPP) is one of the nation's largest pre-tertiary enabling programs and the new intensive offering of TPP is a preparatory program for rural, regional and remote year 12 school leavers who completed a non-OP pathway, or believe their OP was not sufficient to gain entry to a university undergraduate program. The program aims to provide a positive university experience for students and a clear direct pathway into USQ.

Under the leadership of the Centre for Indigenous Studies, Education and Research (CISER), the Indigenous Higher Education Pathways Program (IHEPP) has been extensively revamped and revised. The objective has been to use an Indigenous focus to give Aboriginal and Torres Strait Islander people the academic skills and confidence needed for university study.

Along with IHEPP, TPP and another initial pathway program called English for Academic Purposes, students can feed into further pathway offerings all the way to a Foundation Diploma. Combined, these multiple pathways accommodate progress for students with diverse English and study skills to the various levels of English required for entry into the mainstream USQ awards.

The Australian government funded project 'Making the Connection' is taking digital technologies, that don't require internet access, into correctional centres to enable prisoners to enrol in a suite of pre-tertiary and undergraduate programs. The programs include the Tertiary Preparation Program, the Indigenous Higher Education Pathway Program and three diploma programs (in science, arts and business administration). A version of USQ's learning management system has been installed onto the education server of participating correctional centres. The second stage of the project will see notebook computers preloaded with course materials and allocated to participating prisoners. The project has been deployed to correctional centres in Queensland, Western Australia and Tasmania, with negotiations underway for further rollout to Victoria, New South Wales, the ACT, Northern Territory and South Australia. It is expected that the technologies and processes developed for this project will enable the delivery of higher education to other cohorts without access to reliable Internet access. The project is beginning its transition phase to 'business as usual' and by this time, the project will have deployed to 28 correctional centres and two remote Indigenous communities.

USQ ADVANCEMENT STRATEGY

USQ Council resolved to establish the USQ Student Endowment Fund in July 2015, recognising that it would serve a number of purposes.

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

In March 2016 the Vice-Chancellor's Committee approved the first dispersal of income from the Fund of $220,000 for 2017 for the following two purposes:

- The provision of $1000 bursaries to disadvantaged, domestic undergraduate students – based on 90 percent ($200,000) of the available pool – to be allocated across semesters 1 and 2 intakes in proportion to the expected offers made by USQ in each admission round; and
- To create a $20,000 pool for use by the Office of Research Graduate Studies to provide re-location or settlement grants to International Higher Degree by Research (HDR) students in the range $500 to $1000 as a complement and support to the recently adopted International Higher Degree by Research Scholarships strategy.

MARKET COMPETITIVENESS

In 2016, USQ took campaign messaging to a bold new level to elevate USQ above the rest of the market. The Semester 2 2016 recruitment campaign 'Fearless' launched on 25 April 2016. The initial objective of this campaign was to promote applications for the Semester 2 2016 intake, while increasing overall brand awareness for USQ.

There are multiple perspectives to higher education markets such as level, discipline, student sources and geography. Through various processes, USQ seeks to sustain and grow its position within each of these dimensions; the following briefly outlines one key activity within each.

At present, USQ is largely dependent on Commonwealth Government Supported student load and considerable effort from marketing through to student support and academic endeavours goes into retaining that load within a highly competitive environment. In addition, the USQ Next initiative has been working towards increasing USQ's domestic full fee-paying paying postgraduate load (from a very low base); this entails such efforts as developing a suitable postgraduate program portfolio and enhancing marketing to potential postgraduate students.

As well as continuing to ensure USQ has offerings in emerging disciplines, significant efforts are underway to ensure the currency and suitability of USQ's most popular professional awards. The previous three Bachelor awards in Business, Commerce and Business Administration are being replaced with a single Bachelor of Business and Commerce program. Major revamps of the Bachelor of Nursing, the undergraduate Engineering awards and the Bachelor of Education are all progressing, entailing engagement with the profession, notably the relevant professional accreditation body for each discipline area.

Also, under preliminary consideration is a new award with the working title of "Bachelor of Innovation and Entrepreneurship (Honours)". It is envisaged that entry to this award will be open to undergraduates from any discipline but will require demonstrable capacity to work with an idea to develop both an innovation and a business model.

STUDENT QUALITIES

A unifying theme being pursued across the USQ academic curriculum is one of professionalism, and that includes the expectation of taking ethical and social responsibilities seriously. In many cases, this is reinforced by the accreditation requirements of the various professional bodies. An emerging consideration is how to help students learn to sustain themselves and their impact as professionals.

ACCESSIBLE EDUCATION

The USQ's Change Makers program is a unique leadership program that provides senior high school students an opportunity to take positive action to make a change in their communities. Schools are invited to nominate students for the Program and if successful, the University provides inspirational and educational events where Year 11 and Year 12 students learn about social change, meet community and business leaders who can help them achieve their vision, and build networks with like-minded young people. The Program is an innovative means of communicating key messages about the value, purpose and benefits of higher education to school leavers in the regions near the University's physical locations.

Additionally, USQ's Career Explorer, an online survey tool, was developed for prospective and current students to identify career options based on answering a few short questions by identifying interests, talents and preferences.

Student Experience

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

PEDAGOGY DEVELOPMENT

USQ is committed to encouraging excellence in enhancing the student experience and learning by supporting a wide range of programs to enhance outstanding teaching and support activities. An established suite of aligned opportunities in 2016 recognised and built on the capacity in the area of blended and on-line teaching and learning.

The Learning Centres (TLC) provided free academic learning support for students in academic learning and language and mathematics to enhance student academic success. Whether students are studying on-campus or online, the TLC supported students with a range of online and face-to-face learning workshops, resources and consultations.

The USQ Podcast series are monthly episodes relating to university life. Featuring USQ alumnus, episodes during 2016 focussed on procrastination, the importance of sleep, professionalism, discussion on everything going on at USQ, 'what's trending' and music from USQ students. The Series has been successful with views in excess of 250 for each podcast.

MUTUAL EXPECTATIONS

The University's Service Excellence Program, designed to enhance the USQ student experience, saw the initiation of the Student Charter. The Charter will establish a University-wide approach to embedding a revitalised culture of excellence in service interactions with students.

The Student Charter is being developed as a key element of service excellence and will be the basis for the USQ student experience. It will define the collaborative partnership that exists between students, the staff who teach and support them, and the wider University community. It outlines what students can expect from USQ and what responsibilities they have as members of the University community.

In August 2015, the University implemented the Student Code of Conduct Policy which is related to the Student Charter but has different purposes. The Student Code of Conduct Policy establishes the basis for a student's conduct and provides the principles and foundation for the Code's procedures, including penalties. The objectives of the Student Code of Conduct Policy provide an environment for students where free intellectual enquiry and freedom of expression are protected and encouraged; academic integrity is promoted; and the rights and responsibilities of students, employees and the University are respected.

STUDENT SUPPORT

The support of students from diverse backgrounds and locations is being addressed by multiple initiatives, including the enhanced pathways mentioned previously. Similarly, the roll-out of the supported external offering of the Bachelor of Nursing in Geraldton, Western Australia continues to attract a good local cohort of students, and considerations are underway as to how that might be extended further north to benefit the Pilbara Indigenous communities.

Whilst USQ provides all the traditional on-campus forms of orientation and learning support, it also provides the equivalent for online students. This ensures equitable service to both online and external students who make up the majority of USQ's student population.

USQ continues to improve and innovate with regard to how it supports the learning and general information and support needs of its students. For example:

- The use of online webinars for various student information sessions was successfully piloted and is now in use. One of the earliest of these, for commencing Education students, had approximately 200 participants with more than 170 questions being submitted and answered (in the session or afterwards).
- In response to student requests, evening classes for Education courses are now being offered at USQ Springfield.
- Student information hub, Phoenix Central, continues to strengthen as an integrated source of general student support and enrichment.
- A consolidated online FAQ resource for students has been made available as AskUSQ.
- Meet-Up continues to be a successful student peer learning support program available on-campus and online.
- Academic Success Planner provides an online, interactive, personalised academic success plan based on individual student responses to seven key questions.

QUALITY STUDENT PRACTICE:

During 2016 the One USQ Experience project led a range of successful, collaborative initiatives to further develop and deliver staff and student technology support, as well as improve confidence in technology adoption and utilisation.

The USQ mobile app was designed and developed by the One USQ Experience project to make life easier for students by providing easy access to their Study Desk, help organise their routines and be involved in USQ events. The app features such functions as the ability to add class timetables to a student's own calendar, assessment results and grades, and provides notice of key USQ dates and events.

With over 70percent of USQ students choosing to study online, there was demand among prospective online students to see what USQ had to offer without visiting a campus. At the start of Semester 1 2016 USQ invested in significant online orientation and support provisions. The 'New to USQ' Orientation and Transition site enabled students to access information both before and after they commenced studies. In addition, orientation videos provided via the student portal UConnect allowed the University to orientate and support students regardless of time and location. The one hour webinars featured Student Relationship Officers, Career Practitioners and current students to further support online students. The high participation rates, interest and feedback in these sessions showed the demand for further investment into the concept.

LEARNING ENVIRONMENT AND GLOBAL CONNECTIVITY

Upgrades to teaching space technology was delivered for Semester 1 2016 under the One USQ Connectivity project. Implementing a collaboratively developed design, the upgraded Toowoomba spaces aim to support a greater range of teaching styles. Flexible software based technology and interfaces, and the ability to display and capture a greater range of content types and classroom activity are key features. Inclusion of networked audio-visual technology in T Block Toowoomba saw USQ become one of the earliest adopters of this cutting edge technology, while also securing a level of future proofing of the functionality of these spaces.

The enhanced and expanded use of online options for teaching and general student support and services is arguably the strongest means of achieving global connectivity amongst staff and students. Some examples of this such as webinars and the 'New to USQ' Orientation and Transition site have been mentioned under other sub-objectives.

Others such as discussion boards on StudyDesk and the use of Zoom and Skype for formal and informal staff and student interactions have grown from pedagogical and technical developments coming out of such projects as the One USQ Experience project. It should be noted that these interactions extend to international research and research training collaborations.

USQ is also a recognised leader in the use of social media to both support and engage students, with USQ Social Hub being an outcome of that multi-award-winning expertise.

In November, a one day symposium explored current practice and future potential for Open Educational Practice (OEP) and libraries. For the purpose of this Library Symposium, OEP referred to formal and informal teaching approaches that make use of free and open source technology and resources, to offer learners collaborative and flexible education opportunities. This included community education and outreach programs, formal courses, and self-paced learning resources. The theme of this symposium *connect* > *create* > *curate* reflected the University's focus on OEP as an opportunity for libraries of all types to focus on the ways in which they connect their audiences and collaborators with open educational content, create new open content, and curate access to the rich open educational content available world-wide.

Broaden Higher Education Attainment

The third objective of the Education Pillar is to broaden higher education attainment and social impact to make a difference to communities. A brief comment on initiatives and actions for each of the related sub-objectives follows:

CONTINUOUS IMPROVEMENT

As evidence of a successful student experience at the undergraduate level, 1276 undergraduate Alumni returned to USQ for further postgraduate or research studies in the year after they graduate from their undergraduate program. Returning for further study can be considered a solid indicator of 'return business' or the strength (or otherwise) of the USQ student experience.

The Phoenix LifeLong Learners Project focused on the completion rate of mature adult lifelong learners from low socio-economic status (SES) backgrounds who are enrolled in the Tertiary Preparation Program (TPP) in 2016. The University employed a dedicated Student Services Adviser to work exclusively with mature adult learners within TPP, and facilitate the development of non-academic life skills such as financial literacy, health and well-being, career development, resilience skills, knowledge of navigational tools of the university and engagement both prior to and during orientation. The project aims to enable and increase access and preparedness for TPP students to transition in to undergraduate award programs within USQ. Currently, over 70 percent of TPP students are mature adult learners and 33.4 percent of domestic students are from low socio-economic backgrounds.

An additional focus for the project is online education for mature adult learners who are undertaking part-time education by distance for the first time and who face sociological, psychological, technical and cognitive factors that are critical for success and engagement in learning.

BALANCED INQUIRY

The Other Fifty Weeks is a new podcast which was launched on the Open Inform website to share current initiatives in openness and to pose questions of interest to the wider community. This monthly podcast features guests from around the world speaking on the topic of openness in education and research.

An initiative called The Salon Series was developed to showcase scholarly discourse regarding issues pertinent to USQ's future and functions, and to challenge ideas and encourage greater interactivity between staff. USQ staff explored ideas through conversation in events that could be attended in person or via livestream for real-time, online participation.

USQ'S PROGRAM OFFERINGS

Harnessing USQ's pioneering leadership in off-campus education, supported external delivery has been used to access additional student markets since 2004 when USQ established Australia's first offshore education arrangement. The University's supported external model was commended in USQ's last Australian Universities Quality Agency (AUQA) audit. Supported external delivery involves an education partner adding value through the provision of additional local administrative and academic support to USQ's external delivery. (Such delivery is on its own the means by which individual students, regardless of location, successfully study USQ's fully accredited and quality assured awards.)

A new standard supported external agreement has been finalised. The agreement reflects an approved internal position on a range of matters such as quality assurance (including compliance), the responsibilities of both parties, and the setting of fees. Any existing agreements that remained active are being reviewed, and if warranted, continued using this new agreement. Initial discussions with key partners have indicated readiness to engage in these developments, and indeed some welcoming of them.

Onshore, USQ has a supported external partnership with the Geraldton Universities Centre in Western Australia. The successful Bachelor of Nursing offering has arisen out of the commitment of the local hospitals to provide placements for the local USQ nursing students in order to help shore-up their future workforce. A Joint Higher Degree Research Procedure has been established to enable partnerships at that level of study to be sought.

REAL WORLD AND INDUSTRY EXPERIENCE

There are multiple ways in which the curriculum, delivery and assessment and non-academic experiences provide relevant authentic experience. Various means to measure the impact of this experience exist such as in the monitoring of academic quality, student satisfaction and graduate outcomes. In addition, the older, more experienced profile of USQ students means that they are able to make their own contributions into the learning experience. Significant investments continue to be made by the University into facilities that enable simulated real world experience such as birthing suites, a flight simulator, exercise laboratories, and online simulations such as the simulated trading floor.

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

The core focus of USQ's arrangements with respect to specific professional experience is in the mandatory placements associated with a number of professional entry degrees such as health and education. Overall, the quality of these placements is maintained through the sector's very tight and well-established processes. Conversely, pre-placement academic components, such as in USQ's simulated hospital wards, contribute to the quality of the placement experience for our students and those with whom they work. With significant student cohorts in these awards, and often-strong competition for placements, USQ expends substantial effort and resources including dedicated placement offices and a single placement management system in managing both the partnerships and the placements.

Optional courses (units) involving work experience are part of several awards. As is common in the sector, students are expected, often with staff assistance, to find their own placement. In 2015, the process for establishing and managing such placements was reviewed, and as an outcome, a standard agreement template has been implemented to ensure that all parties including the placement supervisor are aware of their responsibilities and such matters as insurance and risk management.

CROSS-CULTURAL COMPETENCIES

Inclusion of cross-cultural competencies in undergraduate programs arises from the expectations of modern-day professionals within the associated disciplines; it also varies because of the different discipline foci as is obvious if one considers the expectations in nursing as compared with for example, mathematics.

Academically, the required cultural competencies are expressed through program learning objectives and are addressed by the requirement that each program learning objective is demonstrably achieved through course learning objectives and the associated content and assessment. A number of programs, where it is professionally appropriate, include a particular course to address specifically cross-cultural competencies.

In order to teach validly cross-cultural competencies, USQ arguably needs to have a commitment itself to such competencies and multiculturalism in general. USQ is supporting the new *Queensland Multicultural Recognition Act 2016*, which we both welcome and commit to contributing to its implementation (particularly how we can contribute to implementation). USQ was the first university in Australia to formalise a Policy on Multiculturalism.

To complement this policy, USQ developed the Multicultural Action Plan (USQ MAP). The USQ MAP strongly aligns with the goals and objectives outlined in USQ's 2016-2020 Strategic Plan. The purpose of the USQ MAP is to drive improvements and initiatives across the Key Goals identified in the Plan. Underpinning these Key Goals is a commitment to ensure that the University delivers culturally responsive services that meet the needs of our students, staff and the communities we serve. Additionally, the USQ MAP will be guided by the principles promoting harmony, inclusion and fairness as outlined in the Multicultural Queensland Charter established in *the Queensland Multicultural Recognition Act 2016*.

Key goals and initiatives include the development of cultural awareness programs for both staff and students. Underpinning these key goals is a commitment to ensure that USQ delivers culturally responsive services that meet the needs of our students, staff and the communities we serve.

BUSINESS AND INDUSTRY PARTNERS

Many of the activities and initiatives outlined previously are to ensure learning experiences entail partnerships with industry and professional bodies. The extensive provision, measured in thousands of hours annually, of the mandatory and optional placements in a wide range of awards entails sustained partnerships. For instance, senior representatives of all three (school) education systems are members of the University's Teacher Education Advisory Board, and similarly representatives of the public and private health systems are on the various health areas of study boards.

The Industry Experience Program is designed to prepare students for the demands and expectations of the working world, to explore potential career opportunities, to assist them make informed career decisions and to provide an opportunity to extend their theoretical learning into practical applications in a real work environment.

In March 2016 USQ's first ten day career program 'CareerFest' involved development activities for students and opportunities to connect with graduate employers. CareerFest also included USQ's traditional Career Fair which, this year, attracted 33 local and international employers from a wide range of disciplines; on-site resume advice and a LinkedIn photo booth. Over 600 students attended the Career Fair.

GRADUATE TRACKING

There is limited capacity to track directly USQ graduates. Nonetheless, ad hoc evidence and informal feedback indicates that graduates can and do excel as innovators, entrepreneurs and leaders. The USQ Alumnus of the Year Awards serve to highlight the wide-ranging, impactful achievements of USQ graduates. The number of nominations for Alumni of the Year has increased from 27 in 2014 to 34 in 2016. The categories for nominations have also diversified and now include Indigenous Service, Chapter Volunteer and Research.

Academic Quality

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. The role of TEQSA is to safeguard the interests of all current and future students studying within Australia's higher education system. It does this by regulating and assuring the quality of Australia's higher education providers. TEQSA is responsible for the registration and re-registration of providers, and the accreditation and re-accreditation of courses.

Academic quality involves the continual assurance of the standards and viability of the academic program portfolio, its delivery and standing. USQ's academic standing was recognised by the Good Universities Guide which awarded USQ its maximum five-star rating in the areas of graduate employment, median graduate salary, social equity and student support and with four stars for staff qualifications employment and salaries for our graduates. With an 84 percent graduate employability rate USQ was equal first in Australia with Charles Sturt University.

Key activities that occurred in 2016 to ensure the maintenance and enhancement of academic quality, the delivery of relevant academic programs, and in support of our staff and students included quality control and quality assurance of both curriculum and delivery. These are crucial components to sustaining and growing market position.

There is a multiplicity of academic quality review cycles within USQ's freshly established multi-layered quality assurance framework. The key ones are the accreditation cycles, internal and available external professional accreditations, and the recently introduced academic performance review (health check) cycles.

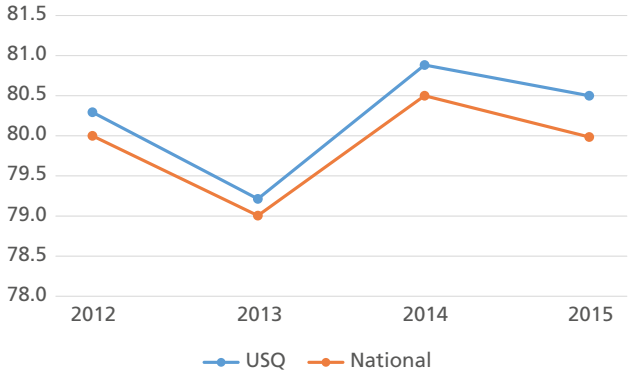
DOMESTIC RECRUITMENT AND GRADUATE EXPERIENCE

There have been a number of factors influencing domestic recruitment in 2016. These include the transfer of the Fraser Coast campus to the University of the Sunshine Coast and process improvements in Recruitment and Admissions that have resulted in higher conversion rates.

Direct entry applications for 2016 are comparable to last year, with direct offers having increased by an average of 5.3 percent. Conversions are at an average of 91 percent for 2016 which is up from 2015 average of 80 percent. It is important to note that when the loss of Fraser Coast applications along with the strategy not to accept Nursing applications for Semester 2 entry are considered, USQ's net position is +241 applications ahead of 2015.

Student Experience Survey (SES) data, at institution and study area level, has been published publicly via the Federal Government's Quality in Learning and Teaching (QILT) website – https://www.qilt.edu.au/. USQ's performance against national trends on the 'Overall quality of educational experience' appears below. This data provides overwhelming evidence that consistently the USQ experience is considered to be of a higher quality than the score obtained by all Australian Universities combined.

USQ PERFORMANCE FROM THE STUDENT EXPERIENCE SURVEY 2012–2015



INTERNATIONAL RECRUITMENT AND GRADUATE EXPERIENCE

Along with further improving USQ's performance in the SES and graduate experience surveys, USQ is aiming to build on its excellent performance in relation to the International Student Barometer (ISB) Survey, and more recently the combined ISB/SB (Domestic Student Barometer). Generally, these surveys have seen USQ ranked in the Top 10 and frequently ranked in the Top 5 for average scores. USQ's 2015 results are summarised below. Particularly outstanding and relevant to this SSI is USQ's overall rank of Number 1 for Domestic support against 49 other global competitors.

	International (ISB*) vs Aust ISB* (24 institutions)	**Domestic** (SB**) vs Global SB (49 institutions)
	USQ Rank (Avg/Overall)	USQ Rank (Avg/Overall)
Arrival	1/1	7/8
Learning	1/3	5/2
Living	2/12	5/14
Support	1/2	2/1

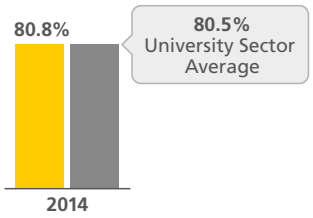
Notes:
ISB International Student Barometer, SB = Student Barometer (Domestic)
* International results represent USQ ISB vs Australian ISB results
** Domestic results represent USQ SB results vs Global SB results

STUDENT ASSESSMENT OF QUALITY OF EDUCATION EXPERIENCE AT OR ABOVE THE UNIVERSITY SECTOR AVERAGE

The University Experience Survey (recently renamed the Student Experience Survey) is a survey of current Australian undergraduate students. Its outcomes are widely used as a proxy of current teaching quality. According to the QILT website for graduates overall, the following graph shows:

- USQ's overall result (80.8 percent) for the 'experience of current undergraduate students' indicator is slightly above the sector average of 80.5 percent.
- When benchmarked to the average for RUN universities, USQ is marginally under. However, the RUN data is skewed by the University of the Sunshine Coast acting as an outlier – being a small, predominantly on-campus university, it more readily attracts strong assessments by its students – which pushes the value of the average up.
- When broken down into study areas, USQ shows particularly strong performance against this indicator in the teaching areas of Psychology (90 percent); and Humanities, Culture and Social Science (86.6 percent).

EXPERIENCE OF CURRENT UNDERGRADUATE STUDENTS (Overall quality of education experience)



COMPLAINTS AND APPEALS MANAGEMENT SYSTEM

The USQ Student Complaints Management System was launched in 2015 in conjunction with the roll-out of the refreshed Student Complaint and Appeal Policy. It provided a front-facing triage to guide students to and through the correct process for their issue or problem for both formal and non-formal complaints. The System guided students through simple language and easy steps to the relevant policy, procedure or schedule as required.

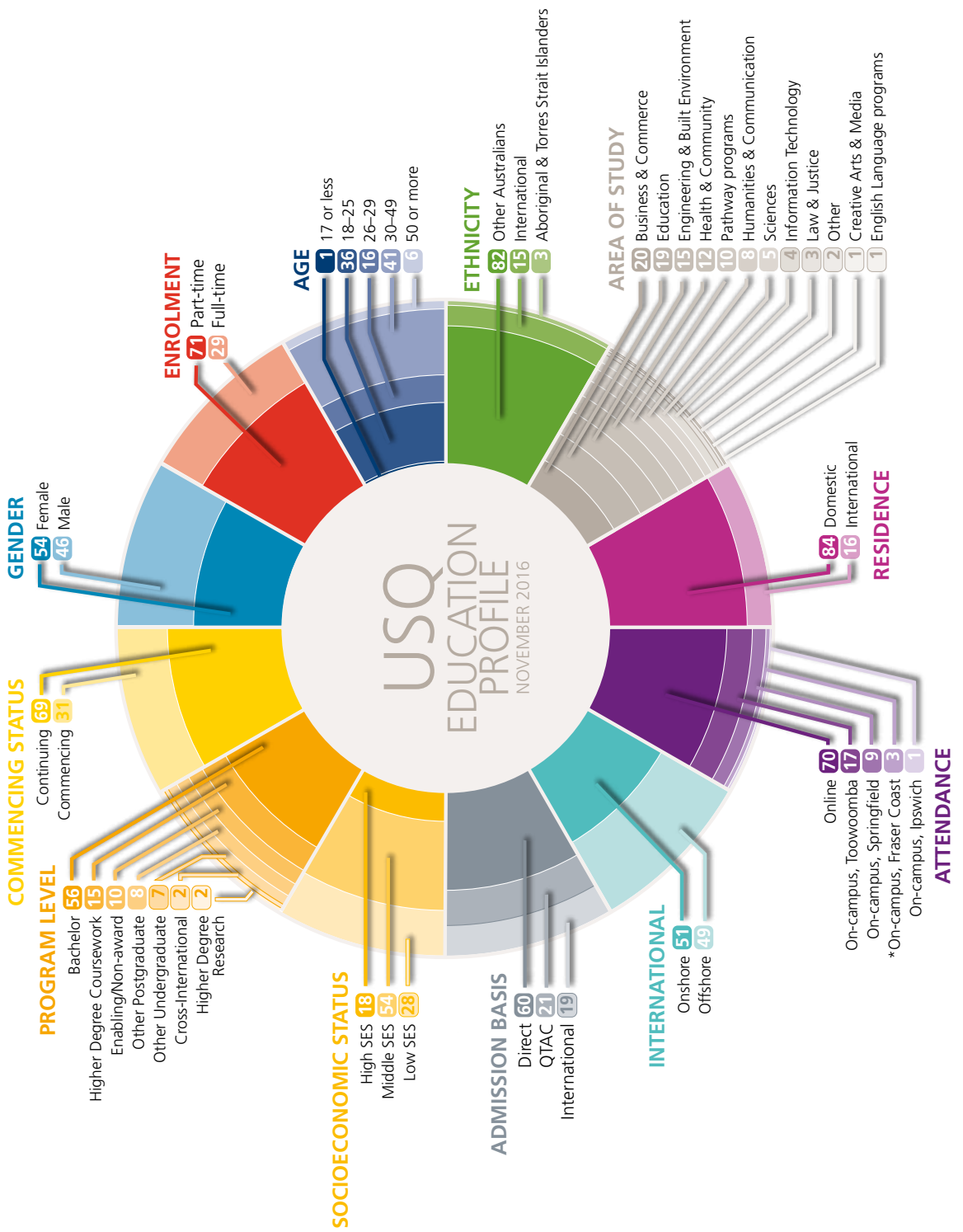
Between 20 July 2015 and 16 August 2016 USQ processed 101 formal student complaints through the System with 11.9 percent of these resolved on the day they were received. A further 50.5 percent of all complaints received were settled within the recommended 10 business days giving a total of 62.4 percent of complaints resolved within the recommended timeframes.

USQ'S PROPORTION OF STUDENTS FROM LOW SOCIO-ECONOMIC BACKGROUND

Latest available data shows that USQ is a strong performer in the sector with regard to broadening higher education participation, making a major contribution to the sector in this area. As parity with the Australian population as a whole is represented by a value of 25 percent, USQ is one of only a few universities that is over-represented for low socio-economic status students. Given the sustained growth in Commonwealth Government Supported (CGS) student load in 2016, it would be reasonable to expect that given the load growth at USQ Ipswich this will continue to be addressed. This is especially so, which is likely to reflect the demography of that region.

At multiple levels, cascading from the Vice-Chancellor's leadership of the Regional Universities Network (RUN) group, USQ continues to champion regional access to higher education for regional, rural and remote students. Such access is the best way to broaden access to, and to retain locally, the benefits of higher education beyond capital city limits.

Education Pillar at a Glance



*teach out of students following transfer of campus to USC

RESEARCH

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

Significant progress was made during the year to build on USQ's previous research efforts that underpinned the USQ Research Plan 2013-2015. The strategic decision to develop more focused, multidisciplinary, engaged, collaborative and outcomes focused research strengths saw the University continue to develop its research activity beyond what has already been established.

As a key part of the Plan, the University's targeted investment in research was responsible for recruiting world-class researchers and the development of high performance research program teams, the installation of new world-class research infrastructure and equipment, and continuous improvement and innovation in our research systems.

In 2016, USQ also launched its Aboriginal and Torres Strait Islander Research Strategy which outlines the research goals that support the aspirations of Aboriginal and Torres Strait Islander people and communities and contribute to realising the University's Reconciliation Action Plan.

The University's researcher training and development program, ReDTrain, has provided the University's research staff and students with more than 850 development opportunities across 23 program streams in the last two years. ReDTrain's external events which included the Winter Festival of Astronomy and the USQ Functional Foods Festival attracted more than 1500 people from across USQ's geographic footprint in southern Queensland.

Focused and Engaged Research

The first objective of the Research Pillar is to enhance our national and international standing for high quality, focused and engaged research that makes a difference to communities. A brief comment on initiatives and actions for each of the related sub-objectives follows.

DISTINCT RESEARCH FOCUS

Through targeted investment, the University is building focused and distinct programs in fundamental and applied research that draws on expertise across disciplines, attracts world-class researchers and delivers impact.

A new Centre for Future Materials (CFM) was launched in October which involved the recruitment of a polymer composite specialist from the University of Nottingham. The new Centre performs world class research in the design and development of innovative materials for diverse engineering applications.

As part of a $3.5 million Queensland Climate Risk and Drought Resilience Program, the Queensland Government has established the Queensland Drought Mitigation Centre at USQ.

Researchers from USQ's International Centre for Applied Climate Sciences (ICACS), the Queensland Department of Science, Information Technology and Innovation and the Department of Agriculture and Fisheries Research now work together to improve Queensland's agricultural sector's resilience to drought.

INDUSTRY ENGAGEMENT

USQ has enhanced engagement with industry through strong and sustainable research networks and partnerships with like-minded organisations.

USQ focuses its research efforts on making a significant difference to our local communities, regional governments and industries. Over the past year, genuine engagement has brought people together to build regional capacity and investment to share in the process of developing regions within USQ's geographic footprint.

In June, more than 250 people including representatives from Queensland's regional local governments, social scientists from USQ, the University of Queensland, CSIRO and the Queensland University of Technology, attended the inaugural USQ Resilient Regions Week. The week-long program of events engaged with community and business leaders to develop new measures to strengthen the communities and industries of regional Queensland. Renowned University of South Australia social scientist, Professor Andrew Beer challenged delegates from throughout regional Queensland with his view of Rural Australia in 2041.

In August, leading experts from USQ and around the world explored new opportunities in the global 'super foods' market at the inaugural USQ Functional Foods Festival. The Festival's key industry event was the Food for Health Symposium, which explored how scientists are identifying and translating the medicinal properties of certain foods to help stem the global epidemic of 'lifestyle diseases' such as obesity, diabetes and heart disease.

More than a thousand people attended the Winter Festival of Astronomy at USQ Toowoomba in July 2016. Presenters at the four day Festival included high profile speakers from NASA, the Department of Physics and Astronomy at San Francisco State University and USQ.

The USQ Institute for Resilient Regions and the Queensland Country Life have forged an alliance dedicated to building a stronger regional and rural Queensland. As exclusive media partner, the Queensland Country Life provided its 30,000 readers with extensive coverage of the Institute's key regional research and engagement events, Resilient Regions Week and 2016 Connecting the Dots, directly connecting people throughout rural Queensland with the work of the Institute.

INVESTMENT

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

In May, the University and Toowoomba and Surat Basin Enterprise partnered to stage the first 400M AgInnovate Investment Forum.

Attendees included Australia's key agricultural innovators, venture capitalists and specialist research agencies who heard from key global figures in Agtech, AgFunder and the Australasian venture capital firm, Bio-Pacific Partners about what is needed to take Australia's AgTech innovations to the global market.

Construction commenced on a new Agricultural Engineering and Technology Precinct (AETP) at USQ. Covering approximately six hectares, the Precinct provides a new home for USQ's Centre for Crop Health and enables the expansion of field trial and laboratory facilities for the National Centre for Engineering in Agriculture.

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

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

RESEARCH ALIGNMENT

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

USQ researchers were awarded the inaugural Advance Queensland Research Fellowships to further work with industry to assist major beef processor NH Foods Australia at Oakey improve the efficiency of its biogas production and add value to waste products. Fellowship funding will be used to develop health-improving dietary guidelines and foods for older people.

National Centre for Engineering in Agriculture scientists were among the 12 finalists recognised for their outstanding research in this year's Queensland Young Tall Poppies Awards.

USQ will work with the resources, cotton and sugar industries to maximise the productivity and longevity of soil structures, protecting them from the detrimental effects of irrigation and compaction machine traffic.

USQ was also recognised for developing software that is now used internationally to model the behaviour and optimise the performance of surface irrigation, the most common form of irrigation worldwide.

RESEARCH CULTURE

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

In 2016, the ReDTrain Research Giants and Eminent Visiting Scholars Scheme (EViSS) program made it possible for 28 world-leading international and domestic scholars to visit USQ, helping to increase our research capacity in areas as diverse as polymer composite materials to Native American spirituality.

A four-year ARC Discovery project led by a USQ historian is leading an international team of researchers exploring Displacement and Resettlement: Russian and Russian-speaking Jewish displaced persons arriving in Australia via the 'China' route in the wake of the Second World War.

Associate Professor Libby Connors received national acclaim for the book, Warrior: A Legendary Leader's Dramatic Life and Violent Death on the Colonial Frontier about the life of young Aboriginal warrior, Dundalli, in the early days of white settlement in south-east Queensland. In 2016, the book took out both the inaugural $25,000 Queensland Premier's Award for a work of State Significance and the Australian Historical Association's 2016 Magarey Medal, which is awarded biennially to a female author for a work judged to be the best biographical writing on an Australian subject.

RESEARCH PARTNERS

USQ aims to provide sustainable, high quality institutional support to ensure that we are a preferred research supplier, regarded as agile and responsive by our research partners.

Astronomers from USQ, University of New South Wales and the University of Sydney are constructing a multi-telescope facility at Mt Kent Observatory on the Darling Downs thanks to 2016 funding from the Australian Research Council (ARC).

Named MINERVA-Australis (MINiature Exoplanet Radial Velocity Array), the facility comprises a multi-telescope array designed to discover Earth-like planets orbiting in the habitable zone of bright, nearby stars. Once commissioned, it will join MINERVA, its counterpart in the northern hemisphere in the hunt for new worlds outside our own solar system. International partners include Harvard-Smithsonian Centre for Astrophysics and the University of Pennsylvania.

Over the past three years, USQ and the Chamber of Commerce and Industry Queensland (CCIQ) have partnered to develop and deliver ecoBiz, a program responsible for improving the profitability and environmental performance of Queensland's small to medium enterprises. More than 3,000 business owners and their staff have taken advantage of ecoBiz, connecting on-line or face-to face to learn how to implement new eco-efficiency practices and technologies in their businesses. Participating small-medium businesses have reported achieving average savings of 35 percent in each of their energy, water and waste costs.

Research Training

The second objective of the Research Pillar is to build our reputation for research training that produces innovators and entrepreneurs. A brief comment on initiatives and actions for each of the related sub-objectives follows.

HIGHER DEGREE BY RESEARCH

USQ continues to build on our innovative Higher Degree by Research (HDR) programs that broaden students' horizons and prepare them for challenging careers in their chosen fields, including expanding the range of professional doctorates.

USQ's Researcher Training and Development Program (ReDTrain) is a comprehensive, all-of-University program that provides resources, enrichment and rewards across the spectrum of USQ researchers. The Program plays a major role in driving the University's research performance through its suite of coordinated initiatives and is strengthening a vibrant research culture to help researchers and research students grow their capacity and skills. ReDTrain has been one of the key drivers of change to the research culture at USQ and received the ResearchMaster Award for excellence in Research Management at the 5th annual ATEM/Campus Review awards.

Staged in September, USQ Research Week 2016 explored themes related to 'Regional Focus, Global Impact' with the objective to share and celebrate the University's research projects with peers, industry and the community. A series of events including the Pitch Club Challenge Final, a Research Centre and Institute Showcase and the Town and Gown Research Evening provided opportunities for each school, centre and institute to showcase the world class research being performed at USQ.

The Pitch Club Challenge is an annual event scheduled during Research Week to provide PhD students and Early Career Researchers with a platform to pitch their research to a diverse audience. Twelve contestants squeezed years of learning into a few hard-hitting minutes in the 2016 USQ Pitch Club Challenge, which attracted a crowd of more than 100 to hear the latest on a broad range of research topics and their potential.

RESEARCH SUPERVISION

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

At USQ, we recognise people are our most valuable asset. In 2016, USQ appointed the following senior researchers.

Institute of Resilient Regions: Professor Jim Cavaye joined the Institute for Resilient Regions as Program Director (Regional Community Development). Professor Cavaye is internationally recognised for his work building resilience and pathways to economic growth in more than 150 regions and communities.

Computational Engineering and Science Research Centre: Associate Professor Rob Wittenmyer, an astrophysicist with strong links to NASA joined the USQ Astrophysics Research Team in September. Professor Wittenmyer will take up the reins of the Minerva-Australis Project at USQ, which is hunting for habitable-zone planets around nearby stars.

Centre for Future Materials: Professor Peter Schubel has been appointed to lead the new USQ Centre for Future Materials (CFM). Professor Schubel comes from the University of Nottingham where he established and led the EPSRC Centres for Innovative Manufacturing in Composites, a national research network of 16 research centres focused on polymer composite materials and manufacturing technologies. He has worked for over 14 years on design and processing of composite components and structures, focusing in particular on automated manufacturing, process development, surface quality, cost modelling and bio-composites for the automotive, aerospace and wind energy sectors.

Centre for Crop Health: In early 2016, Professor Gavin Ash was appointed as Director of the USQ Centre for Crop Health. Professor Ash was formerly Head of the School of Agricultural and Wine Sciences and the Deputy Director of the Graham Centre for Innovative Agriculture at Charles Sturt University's Wagga Wagga and Orange campuses. He is a crop protection specialist with a strong background in plant pathology, and has conducted research into bacteria, fungi and nematodes and their effect on crops including rice, wheat, sunflower and soybeans.

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

The establishment of the USQ Student Endowment Fund in 2015 has, for the first time, enabled the University to provide a new form of support to international students coming to the University to pursue research careers through enrolment in a PhD program. A $20,000 funding pool has been earmarked for use by the Office of Research Graduate Studies to provide re-location or settlement grants to International higher-degree-by-research students. This initiative serves to underpin and support the recently adopted International Higher Degree by Research Scholarships strategy which aims to increase our enrolments in this important area.

This new mechanism recognises that, for international students, the commitment to a research program of study for a period of at least three years involves significant disruption for the student and (often) their family. The funding pool will provide grants in the range $500 to $1000 to assist them with the one-off expenses involved in this re-settlement.

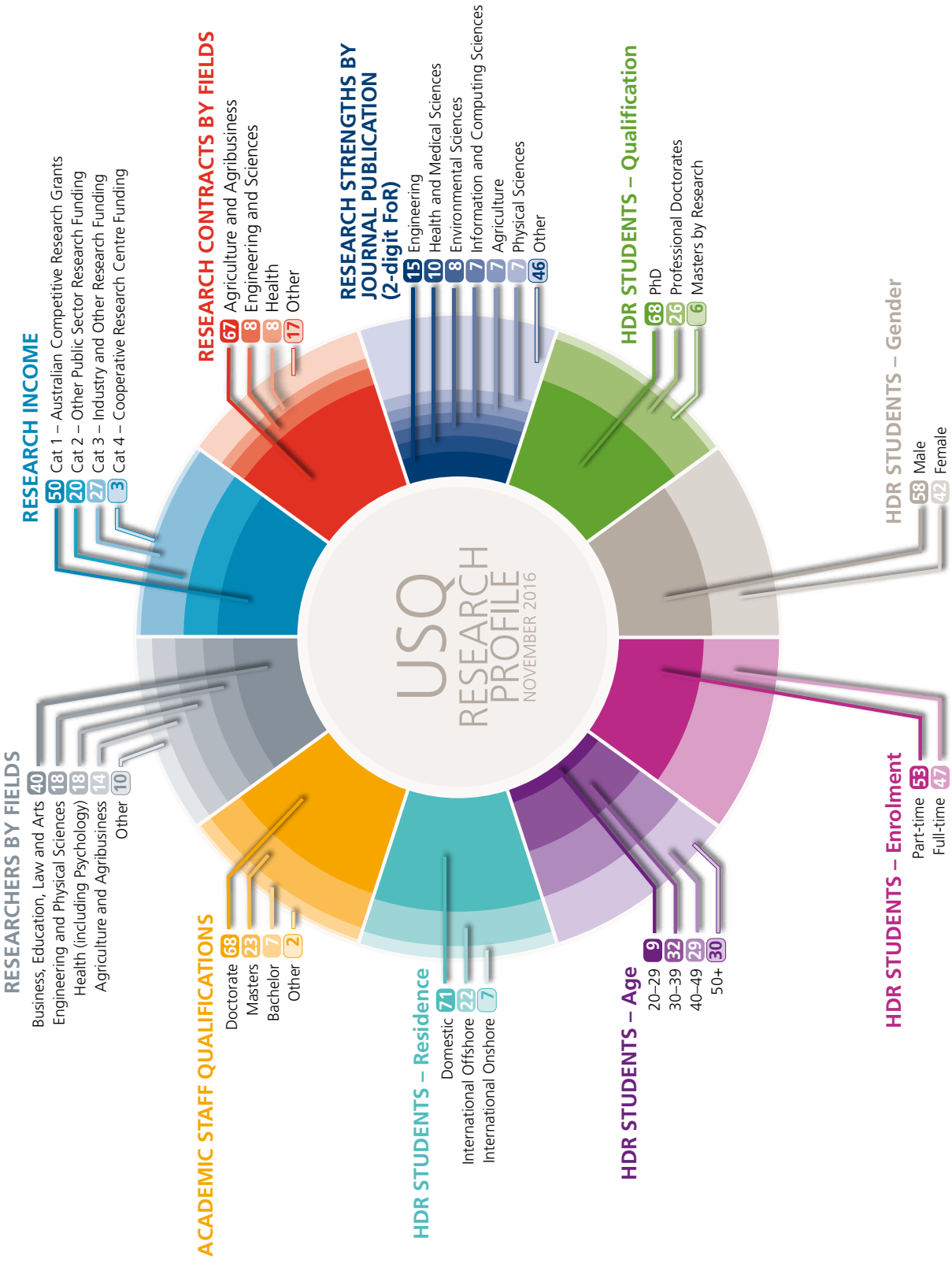
INDUSTRY SUPPORT FOR HDR STUDENTS

USQ is developing greater opportunities to assist HDR students to engage with business and industry; to enhance their employability and innovation skills and strengthen USQ partnerships.

The first USQ Innovators Challenge was conducted in late 2016. The Program aimed to encourage researchers and researcher students to develop novel ideas, innovations and inventions.

Chosen from a field of 44 applications, four teams of USQ Innovators worked to advance their ideas around real-time sensing for use in the intensive cattle industry, 3D printing applications for cell culture and mapping crops and soil profiles using new technologies.

Research Pillar at a Glance



ENTERPRISE

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

In 2016 the University continued to aspire to "be an employer of choice" with a work culture that promotes high performance and reflects its values, and which enables achievement of its education and research goals.

USQ's approach to business management is based on the use of data to inform, anticipate and respond. Through managing its business, USQ captures ideas and solutions, and nurtures a continuous improvement culture. USQ has been able to implement world-leading systems as a basis for expanding our business and infrastructure.

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

Employer of Choice

The first objective of the Enterprise Pillar is to be an employer of choice. A brief comment on initiatives and actions for each of the related sub-objectives appears below:

HUMAN RESOURCE STRATEGIES

The University has refreshed recruitment and talent management strategies and frameworks to enhance our commitment to productivity, diversity, equity and opportunity across our workforce.

The USQ Workforce and Talent Management Plan 2016–2020 was created to outline the framework and key strategies required to develop the USQ workforce of the future. This newly developed Plan ensures that Human Resource strategies and people practices across the organisation are integrated and aligned, and are working towards achieving the long-term goals, objectives and strategic priorities of the University.

As part of the talent plan, USQ has also created its first People Capability Framework to outline the core capabilities (skills, knowledge, attributes and experience) that all employees need to be successful and deliver the strategic goals of the organisation. The framework provides an indication of the behaviours that are expected and valued at USQ, and ensures workplace learning and development activities enable employees to develop capabilities in direct support of the strategic direction of the organisation.

USQ's commitment to gender equality was recognised with the University being named an Employer of Choice for Gender Equality for 2016. The Workplace Gender Equality Agency (WGEA) awarded the Citation after a rigorous assessment of USQ's initiatives and practices which support workplace gender equality.

USQ is one of only 15 universities in Australia to be awarded the title this year. This was the University's first year applying for the Employer of Choice Citation, which is a leading best practice program that aims to encourage, recognise and promote active commitment to achieving gender equality in Australian workplaces.

Criteria for the citation included leadership, learning and development, gender remuneration gaps, flexible working and other initiatives to support family responsibilities, employee consultation, preventing sex-based harassment and discrimination, and targets for improving gender equality outcomes.

As a Citation holder, the University will have the use of the distinctive WGEA Employer of Choice logo in all its employment and recruitment activities, allowing USQ a significant advantage in the competitive jobs market and showcasing its commitment to diversity.

The University continued to roll out its Reconciliation Action Plan in 2016. Actions and outcomes from the Plan are monitored by a cross-divisional working group and a range of deliverables have been achieved since the launch of the Plan in 2015 with many on the horizon. USQ has a strong Indigenous traineeship and cadetship program, an Indigenous Employee Network and, a Murri Meet Up is available for students, just to name a few. The Aboriginal and Torres Strait Islander Traineeship Program continued in 2016 for a fifth year, with five trainees commencing in early 2016. All five of the 2015 Aboriginal and Torres Strait Islander trainees successfully graduated, with one trainee securing a continuing fractional role and two other trainees supported to continue within the respective work areas on an additional 12 month fractional appointment. The Student Internship Program was also re-invigorated with successful appointments occurring on a fixed-term basis in two work areas. As a result of these and other initiatives, the University has been able to achieve the 35 FTE target contained within the Career Development and Employment Strategy and the Reconciliation Action Plan with the Aboriginal and Torres Strait Islander FTE currently sitting at 38 FTE. Work continues to occur on a number of strategies related to the recruitment, attraction and retention of Aboriginal and Torres Strait Islander people.

The University ensures that Indigenous protocols are conducted at all official USQ events and the Aboriginal and Torres Strait Islander flags are flown on each campus. It also participated for the first time in Reconciliation Australia's Workplace Reconciliation Barometer to assist it to understand the University community's understanding of reconciliation which will inform the next iteration of the Plan.

The Ally Network aims to provide a safe-zone and a visible support network for students and staff who identify as lesbian, gay, transgender, bisexual or intersex (LGBTI) at USQ. Ally staff are advocates for a community free from harassment or discrimination based on sexuality and gender identity, and strongly support USQ's stance on inclusiveness and equity. Allies undertake awareness training and are equipped with a network of professional referrals and LGBTI community resources.

In its 21st year, the Multicultural Staff Network hosted a Cultural Diversity Seminar Series designed to provide an insight into cultural aspects of other communities in an informing and entertaining way. Centred on community engagement, each seminar focused on topics such as language, literature, poetry, music, architecture and other creative activities. In 2016, the Network continued to support staff and students from diverse cultures and non-English speaking backgrounds and help to connect the University's rich multicultural community.

A half-day symposium titled Empowering Women through Adversity was held at USQ Toowoomba in October. The symposium was a free event inviting attendees to explore and engage in issues confronting women in today's society and raise awareness, encourage discussion and promote networking.

STAFF RECOGNITION

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

The University has made a deliberate effort to more publically acknowledge, celebrate and lift the profile of staff achievements, with success stories often featured in USQ News publications, online and in the media.

In particular, the research achievements of staff have been highlighted in many of USQ's traditional and social media channels, with a dedicated USQ LinkedIn careers site now in place just for researchers which is generating increased numbers of followers for USQ.

USQ's existing employee recognition program (STARS) was refreshed to align with the revised USQ values. A wide reaching project has commenced to review the University's broader recognition framework which includes the current STARS recognition program, and the more formalised annual staff award programs to ensure activities are contemporary, equitable and meaningful for all staff, and that programs are integrated and aligned with organisational mission, vision and values.

USQ is an ethical organisation underpinned by a strong Code of Conduct and a well understood set of values which inform organisational behaviours and decision making. As part of the University's commitment to ensuring high standards of professional and ethical conduct, a new Employee Conflict of Interest Procedure was developed to support employees in identifying, declaring and managing perceived, potential or actual conflicts of interest. The University's Code of Conduct was also revised to align with these expectations.

CODE OF CONDUCT

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

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

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

EMPLOYEE ENGAGEMENT

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

USQ conducted its fourth Employee Engagement Survey in February 2016. The survey, Voice Project, received an 87 percent response rate from employees, well above the regional University sector average rate of 66 percent. On average USQ's results increased by 5 percent across the board compared to the last survey in 2014, and by 11 percent compared to the 2010 survey. Results show that USQ continues to outperform the Australian University benchmark average on almost all management practices assessed within the survey. In particular, USQ's employee engagement level of 79 percent exceeded its key performance indicator target of 77 percent, and places it fourth in the University sector in terms of the highest levels of engagement. Whilst there are some areas that continue to come through as challenges for USQ, the positive news is that these areas have all shown increases compared to previous results.

USQ was presented with an Australian Higher Education Industry Association/Voice Project "Change Challenge Award" for achieving the second highest levels of positive change (ie most significant growth and improvement) among all universities that Voice Project surveyed in the period July 2015 to June 2016. The awards recognise organisations that achieve outstanding improvements in their people management and employee engagement.

This is the second time USQ has received this award, with the University previously winning this same accolade in 2014. Being recognised with this award for a second consecutive occasion demonstrates a dedicated and sustained focus on driving long term improvements in the work environment and culture at USQ.

STAFF AND MENTAL WELLBEING

The University promotes positive well-being of employees and manages risk using a multidimensional view of wellness which builds a safe and supportive workplace and learning environment where all individuals are valued and treated fairly and equitably.

The University continued to support employee and student health and wellbeing with the formal launch of the USQ Health & Wellbeing Strategy 2016 – 2020. The Health and Wellbeing Framework and Strategy consolidates the University's commitment to providing a healthy working and learning environment for employees and students across seven areas of wellbeing and aims to provide a coordinated, holistic approach to wellbeing at USQ. To support the Framework and Strategy, the Employee Health and Wellbeing Procedure and the Employee Domestic and Family Violence Support Procedure were developed and approved in early 2016. A new Wellness at Work Mindfulness Program was also piloted to an audience of 50 employees with the aim of increasing participants' levels of professional, psychological and emotional wellbeing. In parallel with this initiative, a USQ multidisciplinary team undertook an evidenced-based evaluation of the program as part of research into employee health and wellbeing, in order to enable best practice to be adopted by USQ.

The University was accepted into the White Ribbon Australia Workplace Accreditation Program and commenced working through the accreditation process in April 2016. The Program recognises workplaces that are taking active steps to prevent and respond to violence against women, and acknowledges the impact on the health and safety of women at work, their wellbeing and productivity. Step one of the Program, which required a 30 percent employee response rate to a baseline Violence Against Women Survey, has been achieved, and a White Ribbon Workplace Accreditation Committee (as Step Two of the Program) has been convened. The role of the Committee is to oversee the implementation of a number of initiatives in order to achieve accreditation by mid to late 2017.

Activities throughout this year have included promoting the 10 days of activism challenge as part of domestic and family violence prevention month, running a number of family and domestic violence awareness training programs for employees, and supporting the White Ribbon 'Night In Word Out' campaign to raise awareness and funds for the cause.

Organisational Profile

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

50/25: USQ is making preparations to celebrate in 2017 its 50th anniversary as a higher education institution and 25th anniversary as a university. Events are planned to highlight the development of USQ as a student-focussed, community-centred and high impact regional, national and global university.

To mark the 50/25 Anniversary a book is being developed to tell the story of the University's achievements, values and milestones throughout its 50 year history, through the stories of 50 of its high-achieving alumni. The book will act as a source of historical information and pride in relation to the successes of USQ through its graduates' stories and to allow people to reflect on USQ's values and diversity.

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

SOCIAL RESPONSIBILITY

USQ operates ethically and manages resources in a socially responsible manner.

The formal transfer of Fraser Coast campus to the University of the Sunshine Coast (USC) occurred on 1 February 2016. A ceremonial exchange of keys took place between the University of Southern Queensland and USC at the Fraser Coast Campus on 1 February 2016. A collaborative final graduation ceremony with staff from USC in attendance was held on 29 April 2016.

USQ's Maryborough Hub operations will cease in April 2017. USC has expressed interest in trialling a student hub operation at the facility subject to the approval of the Commonwealth Department of Education and Training.

BUSINESS PARTNERS

During 2016, USQ has determined parameters and progressed a University wide strategy to build our capacities as a preferred business partner.

A Business Continuity Project was established to facilitate the further development of the University's business continuity management program to carryout critical business activities and supporting continual operations when facing internal and / or external business disruption events. The project will include assessing the key risks and associated control effectiveness in order to embed business as usual practices.

USQ hosted the Regions Community Dinner in the USQ Toowoomba Refectory on 14 June 2016. The theme for this year's dinner was 'Rural Australia in 2041' with keynote speaker Professor Andrew Beer from the University of South Australia (UniSA). Professor Beer is a Fellow of the UK's Academy of Social Science, the Regional Studies Association, the Regional Australia Institute and Chair of the Regional Studies Association and a member of the Australian Research Council's College of Experts.

USQ has again seen growth in on-campus recruitment in 2016 which aligns with the USQ International Balanced Portfolio strategy and reflects the national trend for international recruitment. USQ has continued to reduce the number of international partners in 2016 following a strategy to exit low yielding partnerships.

During 2016, USQ focused on online and professional development marketing in countries where online is recognised. The Sponsor market has been challenged this year however new opportunities in the Middle East have resulted in a new sponsor recruitment stream to cover declining enrolments elsewhere. Recruitment in 2016 has focussed on improving quality of recruitment, managing Visa risk and diversifying into new markets.

AMENABILITY

USQ aims to achieve an appropriate balance between compliance and practicability.

During 2016 USQ contributed to the ongoing policy debate in higher education, including through numerous submissions to government inquiries, including to the "Inquiry into innovation and creativity" conducted by the Standing Committee on Education and Employment; the 'Public consultation on transparency in higher education admissions' process conducted by the Higher Education Standards Panel; the 'Driving innovation, fairness and excellence in Australian higher education' consultation process conducted by the Commonwealth Department of Education and Training; and the project conducted by PhillipsKPA to inform work being undertaken on the Higher Education Standards Framework.

The University also contributed to submissions made by The Regional Universities Network such as to the Inquiry into Australia's Future in Research and Innovation held by the Joint Select Committee on Trade and Investment Growth, the Australian Research Council's "Engagement and Impact" consultation paper, and to the Commonwealth Department of Education and Training's consultation paper "Sharper Incentives for Engagement – New Block Grant Arrangements".

COLLABORATIVE PARTNERSHIPS:

USQ fosters strong collaborative partnerships through a clear understanding of shared goals and mutual benefit. Some examples of USQ's 2016 jointly beneficial business relationships follow.

Memorandums of Understandings: USQ signed several Memorandum of Understandings (MOU) with partner organisations including Universiti Tenaga Nasional, Malaysia to provide opportunities for global learning and academic pursuit for students and faculty members through exchange and collaboration.

The University also strengthened its partnership with the Ipswich City Council with the signing of an MOU that will assist to deliver greater collaboration and cooperation between USQ and the Ipswich City Council. Under the terms of agreement both organisations will work together to attract new business and industry to Ipswich and the surrounding region.

China's Jiaxing University and USQ signed an Agreement of Admission to establish a collaborative arrangement for the purpose of providing high quality research training to qualified students from Jiaxing with the aim of developing further collaborations between Jiaxing and USQ.

A mutual interest in aviation brought together USQ and Shanghai's Sanda University. The two universities signed a MOU at USQ Toowoomba on September 29, signalling their commitment to future collaborations.

During 2016 the name of the Vice-Chancellor's Elders and Valued Persons Advisory Board was simplified to Elders Advisory Board (EAB). This year has seen a change in membership of the Board due to the transfer of the Fraser Coast Campus and the increased importance of USQ's presence in the Western Corridor of Brisbane. The EAB continued to provide valuable advice to the Vice-Chancellor on all matters pertaining to Indigenous Affairs. Members have contributed to the development of important programs during 2016; including the Cultural Tours program for staff, the USQ Cultural Competency Framework, and the USQ Aboriginal and Torres Strait Islander Research Strategy. The EAB also assists the University to obtain cultural materials to be made available as open educational resources for use in academic programs.

SERVICE QUALITY

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

A University-wide approach to embed a 'revitalised service culture of excellence in interactions with students' in face-to-face and online training programs was achieved through the federally funded Connected Student Learning Journey Project. The training program consisted of three modules 'Service Excellence Essentials', 'Advanced Service Excellence' and 'Managing Complex Service Interactions'.

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

Infrastructure

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

USQ INFRASTRUCTURE

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

The second building at USQ Springfield was initially awarded a five star Green-Star rating by the Green Building Council of Australia but in 2016 this was upgraded to the award of a six star Green-Star rating, positioning USQ in the 'World Leadership' category. The rating recognises the environmentally sound materials selection and passive low-energy design. Building B is one of only a handful of Six Star-Green Star rated buildings in Queensland. The Building was also recognised in the Master Builders Queensland 2016 Brisbane Housing and Construction Awards. The Education Facilities over $20 million award was presented to the project's construction partner BADGE Constructions during an awards ceremony at the Royal International Convention Centre in July 2016.

At USQ Toowoomba, the new Residential College Business Plan was developed to ensure the sustainability of future operations. The refurbishment of Steele Rudd College was completed to provide self-catered accommodation and offers a more attractive living option for students.

Internal modifications and upgrading of facilities were undertaken for the College for Indigenous Studies, Education and Research (CISER), providing a revitalised and more functional environment for Aboriginal and Torres Strait Islander students and staff.

The irrigation retention pipeline providing water from the stormwater retention basin in Handley Street to the Japanese Gardens lake has substantially reduced ground water extraction. This has enhanced the capacity to irrigate in dry conditions to keep the Japanese Gardens, as one of Toowoomba's iconic tourist attractions in optimum condition for the enjoyment of students, staff and visitors.

At USQ Springfield, the Faculty of Business, Education, Law and Arts Hub was established on Level 1 in Building A to providing a cohesive and centrally focused environment for professional experience and academic program support staff.

At USQ Ipswich, a paramedicine simulated house environment and nursing suite including birthing suite and preparation rooms have been provided to enhance the clinical nursing wards. A purpose built psychology clinic was built at USQ Ipswich facilitating relocation of the School of Psychology and Counselling from Springfield to Ipswich.

OPERATIONAL PRIORITIES

USQ ensures that our strategic and operational priorities are achieved by working with the University's resource base – our people, our finances and our locations – in the most effective and efficient manner.

The Academic Services Division (ASD) Review and Realignment Final Implementation Plan was approved and distributed on 13 July, 2016. Extensive consultation was conducted to ensure the final plan represented broad and valued feedback, reinforcing the concept of cross-functional teamwork and service provision. The objective of the review and realignment was to ensure ASD has a functional organisational structure that underpins and sustains its ongoing role within USQ.

The ASD portfolio continues to incorporate Scholarly Information and Learning Services (SILS) and Information and Communication Technology (ICT) Services. However the structure of these sections reflects modifications that include changes to reporting lines and team alignments designed to reflect business activities that better align with University expectations of the Division. SILS incorporates three functional areas – Library Services, Advancement of Learning and Teaching and Digital Life Lab.

The Library provides support for students and academic staff by means of access to scholarly information, support for digital, information and academic literacies, research skill development, support for researchers, and spaces for learning.

Advancement of Learning and Teaching (ALT) aims to provide support, services and resources to help USQ academics develop their learning and teaching skills, knowledge, scholarship and practice to provide quality learning experiences.

The Digital Life Lab (DLL) was established to be a leader in the national and international research and practice community studying the nature, impact, opportunities and challenges of people and communities living digitally.

Financial Management Practices

During 2016 a significant body of work was completed in the redevelopment of the Financial Management Practices Manual (FMPM) for the University. The FMPM is formed by a number of individual but related policies to provide an authoritative internal source of information and guidance to assist the University manage its financial resources, meet its financial responsibilities and financial compliance obligations. The comprehensive redevelopment of the FMPM involved the publication of 63 Policies, related Procedures and schedules.

DIVERSIFY REVENUE SOURCES

During 2016 the University implemented a budget development and reporting software application to assist in the compilation of budgets for the University. Drawing on data imported from University Financial and Human Resources systems, this application has significantly reduced manual processes and the time taken to collate annual budgets and semester budget reviews.

Managed through the Financial Reporting and Budget team, as well as providing significant efficiencies in the process, the application has also enabled a quicker turnaround in providing analysis of the impact of potential changes in budgets at a Departmental and Divisional level. The next enhancement to be delivered in January 2017 is the development of a suite of standardised financial reports for Budget Managers.

In conjunction with the Queensland Treasury Corporation and collaboration with the other Queensland universities, USQ has been involved in the development of a ten year financial model similar to the model used within Local Government in Queensland. This model has recently been completed and has now been made available to the University. While the use of this model is optional, once populated it will significantly increase the capability for providing a robust structured model for scenario planning, input into the Operational and Resource Management Plan (ORMP), and streamline the documentation required by the Department of Education and Training in relation to any future borrowings.

BUILDING OUR BUSINESS

USQ is maturing our global capacity and is strategically building the business in other locations.

International Business Strategy 2016-2017:- As a sub-component of USQ's Global Engagement Strategy (under development) the USQ International Business Strategy 2016-2017 (IBS) was endorsed by Council on 9 May 2016. In conjunction with the USQ Ranking Strategy; International Scholarships initiative and the Strategic Research Marketing Narrative, the IBS intends to continue with the principles of the USQ Balanced Portfolio (growing higher-yielding channels); embed the newly implemented structure and business strategy of USQ International; have a strategic focus on identified regions and continue to concentrate on diversifying its International business operational model across a number of strategic channels.

As part of a USQ commitment to a long-term and ongoing presence in Sydney given its attractiveness as an international student destination, alternative premises for USQ Sydney operations have been secured in the Sydney CBD. This CBD presence is being used to raise USQ's profile in Sydney which is Australia's leading capital city for international students and home to a share of our external domestic enrolments. It is planned that the new expanded facility will operate as a standalone operation for Semester 2 2017.

BUSINESS FRAMEWORKS

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

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

OPTIMISE BACK-END OPERATIONS

USQ's new High Performance Computer (HPC) system was fully commissioned on 17 May 2016. The new system, *Fawkes*, has nearly tripled the previous HPC capacity. The system is being heavily utilised with workloads significantly in excess of usage in 2015. Fawkes was a cross-divisional collaborative project between the Academic Services Division and Research and Innovation Division and was also co-funded by a contribution from Queensland Cyber Infrastructure Foundation (QCIF).

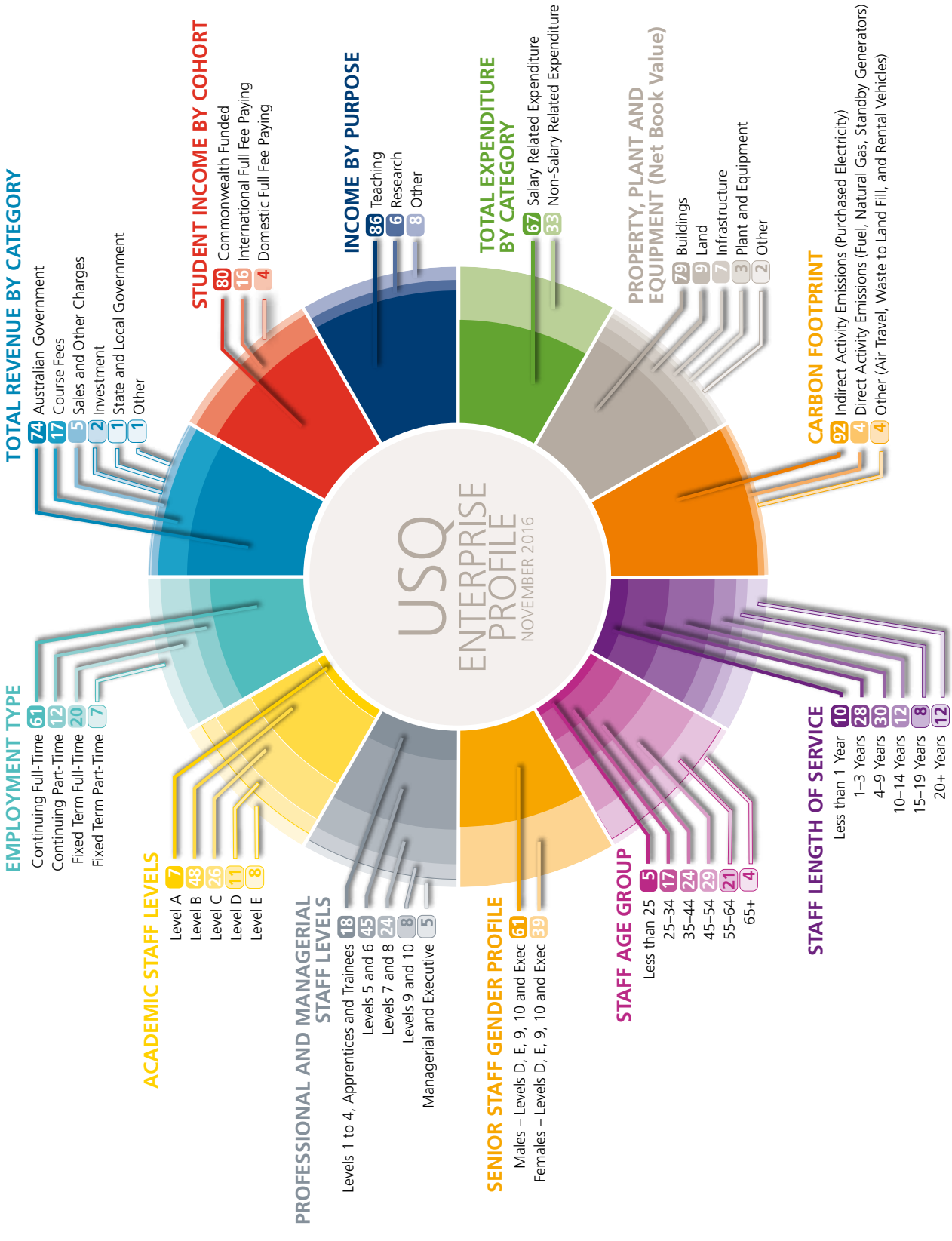
STRENGTHENING CRISIS CAPABILITY

During 2016, USQ significantly strengthened its crisis management and response capability. A full-time Emergency Manager was appointed to enhance the previous emergency management structure and to develop robust crisis management plans and procedures to ensure a timely, effective and efficient response to any emergency or crisis event. In addition, a fully equipped Emergency Operations Centre has been established and a trained crisis management team is in place that is able to respond to any crisis event. Training for this team has been delivered using externally accredited emergency management trainers. The Crisis Management Team trains and practices on a regular basis utilising a range of crisis scenarios to test and prepare for a crisis event. Crisis exercises are conducted throughout the year culminating in a major annual crisis exercise which also involves emergency services.

In addition to the Crisis Management Team, USQ also has a comprehensive Emergency Control Organisation (Warden network) that has been trained and equipped to respond to incidents as they arise. These Wardens in conjunction with the USQ Security staff are the first responders to any emergency event and form part of the overall crisis response team should an incident escalate to a crisis event.

Relationships with Emergency Services are also strong and active with regular liaison meetings occurring through the year. This facilitates increased familiarity with USQ's campuses for the Emergency Services responders and also allows for enhanced consultation and knowledge transfer which assist in the development of USQ's crisis response capability.

USQ Enterprise Pillar at a Glance



Executive Service to the Academic Professions and the Community

Vice-Chancellor and President Professor Jan Thomas

RUN CHAIR

Continued her role as the Chair of the Regional Universities Network (RUN) during 2016. RUN is a network of six universities with headquarters in regional Australia and a shared commitment to playing a transformative role in their regions. The role of RUN in lobbying for the interests of regional education and rural communities is increasingly important in the highly volatile university sector.

CHAIR OF THE ASSOCIATION OF COMMONWEALTH UNIVERSITIES COUNCIL

The Vice-Chancellor was elected to serve as Chair of the Association of Commonwealth Universities Council (ACU) based in London. Professor Thomas is the only Australian Vice-Chancellor on the Council. The ACU is the world's first and oldest international university network, established in 1913.

In her role as Chair of the Association of Commonwealth Universities Council, Vice-Chancellor Professor Jan Thomas officiated over the biennial conference of the Association of Commonwealth Universities held in 2016 in Ghana, West Africa. The event drew Vice-Chancellors and senior university staff from across the Commonwealth. The theme of this year's conference was: "Defining the responsible university: society, impact and growth". It was one of the highest-profile higher education events in Africa for the year with distinguished speakers coming from more than 20 countries.

DIRECTOR OF UNIVERSITIES AUSTRALIA

Universities Australia (UA) is Australia's peak body for the higher education sector and Professor Thomas was elected to the Board in May, 2016. Representing the national efforts of Australian universities, UA strongly advocates to broaden opportunities to attend university and for all sectors of industry, manufacturing, commerce and the community to support the value and benefits of higher education for Australia.

QUEENSLAND FUTURES INSTITUTE

Professor Thomas accepted an invitation to join the Queensland Futures Council – an independent not-for-profit organisation dedicated to developing high quality policy for Queensland's future, facilitating collaboration across industry, government, research institutions and the community.

WGEA PAY EQUITY AMBASSADOR

The Vice-Chancellor was appointed to serve as a Workplace Gender Equality Agency (WGEA) Equity Pay Ambassador. This program provides a platform for CEOs across Australia to stand up for pay equity, influence a change in culture towards gender equity and improve business practice by sharing approaches to equal pay.

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

GOVERNANCE ROLE

Professor Mark Harvey, Deputy Vice-Chancellor (Research & Innovation) is the Director of Toowoomba and Surat Basin Enterprises (TSBE).

DIRECTOR OF QCIF

USQ Deputy Vice-Chancellor (Research & Innovation), Professor Mark Harvey was elected as Director of the Queensland Cyber Infrastructure Foundation (QCIF). He is also the Director of Sunsuper Pty Ltd and Vice-President of the Chamber of Commerce and Industry Queensland.

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

PRESIDENCY OF ATEM

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

In addition

Professor Tracey Bunda, Head (College for Indigenous Studies, Education and Research) was invited to join Universities Australia's Deputy Vice-Chancellor (Corporate) Committee, and also the informal Indigenous working group that will assist Universities Australia in developing a sector-wide Indigenous strategy.

USQ People

Workforce Profile

USQ's 2016 workforce has the following Full Time Equivalent (FTE) profile (exclusive of casual employees):

CLASSIFICATION	FTE Staff
Academic Staff Total	**548.3**
Continuing	419.6
Fixed-Term Contract	128.7
Professional Staff Total	**991.3**
Continuing	766.4
Fixed-Term Contract	224.9

A range of strategic Human Resources (HR) initiatives play an important role in the University's employee engagement and retention activities, and this has seen USQ's employee initiated separation rate remain low at a steady rate of 5.78 percent.

As part of ensuring USQ's workforce structures meet future organisational needs and capacity, the University undertook a number of organisational restructure and change activities in 2016, however did not offer any formal University wide voluntary severance, early retirement, retrenchment or redundancy schemes.

Financial Statements and Appendices **2016**

Institutional Performance

Financial Performance

The 2016 Operating Income from continuing operations for the University of Southern Queensland and its controlled entities was $320.9 million, resulting in an operating surplus of $23.4 million. Revenue from the Australian Government remains the major source of revenue for the University.

The fiscal planning targets included a net profit margin of 5.6%. The actual result was above target at 7.3%.

The financial position of the University continues to remain sound with a ratio of current assets to current liabilities of 3.31:1. A strong balance sheet together with fiscally prudence policies and governance practices, ensures the University remains in a strong financial position to maximise operational opportunities and outcomes.

Planning for the University included growth in student income and research activity, and 2016 has seen the commitment to continued investment in the USQ Research Plan over the 2016-2018 triennium. 2016 has also seen the consolidation of teaching and learning activities at Ipswich following the acquisition of the Ipswich campus in 2015, the disposal of Fraser Coast campus to the University of the Sunshine Coast, a continuation of major ICT Investment, and the continued financial support for development of core strategies to enhance the student learning experience.

On an annual basis the development of the University's Operational and Resource Management Plan is a key document for the University and incorporates capital plans as well as Divisional business plans, budgets and resource allocations. This plan underpins USQ investment in maintaining and enhancing its reputation and performance.

Financial Position

During 2016, consolidated net assets increased by $14.7 million to $558.6 million. Property, Plant and Equipment remains the largest item in the Statement of Financial Position with a valuation of $442.3 million.

As indicated in the Financial Performance commentary, the overall financial position of the University is sound and the current ratio (the ratio of current assets to current liabilities) is 3.31:1

	University		
	2016 $'000	2015 $'000	% increase/ (decrease)
Total income from continuing operations	320,856	369,675	(13.2%)
Total expenses from continuing operations	297,491	288,067	3.3%
Net Result attributable to the University	23,365	81,608	(71.4%)
Total equity	558.550	543,872	2.7%

	PERFORMANCE INDICATOR	2010	2011	2012	2013	2014	2015	2016
	Student Enrolments and Load							
[a]	Total Students	26082	26421	27227	27337	28086	28202	27478
[a]	Total Student Enrolments	26302	26764	27647	27711	28620	28680	28005
	Total Student Load	13250	13391	13950	13761	14385	14726	14557
	Enrolments - Commencing Students	11123	11530	11520	11334	12381	11704	11274
	Enrolments - All Undergraduate	19081	19592	20551	20723	20869	21392	21131
	Enrolments - Higher Degree Research	417	429	450	497	539	598	691
	Enrolments - Higher Degree Coursework	6804	6743	6646	6491	7212	6690	6183
	Postgraduates as % of Total Students	27%	27%	26%	25%	27%	25%	25%
	Load – All Undergraduate	10230	10521	11066	10906	11081	11519	11492
	Load – All Postgraduate	3020	2871	2884	2855	3304	3207	3065
[b]	**Market Share and Student Demand**							
	USQ Share of Queensland Providers enrolments	11.9%	12.0%	12.1%	11.6%	11.5%	11.4%	*
	USQ Share of Australian Distance Education enrolments	12.7%	11.8%	11.5%	10.3%	9.7%	9.1%	*
	USQ Share of International Student enrolments (Australian Providers)	1.9%	1.9%	1.8%	1.6%	1.4%	1.2%	*
	USQ Share of Australian graduations	1.7%	1.4%	1.6%	1.5%	1.4%	1.4%	*
	USQ Share of International Distance Education enrolments	40.6%	38.0%	38.8%	39.2%	32.6%	29.3%	*
	USQ Share of Queensland provider Distance Education enrolments	50.4%	49.4%	48.8%	46.4%	44.6%	43.7%	*
[c]	**Client Satisfaction and Teaching Quality**							
[d]	Overall Course Satisfaction (score / 5)	*	*	3.82	3.83	3.81	3.82	3.90
	Australian Graduate Survey							
[e]	CEQ: % Good Teaching Satisfaction	85.3%	87.3%	85.8%	85.0%	85.1%	88.5%	*
[e]	CEQ: % Generic Skills Satisfaction	93.5%	94.0%	92.6%	93.0%	93.4%	95.5%	*
[e]	CEQ: % Overall Rating Satisfaction	94.4%	94.4%	92.7%	91.0%	90.8%	91.3%	*
[f]	GDS: % Graduates in Full-Time Study	8.9%	9.8%	8.0%	8.7%	10.3%	11.2%	*
[g]	GDS: % Graduates in Full-Time Employment	69.7%	75.0%	69.7%	69.8%	68.3%	80.5%	*
[h]	GDS: Median Starting Salary	50000	52100	53000	52100	55000	63000	*
[i]	GDS: % Graduates Seeking FT Employment	16.3%	11.4%	14.2%	15.2%	14.4%	9.7%	*
	Student Performance							
[j]	Student Retention	79.5%	79.0%	79.1%	77.4%	77.9%	76.4%	*
[k]	Course Progression rate	80.3%	79.2%	79.4%	79.2%	78.0%	77.9%	*
	Student Completions	4787	4273	4787	4575	4573	4599	*

	PERFORMANCE INDICATOR	2010	2011	2012	2013	2014	2015	2016
	Flexibility							
	% Enrolments Internal	13.0%	12.9%	12.3%	13.5%	12.6%	13.4%	14.0%
	% Enrolments External	73.7%	73.5%	73.4%	72.3%	72.6%	70.2%	69.4%
	% Enrolments Multi-Modal	13.3%	13.6%	14.3%	14.1%	14.8%	16.4%	16.6%
	Web-Based Subjects Offered	198	232	237	244	254	339	416
	Web-Based Student Enrolments	12485	15173	17530	17563	19550	27969	26705
	Enrolment Trends							
	Enrolment Density (= Ratio of Enrolments to Load)	1.97	1.97	1.95	1.99	1.95	1.92	1.89
	Median Age of Students	29	29	28	28	29	29	29
[l]	**Research and research higher degrees**							
	Research Completions – PhD + Research Masters	61	47	78	64	70	60	*
	Number of indexed Journal Articles and Reviews in Scopus	235	280	298	314	337	404	380
	Number of indexed Journal Articles and Reviews in Q1	96	123	116	143	159	226	214
	Percentage of Q1 indexed Journal Articles and Reviews	41%	44%	39%	46%	47%	56%	56%
	Staff							
[m]	Staff FTE – Academic (FT & FFT)	457	451	465	483	489	529	548
[m]	Staff FTE – General (FT & FFT)	873	871	866	913	894	959	991
	Casual Staff FTE	253	266	271	272	300	307	307
	Student Staff Ratio (EFTS:FTE)	21.3	22.0	21.9	20.9	21.9	22.0	21.3
	% Academic Staff with PhD	58%	61%	62%	66%	67%	67%	67%
	% Academic Staff with Higher Degree	83%	86%	86%	88%	89%	88%	88%
	Staff Separation Rate (%)	7%	8%	6%	6%	5%	5%	8%
	Mean Age of Staff – Academic	50	50	50	50	50	50	51
	Mean Age of Staff – General	43	43	43	43	43	44	44
	% Academic Staff who are Female	48%	49%	49%	50%	52%	50%	51%
	% Senior Staff who are Female	15%	16%	22%	22%	25%	27%	28%
	% Staff covered by Collective Barganing Agreements	95%	97%	96%	96%	96%	96%	96%
[n]	**Health and Safety**							
[o]	Lost Time Injury Frequency Rate (LTIFR)	2.66	1.98	3.50	1.89	1.10	2.40	5.19
	Occupational Disease Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
[p]	Lost Work Day Rate	14.74	3.17	14.27	8.01	10.34	7.20	13
	Fatalites	0	0	0	0	0	0	0
	Internationalisation							
	Market Breadth 1. Number Countries Serviced	99	101	100	92	94	88	86
	Market Breadth 2: # Countries Accounting for 80%	14	13	12	11	13	12	12
	International Student Load	3518	3407	3362	2902	2820	2636	2217
	Equity and Multiculturalism							
	Females as % of Total Students	57.4%	57.3%	57.1%	56.8%	56.7%	56.8%	56.2%
	Females as % of Commencing Students	59.4%	59.0%	58.6%	58.5%	58.2%	58.2%	56.9%
	% of Females in Engineering	9.9%	9.6%	10.3%	10.7%	10.2%	9.8%	10.2%
	Enrolments - Indigenous Students	1.8%	1.9%	2.2%	2.2%	2.5%	2.8%	2.9%
	Indigenous Student Progression (Pass Rate Parity)	83.0%	82.1%	81.9%	85.3%	82.3%	79.5%	*
	Enrolments - People with Disabilities	837	965	1189	1399	1534	1620	1708
	% of Students Socioeconomically Disadvantaged	28.4%	27.9%	28.1%	28.1%	28.4%	28.9%	27.8%

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

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

[b] Market share is based on enrolments.

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

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

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

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

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

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

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

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

[k] Progression Rate calculations exclude Non award students

[l] 2011 Research outputs not completed or verified until June meeting of HDREC

[m] FTE refers to Full-Time staff Equivalents.

[n] All system rules are applied, reported and recorded in respect with the Workplace Health and Safety Act 1995 (QLD) and Workcover Act 1996 (QLD)

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

[p] Lost work day rate = number of working days lost due to injuries / number of injuries in the period. 2016 result shows the susceptibility of this formula to fluctuations due to minor changes in the underlying inputs.

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

Environmental Overview

The central focus for environmental initiatives in 2016 was in the area of energy conservation/efficiency and emissions reduction.

Following Council approval on the 7 December 2015 implementation commenced in early 2016 to embed a campus wide Sustainable Energy Solution.

The University acknowledges the Queensland Government approved loan of $5.835M through Qld Treasury Corporation in April 2016 to support the project.

Executed in three stages across 2016/2017/2018 Stage 1 of the project commenced in early November 2016 with the construction of a 1MW scale solar car park, roof mount array and battery installation on the Toowoomba campus, Stage 2 (2017) Springfield & Ipswich Campus Roof Mount Array & Stage 3 (2017/2018) Toowoomba Campus Roof Mount Array.

With an overall project investment of $6.1M, the 1.998MW project represents a cost effective use of resource and funding offsetting peak daytime grid electricity consumption, reducing University's total carbon emissions in the order of 20 percent. The solution delivers not only a measurable reduction in long-term energy related costs for the University but also provides an enhanced platform for research, learning and teaching creating further opportunities for our students, staff and communities.

Implementation of energy efficiency lighting upgrades continued across 2016 in line with the University's Energy Savings Action Plan. Upgrades were rolled out predominantly across the Toowoomba campus which has resulted in significant measurable reductions in energy consumption reducing energy and maintenance costs. Overall energy savings equate to 195,228 kWh per year which is equivalent to reducing the University's carbon emissions by 151.6 tonnes of carbon per year.

With an expanding University portfolio operational impact has resulted in fluctuations in electricity consumption across all campuses. Increased utilisation of the Springfield and Ipswich campus in 2016 has increased the energy and emissions profile. Emissions generated from purchased electricity (Scope 2 emissions) have consistently tracked higher in 2016 up approximately 3 percent compared to the previous year.

With a continued focus on campus waste management and resource recovery programs, emissions generated from waste resources have been reduced by 15 percent across the year with increased recycling performance noted across all campuses. Direct reductions in waste to landfill emissions are testimony to the successful integration of segregated waste streams rolled out in particular at Springfield and Ipswich campuses in 2015/2016.

Environmental Key Performance Indicators	**2016**
Carbon Emissions	
Total direct and indirect greenhouse gas emissions by weight	Scope 1 (Direct) = 806.10 tCO2-e/year, Scope 2 (Indirect) = 15704.30 tCO2-e
Other relevant indirect greenhouse gas emissions by weight	Scope 3 (Other Indirect) Air Travel = 733.15 tCO2-e, Rental Vehicle Use = 38.28 tCO2-e, Waste to Landfill = 381.69 tCO2-e, Shuttle bus services 102.50 tCO2-e
Energy	
Direct energy consumption	Direct Energy Consumption by Source: Natural Gas = 8251.34GJ, Fleet Vehicle Use = 5437.18 GJ, Standby Generators = 540.09GJ Plant & Equipment Fuel = 480.94GJ
Indirect enery consumption	Purchased Electricity sourced from 1 Jan to 31 Dec 2016 = 90% non-renewable for Toowoomba, Springfield & Ipswich. As part of the electricity supply contract USQ nominated 10% of its supply to be 'Green Power'. Purchased Electricity Consumption: Toowoomba Campus = 13,491,742.27kWh, Mt Kent Observatory = 23,024kWh, Springfield Campus = 2,694,900.7kWh, Ipswich Campus = 3,797,568.56kWh.
Water	
Total water withdrawn by source	Total Water Consumption by Source: Town Water - Toowoomba = 44,291m³/year, Springfield 29,954m3/year and Ipswich = 4922m³/year. Groundwater - Licence 606855 = 9.206ML/year (2015/2016 reporting year)
Waste	
Total weight of waste by type and disposal method	Toowoomba Campus - 288.49 tonnes of waste sent to landfill, 14.82 tonnes of cardboard recycled, 3.21 tonnes of plastic recycled, 3.24 tonnes of timber recycled, 4.37 tonnes of organic waste. Ipswich Campus - 36.19 tonnes of waste sent to landfill, 5.66 tonnes of cardboard recycled, 4.49 tonnes of commingled waste recycled. Springfield Campus - 22.31 tonnes of waste sent to landfill 5.62 tonnes of cardboard recycled, 2.17 tonnes of commingled waste recycled.

General Statistics

Student Load (EFTSL)*	2014	2015	2016
Attendance			
On Campus	4467.1	4832.3	4951.6
External	9918.1	9893.9	9605.3
Commencement Status			
Commencing	6069.4	5869.2	5673.5
Continuing	8315.8	8856.9	8883.4
Discipline Area			
Agriculture, Environmental and Related Studies	68.3	74.1	62.4
Architecture and Building	17.4	24.3	29.8
Creative Arts	1250.3	1387.4	1377.1
Education	2880.8	2805.8	2654.0
Engineering and Related Technologies	1912.8	1833.1	1765.8
Health	1173.8	1359.9	1567.2
Information Technology	1004.1	1075.8	1123.4
Management and Commerce	2365.0	2201.6	1986.3
Natural and Physical Sciences	1086.5	1336.3	1506.0
Society and Culture	2572.6	2620.8	2446.1
Mixed Field Programmes	53.8	7.3	39.0
Program Level			
Higher Degree Research	342.1	371.9	431.9
Higher Degree Coursework	2001.6	1981.1	1854.0
Other Postgraduate	955.1	848.8	774.8
Bachelor	8932.4	9475.3	9449.8
Other Undergraduate	890.0	775.0	734.3
Enabling	1079.0	1118.1	1158.6
Cross-institutional	116.0	85.1	77.5
Non-Award	68.9	70.9	76.1
Funding Source			
Commonwealth Funded	10589.9	11176.9	11401.2
Domestic Fee-paying	761.4	672.4	657.3
International	2820.6	2636.3	2217.3
Research Training Scheme	213.3	240.6	281.1
Scholarship or Industry Experience			
TOTAL STUDENT LOAD	**14385.1**	**14726.2**	**14556.9**

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

Student Enrolments*	2014	2015	2016
Gender			
Female	15130	15231	14649
Male	12956	12971	12822
Indeterminate/Unspecified			7
Attendance Mode			
On Campus - Toowoomba	4718	4738	5117
On Campus - Fraser Coast	892	940	
On Campus - Springfield	2075	2352	2182
On Campus - Ipswich		377	1111
External / Online	20401	19795	19068
Commencement Status			
Commencing	12318	11662	11226
Continuing	15768	16540	16252
Field of Education			
Architecture and Building	93	88	132
Creative Arts	2708	2849	3072
Education	5685	5572	5049
Engineering and Related Technologies	4467	4318	4055
Health	1965	2386	2507
Information Technology	1121	1179	1280
Management and Commerce	6896	6287	5598
Natural and Physical Sciences	1493	1521	1610
Society and Culture	3233	3564	3683
Non-Award	371	393	426
Mixed Field Programmes	54	45	66
Program Level			
Higher Degree Research	537	595	689
Higher Degree Coursework	4842	4360	4016
Other Postgraduate	2289	2259	2110
Bachelor	15086	15832	15443
Other Undergraduate	2089	1925	1795
Cross-institutional	627	468	402
Enabling / Non-award	2616	2763	3023
International			
Offshore	2708	2180	1587
On-campus	2138	2225	2226
Australian	23240	23797	23665
Indigenous			
Indigenous	573	662	691
Non-Indigenous	27513	27540	26787
TOTAL STUDENT ENROLMENTS	**28086**	**28202**	**27478**

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

All Staff (FTE)	2014	2015	2016
Gender			
Female	1012	1068	1091
Male	671	727	755
Classification			
Academic Staff	727	765	784
General Staff	956	1031	1063
Current Duties Term			
Tenured	1115	1173	1186
Limited Term	191	311	354
Other Term	77	4	
Casual	300	307	307
TOTAL STAFF	**1683**	**1795**	**1846**

Academic Staff	2014	2015	2016
Faculty			
Faculty of Business, Education, Law and Arts	371	368	381
Faculty of Health, Engineering and Sciences	207	223	228
Open Access College	37	38	37
College for Indigenous Study, Education and Research	16	13	12
Other	96	123	126
Level			
Above Senior Lecturer	109	112	125
Senior Lecturer (C)	111	134	136
Lecturer (B)	238	247	252
Leturer (A)	269	272	271
TOTAL ACADEMIC STAFF	**727**	**765**	**784**

UNIVERSITY OF SOUTHERN QUEENSLAND
Financial Statements
for the Year Ended 31 December 2016

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UNIVERSITY OF SOUTHERN QUEENSLAND

Income Statement

for the Year Ended 31 December 2016

	Note	2016 $'000	2015 $'000
Income from continuing operations			
Australian Government financial assistance			
Australian Government grants	3	162,519	151,994
HELP-Australian Government payments	3	81,027	77,594
State and local Government financial assistance	4	3,552	2,314
HECS-HELP-Student payments		9,037	9,680
Fees and charges	5	53,165	54,912
Investment revenue and other investment income	6	4,643	5,129
Consultancy and contract income	7	3,426	3,852
Other revenue	8(a)	3,487	3,216
Other income	8(b)	-	60,984
Total income from continuing operations		**320,856**	**369,675**
Expenses from continuing operations			
Employee related expenses	9	202,580	193,135
Depreciation and amortisation	10	17,200	14,765
Repairs and maintenance	11	5,820	5,376
Borrowing costs	12	944	585
Impairment of assets		51	538
Other expenses	13	70,896	73,668
Total expenses from continuing operations		**297,491**	**288,067**
Net result before income tax		23,365	81,608
Income tax expense	1(b)	-	-
Net result attributable to the University		**23,365**	**81,608**

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

UNIVERSITY OF SOUTHERN QUEENSLAND

Statement of Comprehensive Income

for the Year Ended 31 December 2016

	Note	2016 $'000	2015 $'000
Net result after income tax for the period		23,365	81,608
Items that may be reclassified to profit or loss			
Fair value gains on revaluation of available-for-sale financial assets	23(a)	1,829	4,351
Items that will not be reclassified to profit or loss			
Loss on revaluation of land, buildings and infrastructure	23(b)	(10,443)	(13,346)
Reduction in fair value of buildings and infrastructure on classification as held for sale	23(b)	(73)	(9,625)
Total comprehensive income attributable to the University		**14,678**	**62,988**

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

UNIVERSITY OF SOUTHERN QUEENSLAND

Statement of Financial Position

as at 31 December 2016

	Note	2016 $'000	2015 $'000
ASSETS			
Current assets			
Cash and cash equivalents	14	20,222	12,289
Receivables	15	11,270	12,550
Inventories		1,269	1,895
Other financial assets	16	144,002	118,001
Non-current assets classified as held for sale	17	-	6,914
Other non-financial assets	18	6,685	5,635
Total current assets		**183,448**	**157,284**
Non–current assets			
Other financial assets	16	11,027	9,198
Property, plant and equipment	19	442,308	457,373
Intangible assets		3,193	2,212
Other non-financial assets	18	174	-
Total non–current assets		**456,702**	**468,783**
Total assets		**640,150**	**626,067**
LIABILITIES			
Current liabilities			
Trade and other payables	20	20,560	20,805
Borrowings	21	1,875	1,467
Provisions	22	31,757	30,636
Other liabilities		1,156	1,188
Total current liabilities		**55,348**	**54,096**
Non–current liabilities			
Trade and other payables	20	7,245	11,837
Borrowings	21	9,785	7,724
Provisions	22	9,222	8,538
Total non–current liabilities		**26,252**	**28,099**
Total liabilities		**81,600**	**82,195**
Net assets		**558,550**	**543,872**
EQUITY			
Reserves	23	140,518	149,205
Retained earnings		418,032	394,667
Total equity	QAO certified statements	**558,550**	**543,872**

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

UNIVERSITY OF SOUTHERN QUEENSLAND

Statement of Changes in Equity

for the Year Ended 31 December 2016

	Note	Reserves $'000	Retained earnings $'000	Total $'000
Balance at 1 January 2015		169,215	306,822	476,037
Prior period adjustment	23(a)	4,847	-	4,847
Balance at 1 January 2015 restated		174,062	306,822	480,884
Net result		-	81,608	81,608
Fair value gains on revaluation of available-for-sale financial assets	23(a)	4,351	-	4,351
Loss on revaluation of property, plant and equipment	23(b)	(13,346)	-	(13,346)
Reduction in fair value of buildings and infrastructure on classification as held for sale	23(b)	(9,625)	-	(9,625)
Total comprehensive income		155,442	388,430	543,872
Transfers	23(b)	(6,237)	6,237	-
Balance at 31 December 2015		**149,205**	**394,667**	**543,872**
Balance at 1 January 2016		149,205	394,667	543,872
Net result		-	23,365	23,365
Fair value gains on revaluation of available-for-sale financial assets	23(a)	1,829	-	1,829
Loss on revaluation of property, plant and equipment	23(b)	(10,443)	-	(10,443)
Reduction in fair value of buildings and infrastructure on classification as held for sale	23(b)	(73)	-	(73)
Total comprehensive income		140,518	418,032	558,550
Balance at 31 December 2016		**140,518**	**418,032**	**558,550**

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

UNIVERSITY OF SOUTHERN QUEENSLAND

Statement of Cash Flows

for the Year Ended 31 December 2016

	Note	2016 $'000	2015 $'000
Cash flows from operating activities			
Australian Government grants	3(g)	247,868	228,853
OS – HELP (net)	3(g)	(12)	12
State Government grants received		3,457	2,273
Local Government grants received		95	42
HECS - HELP – student payments		9,037	9,680
Receipts from student fees and other customers		57,588	61,197
Interest received		4,221	5,149
Other receipts		3,444	2,027
Finance costs		(944)	(585)
Net GST recovered/ (paid)		220	66
Payments to suppliers and employees (incl. GST)		(283,293)	(251,930)
Net cash provided by operating activities	30	41,681	56,784
Cash flows from investing activities			
Net proceeds/ (payments) for financial assets		(26,001)	(13,997)
Proceeds from the sale of non-current assets held for sale		3,414	-
Proceeds from the sale of property, plant and equipment		358	613
Payments for property, plant and equipment		(12,344)	(48,670)
Payments for intangible assets		(1,644)	(1,105)
Net cash (used in) investing activities		(36,217)	(63,159)
Cash flows from financing activities			
Proceeds of borrowings		4,000	-
Repayment of borrowings		(1,531)	(1,397)
Net cash (used in) financing activities		2,469	(1,397)
Net Increase/ (decrease) in cash and cash equivalents		**7,933**	**(7,772)**
Cash and cash equivalents at the beginning of the financial year		12,289	20,061
Cash and cash equivalents at the end of the financial year	14	**20,222**	**12,289**

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

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2016

Note 1 Summary of significant accounting policies

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

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

(a) Basis of preparation

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

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

- *Higher Education Support Act 2003* (Financial Statement Guidelines)
- *Financial and Performance Management Standard 2009* issued pursuant to the *Financial Accountability Act 2009*

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

Date of authorisation of issue

These financial statements were authorised for issue by the University Council on 20th February 2017.

Historical cost convention

The financial statements have been prepared under the historical cost convention, except for financial assets and certain classes of property, plant and equipment that has been measured at fair value.

Critical accounting estimates

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

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

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

(b) Taxation

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

(c) Goods and Services Tax (GST)

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

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

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

(d) Revenue recognition

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

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

Government grants

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

HELP payments

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

Student tuition fees

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

Consultancy, contract/fee for service and industry research

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

Bequests and donations

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

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Interest and investment income

Interest and income from investments is recognised as it accrues.

Sales income

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

Asset sales

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

(e) Depreciation of property, plant and equipment

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

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

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

Annual depreciation rates for the various classes are as follows:

Buildings and Infrastructure	1%—10%
Plant and Equipment:	
Computer Equipment	20%
Motor Vehicles	20%
Other Plant and Equipment	10%
Leasehold Improvements	5%

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

(f) Special payments

Special payments include ex-gratia expenditure and other expenditure that the University is not contractually or legally obligated to make to other parties. In compliance with the Financial and Performance Management Standard 2009, the University maintains a register setting out the details of all special payments greater than $5,000. The total of all special payments (including those of $5,000 or less) is disclosed within Other Expenses (refer note 13).

(g) Superannuation plans

Payments to superannuation plans are expensed as incurred. Total contributions for the year are disclosed in note 9.

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

(h) Cash and cash equivalents

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

(i) Trade receivables

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

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

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

(j) Inventories

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

(k) Other financial assets

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

Held-to-maturity investments

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

Available-for-sale financial assets

Comprises share investments in unlisted companies, shown at fair value. These are included in non-current assets unless management intends to dispose of the investment within 12 months of balance date.

Fair value gains are credited to the available-for-sale financial assets reserve (refer note 23(a)). Fair value losses directly offsetting a previous gain are first offset against the financial assets reserve with any balance charged to the income statement.

(l) Non-current assets classified as held for sale

Non-current assets are classified as held for sale and valued at the lower of their carrying amount and fair value less costs of disposal, if their carrying amount will be recovered principally through a sale transaction rather than through continuing use.

An impairment loss is recognised for any initial or subsequent write down of the asset to fair value less costs to sell. A gain is recognised for any subsequent increases in fair value less costs to sell, but not in excess of any cumulative impairment loss previously recognised.

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No depreciation or amortisation is calculated while assets are classified as held for sale.

(m) Property, plant and equipment

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

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

Any revaluation gain is credited to the property, plant and equipment revaluation reserve (refer note 23(b)). Any revaluation loss directly offsetting a previous gain in the same asset category is offset against the asset revaluation reserve, with any balance charged to the income statement.

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

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

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

Construction in progress

Assets under construction recognise the extent of completion of construction work, as represented by progress payments to date. Contracts signed for the purpose of construction projects that have not been completed at year end have been disclosed in commitments for expenditure (refer note 27).

(n) Intangible assets

Software research

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

Software development

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

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

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

(o) Impairment of assets

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

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

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

The impairment testing undertaken by the University indicated that there were no impaired assets during 2016.

(p) Trade and other payables

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

(q) Borrowings

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

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

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

(r) Employee benefits provision

Short-term obligations

Liabilities for short-term employee benefits, which includes wages, salaries and annual leave due but unpaid at reporting date, are recognised in the statement of financial position at the remuneration

rates expected to apply at the time of settlement and include related on-costs such as payroll tax, WorkCover premiums and employer superannuation contributions.

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

Other long-term obligations

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

In determining the liability for employee benefits, consideration has been given to future increases in wage and salary rates, including on-costs, and the University's experience with staff turnover history. Liabilities for employee benefits that are not expected to be settled within 12 months are discounted using the rates applicable to Commonwealth Government securities at reporting date, which most closely match the terms to maturity of the related liabilities.

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

(s) Fair value measurement

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

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

Fair value measurement of non-financial assets is based on the highest and best use of the asset by market participants. The valuation techniques used to determine the net fair values of assets and liabilities are disclosed in note 24(c).

(t) Controlled entities

- University of Southern Queensland (South Africa) Pty Ltd.

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

(u) Joint venture

- Queensland College of Wine Tourism (QCWT)

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

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

(v) Comparative amounts

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

(w) Rounding of amounts

Amounts shown in the financial statements are in Australian dollars, rounded to the nearest thousand dollars.

(x) Prior period adjustments

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

(y) New and revised accounting standards and interpretations issued but not yet operative as at 31 December 2016

The following Australian Accounting Standards and Interpretations issued or amended are applicable to the University but are not yet effective for the 2016 financial year and have not been adopted in the preparation of these financial statements at reporting date.

Standard	Title	Issue date	Applies to reporting periods beginning or after
AASB 2015-6	Extending related party disclosures to not-for-profit public sector entities	Mar 2015	01/07/16
AASB 9	Financial instruments	Dec 2014	01/01/18
AASB 15	Revenue from contracts with customers	Dec 2014	01/01/19
AASB 1058	Income of not-for-profit entities	Dec 2016	01/01/19

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AASB 2015-6

This standard extends the scope of AASB 124 Related Party Disclosures to include not-for-profit public sector entities, previously exempt. If material to the understanding of the financial statements, details of transactions and balances between the University and its key management personnel, including their related parties, will be disclosed. These disclosures will be in addition to the remuneration disclosures currently made (refer note 25).

AASB 9

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

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

AASB 15

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

It is not anticipated that the changes will have a significant impact on the reported financial position or performance of the University post implementation.

AASB 1058

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

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

It is not anticipated that the changes will have a significant impact on the reported financial position or performance of the University post implementation.

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Note 2 Disaggregated information

Geographical	Revenue		Results		Assets	
	2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000
Australia	317,393	365,123	—	—	640,150	626,067
Asia*	1,562	2,623	—	—	—	—
Other*	1,901	1,929	—	—	—	—
Unallocated	—	—	23,365	81,608	—	—
	320,856	**369,675**	**23,365**	**81,608**	**640,150**	**626,067**

* These figures do not include international students from overseas who are studying on campus in Australia.

	Note	2016 $'000	2015 $'000
Note 3 Australian Government financial assistance including Australian Government Loan Programs (HELP)			
(a) Commonwealth Grant Scheme and Other Grants	31.1		
Commonwealth Grant Scheme		135,360	123,360
Indigenous Support Program		1,027	929
Higher Education Participation Program		6,514	7,694
Disability Support Program		119	113
Promotion of Excellence in Learning and Teaching		25	70
Australian Maths and Science Partnership Program		(34)	-
Total Commonwealth Grant Scheme and Other Grants		**143,011**	**132,166**
(b) Higher Education Loan Programs	31.2		
HECS–HELP		71,048	67,603
FEE-HELP		8,034	8,382
SA-HELP	31.8	1,945	1,609
Total Higher Education Loan Programs		**81,027**	**77,594**
(c) Scholarships	31.3		
Australian Postgraduate Awards		1,577	1,561
International Postgraduate Research Scholarship		137	135
Commonwealth Education Cost Scholarships		144	32
Commonwealth Accommodation Scholarships		34	33
Indigenous Access Scholarships		182	167
Total Scholarships		**2,074**	**1,928**
(d) EDUCATION Research	31.4		
Joint Research Engagement Program		1,667	1,531
Research Training Scheme		3,584	3,401
Research Infrastructure Block Grants		459	397
Sustainable Research Excellence in Universities		848	757
Total EDUCATION Research Grants		**6,558**	**6,086**
(e) Australian Research Council	31.6		
Discovery Projects		124	-
Linkage Projects		116	110
Total Austrarian Research Council Grants		**240**	**110**

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	Note	2016 $'000	2015 $'000
(f) Other Australian Government financial assistance			
Non-Capital			
Commonwealth research		5,192	8,385
Other Commonwealth		5,444	3,319
Total Other Commonwealth financial assistance		**10,636**	**11,704**
Total Australian Government financial assistance		**243,546**	**229,588**
Reconciliation (a)-(f)			
Australian Government Grants		162,519	151,994
HECS–HELP Payments		71,048	67,603
FEE-HELP Payments		8,034	8,382
SA-HELP Payments		1,945	1,609
Total Australian Government financial assistance		**243,546**	**229,588**
(g) Australian Government Grants received – cash basis			
CGS and Other EDUCATION Grants		143,044	132,165
Higher Education Loan Programs		85,316	76,331
Scholarships		2,074	2,457
EDUCATION Research		6,558	6,086
ARC grants - Discovery		124	-
ARC grants – Linkages		116	110
Other Australian Government Grants		10,636	11,704
Total Australian Government Grants received – cash basis		**247,868**	**228,853**
OS-Help (Net)	31.7	(12)	12
Total Australian Government funding received – cash basis		**247,856**	**228,865**

Note 4 State and Local Government financial assistance

Non-Capital		
State Government research grants	3,098	1,844
Local Government research grants	75	40
Other State Government grants	359	429
Other Local Government grants	20	1
Total State and Local Government financial assistance	**3,552**	**2,314**

Note 5 Fees and charges

Course fees and charges		
Fee paying onshore overseas students	33,066	32,964
Fee paying offshore overseas students	5,513	6,879
Continuing education	127	107
Fee paying domestic postgraduate students	3,232	2,940
Fee paying domestic undergraduate students	93	100
Fee paying domestic non award students	37	31
Total course fees and charges	42,068	43,021

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	Note	2016 $'000	2015 $'000
Other non-course fees and charges			
Student services and amenities fees from students	31.8	1,461	1,675
General sales and services		1,779	1,899
Residential colleges sales		2,404	2,552
Bookshop sales		4,054	4,510
Other organisational units sales		1,399	1,255
Total other fees and charges		11,097	11,891
Total fees and charges		**53,165**	**54,912**

Note 6 Investment revenue and other investment income

Interest from bank deposits and held-to-maturity investments	4,643	4,866
Dividends from equity investments	-	263
Total investment revenue and other investment income	**4,643**	**5,129**

Note 7 Consultancy and contract income

Consultancy income	1,344	2,795
Contract research income	2,082	1,057
Total consultancy and contract income	**3,426**	**3,852**

Note 8 Other revenue and income

(a) Other revenue		
Donations and bequests	35	328
Scholarships and prizes	268	229
Discounts received	86	95
Rebates, subsidies and recoveries	1,006	784
Facilities hire	387	378
Other revenue	1,705	1,402
Total other revenue	**3,487**	**3,216**
(b) Other income		
Gain on assets acquired at less than fair value	-	60,984
Total other income	**-**	**60,984**

In 2015, the University purchased the University of Queensland Campus located at Ipswich for less than fair value.

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	2016 $'000	2015 $'000

Note 9 Employee related expenses

Academic		
Salaries	71,728	67,644
Contribution to superannuation and pension schemes	11,696	11,082
Payroll tax	4,252	3,981
Worker's compensation	185	183
Long service leave expense	2,177	1,651
Annual leave	6,155	5,914
Total academic	96,193	90,455
Non–academic		
Salaries	79,240	76,816
Contribution to superannuation and pension schemes	12,710	12,195
Payroll tax	4,672	4,514
Worker's compensation	208	195
Long service leave expense	2,103	1,848
Annual leave	7,454	7,112
Total non–academic	106,387	102,680
Total employee related expenses	**202,580**	**193,135**

Full-time equivalent employees

	2016	2015
Continuing and fixed-term FTE	1,574	1,565

Note 10 Depreciation and amortisation

Depreciation - refer note 19	16,536	14,286
Amortisation - intangible assets	664	479
Total depreciation and amortisation	**17,200**	**14,765**

Note 11 Repairs and maintenance

Buildings	2,035	1,927
Other	3,785	3,449
Total repairs and maintenance	**5,820**	**5,376**

Note 12 Borrowing costs

Interest expense	944	585
Total borrowing costs	**944**	**585**

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	2016 $'000	2015 $'000

Note 13 Other expenses

Advertising, marketing and promotional expenses	4,029	5,322
Cleaning materials and services	2,149	1,868
Commissions	6,474	8,690
Cost of goods sold	3,920	4,064
Information technology expenses	5,548	5,180
Losses – public moneys (a)	24	-
Non-capitalised equipment	4,357	4,867
Printing, copying and stationery	1,203	1,644
Professional and consultancy fees	5,954	5,288
Research expenditure and grants contributions	3,378	2,042
Scholarships, grants and prizes	7,050	8,047
Special Payments - ex gratia payments (b)	40	57
Teaching materials	4,757	4,549
Telecommunications	1,453	1,505
Travel, entertainment and staff recruitment and development	7,471	7,709
Utilities and services	7,783	7,435
Other	5,306	5,401
Total other expenses	**70,896**	**73,668**

(a) The loss of public monies was due to charges incurred by unauthorised access to the University telephone system.

(b) Ex gratia payments were made to a tenant for early termination of occupancy (2016) and to staff on termination of employment (2015).

Note 14 Cash and cash equivalents

Cash at bank	1,417	1,097
Cash on hand	39	37
Deposits at call	18,766	11,155
Total cash and cash equivalents	**20,222**	**12,289**

Cash on hand is non-interest bearing. Cash at bank earns interest at floating rates based on daily bank deposits rates. Deposits at call earn interest at a weighted average floating interest rate of 2.69% (2015 – 2.91%).

Note 15 Receivables

Trade receivables	7,506	8,385
Student fees	2,442	3,051
Less: provision for impaired receivables	(858)	(864)
Net receivables	9,090	10,572
GST input tax credits receivable	1,090	1,297
GST payable	(334)	(321)
Net GST receivable	756	976
Accrued interest	1,424	1,002
Total receivables	**11,270**	**12,550**

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	2016 $'000	2015 $'000

Impaired receivables
As at 31 December 2016 a provision was raised for impaired current receivables with a nominal value of $857,831 (2015: $864,075). The individually impaired receivables mainly relate to trade and student debtors with either a poor payment history or that are otherwise considered to be non-recoverable.

Note 16 Other financial assets

Current		
Held-to-maturity financial assets	144,002	118,001
Total current other financial assets	**144,002**	**118,001**

Held-to-maturity financial assets comprise short term deposits invested for periods of greater than 90 days and less than 12 months depending on the immediate cash requirements of the University and bear floating rates between 2.60% and 3.15% (2015 – 2.80% and 3.10%)

Non-current		
Available-for-sale financial assets	11,027	9,198
Total non-current other financial assets	**11,027**	**9,198**

Available-for-sale financial assets comprise 10,000 ordinary shares in Education Australia Limited, a company owned by 38 Australian universities. Education Australia Limited is an unlisted company that holds a material investment in IDP Australia Limited, a public company listed on the Australian Stock Exchange. The University has determined the fair value of this investment by contracting an independent valuer. Note 24 provides information about the valuation techniques adopted in determining fair value.

Note 17 Non-current assets classified as held for sale

Buildings	-	5,332
Infrastructure	-	366
Leasehold improvements	-	566
Plant and equipment	-	400
Other assets	-	250
Total non-current assets classified as held for sale	**-**	**6,914**

The University sold its Fraser Coast Campus assets to the University of the Sunshine Coast. The transfer of title took place on 1st February 2016.

Note 18 Other non-financial assets

Current		
Prepayments	6,684	5,527
Deposit/Bonds	1	22
Other	-	86
Total current other non-financial assets	**6,685**	**5,635**
Non-current		
Prepayments	174	-
Total non-current other non-financial assets	**174**	**-**

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Note 19 Property, plant and equipment

	Construction in progress	Freehold land	Freehold buildings	Plant & equipment	Leasehold improvements	Motor vehicles	Computing equipment	Heritage & cultural assets	Infrastructure assets	Total
	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
At 1 January 2015										
Cost	36,921			28,109	635	2,896	9,717			78,278
Valuation		32,820	374,729					1,967	34,901	444,417
Accumulated depreciation			(95,616)	(17,511)	(42)	(1,256)	(7,036)		(8,941)	(130,402)
Net book amount	**36,921**	**32,820**	**279,113**	**10,598**	**593**	**1,640**	**2,681**	**1,967**	**25,960**	**392,293**
Year ended 31 December 2015										
Opening net book amount	36,921	32,820	279,113	10,598	593	1,640	2,681	1,967	25,960	392,293
Revaluation inc/(dec)		712	(13,583)					27	(502)	(13,346)
Additions	20,567	9,060	67,120	3,740		901	2,346	8	5,914	109,656
Disposals/write down				(217)		(428)	(48)			(693)
Transfers	(55,323)		54,052						1,271	-
Reclassified as held for sale (note 15)			(14,339)	(246)	(567)		(114)		(985)	(16,251)
Depreciation charge (note 9)			(9,407)	(2,154)	(26)	(519)	(1,220)		(960)	(14,286)
Closing net book amount	**2,165**	**42,592**	**362,956**	**11,721**	**-**	**1,594**	**3,645**	**2,002**	**30,698**	**457,373**
At 31 December 2015										
Cost	2,165			28,974		3,054	11,778			45,971
Valuation		42,592	520,755					2,002	43,159	608,508
Accumulated depreciation			(157,799)	(17,253)		(1,460)	(8,133)		(12,461)	(197,106)
Net book amount	**2,165**	**42,592**	**362,956**	**11,721**	**-**	**1,594**	**3,645**	**2,002**	**30,698**	**457,373**
Year ended 31 December 2016										
Opening net book amount	2,165	42,592	362,956	11,721	-	1,594	3,645	2,002	30,698	457,373
Revaluation inc/(dec)		(6,722)	(2,515)					95	(1,300)	(10,442)
Additions	7,772		56	2,953		911	643	8		12,343
Disposals/write down				(73)		(357)				(430)
Transfers	(4,848)		4,259						589	-
Depreciation charge (note 9)			(11,643)	(2,185)		(508)	(1,138)		(1,062)	(16,536)
Closing net book amount	**5,089**	**35,870**	**353,113**	**12,416**	**-**	**1,640**	**3,150**	**2,105**	**28,925**	**442,308**
At 31 December 2016										
Cost	5,089			31,293		3,282	11,169			50,833
Valuation		35,870	523,065					2,105	41,343	602,383
Accumulated depreciation			(169,952)	(18,877)		(1,642)	(8,019)		(12,418)	(210,908)
Net book amount	**5,089**	**35,870**	**353,113**	**12,416**	**-**	**1,640**	**3,150**	**2,105**	**28,925**	**442,308**

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	Note	2016 $'000	2015 $'000

Note 19 Property, plant and equipment (Cont.)

Independent valuers performed the following valuations at 31 December 2016:

- comprehensive valuation of land, building and infrastructure assets; and
- desktop valuation of heritage and cultural assets (last comprehensive valuation was performed as at 31 December 2014)

Revaluation movements are reflected in the statement of comprehensive income and in reserves (refer note 23(b)).

Note 20 Trade and other payables

	Note	2016 $'000	2015 $'000
Current			
OS-Help Liability to Australian Government	31.7	25	37
Trade payables		4,145	4,132
Accrued expenses and other creditors		11,390	11,636
Acquisition of assets		5,000	5,000
Total current trade and other payables		**20,560**	**20,805**
Non-current			
Acquisition of assets		7,245	11,837
Total non-current trade and other payables		**7,245**	**11,837**

The payables for the acquisition of assets relate to the remaining instalments due on the University's purchase of the Ipswich Campus of the University of Queensland in January 2015.

Note 21 Borrowings

	2016 $'000	2015 $'000
Current		
Unsecured loans	1,875	1,467
Total current borrowings	**1,875**	**1,467**
Non-current		
Unsecured loans	9,785	7,724
Total non-current borrowings	**9,785**	**7,724**
Total borrowings	**11,660**	**9,191**

(a) Class of borrowings

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

QTC provided a $4 million loan in December 2016 to assist the University to install a sustainable energy solution across the three Campuses. This loan is repayable over a 10-year period at a fixed interest rate of 3.03% per annum. An additional $1.835 million is available to be drawn before June 2018.

(b) Fair value

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

	2016	2015
Carrying amount	11,660	9,191
Fair value	12,326	10,031

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	2016 $'000	2015 $'000

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

Note 22 Provisions

Current provisions expected to be settled wholly within 12 months		
Employee benefits		
Long service leave	4,613	3,733
Annual leave	12,535	11,972
Total within 12 months	17,148	15,705
Current provisions expected to be settled wholly after more than 12 months		
Employee benefits		
Long service leave	14,609	14,931
Total after more than 12 months	14,609	14,931
Total current provisions	**31,757**	**30,636**
Non–current		
Employee benefits		
Long service leave	9,222	8,538
Total non–current provisions	**9,222**	**8,538**
Total provisions	**40,979**	**39,174**

Note 23 Reserves

(a) Available-for-sale financial assets reserve		
Balance – 1 January	9,198	-
Prior year adjustment (i)	-	4,847
Fair value gains (ii)	1,829	4,351
Balance – 31 December	11,027	9,198
(b) Property, plant and equipment revaluation reserve		
Balance – 1 January	140,007	169,215
Net loss on revaluation (refer note 19) (ii)	(10,443)	(13,346)
Decrement due to transfer of assets to assets held-for-sale	(73)	(9,625)
Transfer to retained earnings (iii)	-	(6,237)
Balance – 31 December	129,491	140,007
Total reserves	**140,518**	**149,205**

(i) first time recognition of value of investment in Education Australia Limited as at 31 December 2014.

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

(iii) asset revaluation reserve previously recognised for a library collection was transferred to retained earnings in 2015, as the library collection held by the University did not meet the asset recognition threshold of $1 million.

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Note 24 Fair value measurements

(a) Fair value measurement

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

The carrying value less impairment provision where applicable for all financial assets and financial liabilities (except for borrowings) approximate their fair values. For the fair value of borrowings, refer to note 21(b).

(b) Fair value hierarchy

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

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

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

Fair value measurements at 31 December 2016

	Note	Total $'000	Level 1 $'000	Level 2 $'000	Level 3 $'000
Financial assets					
Recurring fair value measurements					
Available-for-sale financial assets	16	11,027			11,027
Total recurring financial assets		11,027	-	-	11,027
Total financial assets		**11,027**	**-**	**-**	**11,027**
Non-financial assets					
Recurring fair value measurements					
Land	19	35,870			35,870
Buildings	19	353,113			353,113
Infrastructure	19	28,925			28,925
Heritage and cultural collection	19	2,105		2,105	
Total non-financial assets		**420,013**	**-**	**2,105**	**417,908**

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Fair value measurements at 31 December 2015

	Note	Total $'000	Level 1 $'000	Level 2 $'000	Level 3 $'000
Financial assets					
Recurring fair value measurements					
Available-for-sale financial assets	16	9,198			9,198
Total recurring financial assets		9,198	-	-	9,198
Non-recurring fair value measurements					
Non-current assets classified as held for sale	17	6,914		6,914	
Total non-recurring financial assets		6,914	-	6,914	-
Total financial assets		**16,112**	**-**	**6,914**	**9,198**
Non-financial assets					
Recurring fair value measurements					
Land	19	42,592			42,592
Buildings	19	362,956			362,956
Infrastructure	19	30,698			30,698
Heritage and cultural collection	19	2,002		2,002	
Total non-financial assets		**438,248**	**-**	**2,002**	**436,246**

There were no transfers between levels 1 and 2 for recurring and non-recurring fair value measurements during the year. For a reconciliation and understanding of transfers in and out of level 3 assets, refer notes 16, 17 and 19.

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

Recurring fair value measurements

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

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

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

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

Non-recurring fair value measurements

Non-current assets classified as held for sale (level 2) – valued at the lower of the carrying amount and the fair value less costs to sell at the time of reclassification. The contract price for the assets is indicative of the fair value.

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

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

Description	Fair value at 31.12.16 $'000	Unobservable inputs	Range of inputs (probability weighted average)	Relationship of unobservable inputs to fair value
Available-for-sale financial assets *Shares in Education Australia Limited*	11,027	Net assets of unlisted company, Education Australia Limited (excluding investment in IDP) based on unaudited accounts.	10% / -10%	If net assets increased/decreased by 10%, the fair value would increase/decrease by $181,000
		30% discount applied to value of shares held by Education Australia Limited in listed entity, IDP Australia Limited, to reflect liquidity issues and restrictive shareholder agreement. Value based on IDP Australia Ltd ASX share price at 31 December 2016.	10% / -10%	If the application of the discount is higher or lower by 10%, the fair value would decrease/increase by $395,000

Note 25 Key management personnel disclosures

Key executive management personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the University during 2016, include:

- Council
- Executive Officers

Further information on these positions can be found in the body of the Annual Report under the section relating to Governance and Management and Senior Executive.

Remuneration

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

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Note 25.1 Council

(a) Key executive management personnel

Council includes all University Council members during 2016 (other than the Vice-Chancellor)

Position	Responsibilities	Current incumbents	
		Contract classification and appointment authority	Date appointed (date resigned)
Chancellor	Leads the governing body of the University, the Council and contributes to overall governance by leading and setting strategic directions and developing policy.	s13(2)(a) of the University of Southern Queensland Act 1998	7th March 2014
Governor-in-Council x 5 positions	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s14(2) of the University of Southern Queensland Act 1998	7th October 2009 x 2 7th October 2013 x 3
Additional Members x 3	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s16(3) of the University of Southern Queensland Act 1998	7th October 2013 10th May 2013 8th December 2014
Chair of Academic Board	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s13(2)(c) of the University of Southern Queensland Act 1998	4th August 2015
Elected Staff Member (General)	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s15(2)(b) of the University of Southern Queensland Act 1998	7th October 2013
Elected Staff Member (Academic)	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s15(2)(a) of the University of Southern Queensland Act 1998	7th October 2009
Elected Student Member	Contributes to overall governance by leading and setting the strategic directions and developing policy.	s15(2)(c) of the University of Southern Queensland Act 1998	14th April 2015 (31st December 2016)

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(b) Remuneration

University of Southern Queensland Council members do not receive any remuneration for attendance at Council meetings or Council activities. Council members who are also University employees receive their normal remuneration while attending to Council business. Council members who are also public service employees of other entities are remunerated by their employing entity in accordance with arrangements with that entity. The University accepts financial responsibility for travel costs related to Council meetings and Council activities.

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UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2016

Note 25.2 Executive Officers

(a) Key executive management personnel

Position	Responsibilities	Current incumbents	
		Contract classification and appointment authority	Date appointed (date resigned)
Vice-Chancellor and President	Academic, administrative, financial and other affairs of the University. Executive leadership for whole-of-University strategy, operational plans and policy.	Council	16th January 2012 (20th January 2017)
Senior Deputy Vice-Chancellor	Quality and continual improvement of academic programs.	Council	4th June 2012 Appointed interim Vice-Chancellor and President 21st January 2017
Deputy Vice-Chancellor (Academic Services) and Chief Information Officer	Information management and supporting the quality of learning and teaching through systems maintenance and development.	Council	1st February 2013
Deputy Vice-Chancellor (Research and Innovation)	Initiating and monitoring strategic research initiatives to drive research performance and commercialisation.	Council	19th November 2012
Deputy Vice-Chancellor (Students and Communities)	Support for students through all stages of their learning journey. Effective engagement between USQ and the community.	Council	4th June 2012
Executive Director (Finance and People Capability)	Contributes to managing USQ's financial and human resource activities including meeting its fraud, compliance and reporting requirements fully and efficiently. Chief Financial Officer.	Vice-Chancellor	16th July 2012

(b) Remuneration

Remuneration packages for key executive management personnel comprise the following:

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

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1 January - 31 December 2016

Position	Short-term employee benefits		Long-term employee benefits	Post-employment benefits	Termination benefits	Total remuneration
	Base	Non-monetary benefits				
	$'000	$'000	$'000	$'000	$'000	$'000
Vice-Chancellor	535	14		91		640
Senior Deputy Vice-Chancellor	328	18		57		403
Deputy Vice-Chancellor (Academic Services & Chief Information Officer)	295	10		52		357
Deputy Vice-Chancellor (Research and Innovation)	346	17		33		396
Deputy Vice-Chancellor (Students and Community)	305	18		53		376
Executive Director (Finance and People Capability)	252	14		44		310

1 January - 31 December 2015

Position	Short-term employee benefits		Long-term employee benefits	Post-employment benefits	Termination benefits	Total remuneration
	Base	Non-monetary benefits				
	$'000	$'000	$'000	$'000	$'000	$'000
Vice-Chancellor	514	13	-	87	-	614
Senior Deputy Vice-Chancellor	316	17	-	55	-	388
Deputy Vice-Chancellor (Academic Services & Chief Information Officer)	292	10	-	50	-	352
Deputy Vice-Chancellor (Research and Innovation)	334	21	-	32	-	387
Deputy Vice-Chancellor (Students and Community)	296	19	-	51	-	366
Executive Director (Finance and People Capability)	245	15	-	42	-	302

	2016 $'000	2015 $'000

Note 26 Remuneration of auditors

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

Audit of financial statements		
Fees paid to Queensland Audit Office	180	173
Total paid for audit and review	**180**	**173**
Other audit and assurance services		
Fees paid to Queensland Audit Office	-	7
Total paid for audit and assurance	**-**	**7**

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	2016 $'000	2015 $'000

Note 27 Commitments for expenditure

Capital expenditure commitments

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

(a) Property, plant and equipment		
– within one year	8,302	3,058
– between 1 and 5 years	982	-
Total property, plant and equipment expenditure commitments	**9,284**	**3,058**
(b) Intangible assets		
– within one year	319	-
Total intangible assets expenditure commitments	**319**	**-**

Note 28 Monies held in trust

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

Note 29 Events occurring after the balance date

The Vice-Chancellor and President of the University, Professor Jan Thomas, resigned office in October 2016, effective 20th January 2017. Professor Janet Verbyla, Senior Deputy Vice-Chancellor, was appointed acting Vice-Chancellor and President for the period 17th December to 20th January and has taken up the position of Interim Vice-Chancellor, until Council appoints Professor Thomas's replacement.

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Note 30 Reconciliation of the net result to the net cash flows from operating activities

	2016 $'000	2015 $'000
Net result for the period	23,365	81,608
Depreciation and amortisation	17,200	14,765
Profit/ (loss) on sale of non–current assets	71	(211)
Fair value gain on assets acquired at less than fair value – refer note 8(b)	-	(60,984)
Change in assets and liabilities		
(Increase) / decrease in receivables	4,804	369
(Increase) / decrease in inventories	627	(134)
(Increase) / decrease in other non-financial assets	(1,299)	(1,514)
Increase / (decrease) in trade and other payables	(4,861)	19,759
Increase / (decrease) in provisions	1,806	3,023
Increase / (decrease) in other liabilities	(32)	103
Net cash provided by operating activities	**41,681**	**56,784**

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Note 31 Acquittal of Australian Government financial assistance

Note 31.1 EDUCATION – CGS and Other EDUCATION Grants

	Notes	Commonwealth Grant Scheme #1		Indigenous Support Program		Higher Education Participation Program #2		Disability Support Program	
		2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		135,360	123,360	1,027	929	6,514	7,694	119	113
Net accrual adjustments		-	-	-	-	-	-	-	-
Revenue for the period	3(a)	135,360	123,360	1,027	929	6,514	7,694	119	113
Surplus/(deficit) from the previous year		-	-	-	-	2,636	3,369	78	205
Total revenue including accrued revenue		135,360	123,360	1,027	929	9,150	11,063	197	318
Less expenses including accrued expenses		(135,360)	(123,360)	(1,027)	(929)	(8,171)	(8,427)	(197)	(240)
Surplus/(deficit) for reporting period		-	-	-	-	979	2,636	-	78

		Learning & Teaching Performance Fund		Diversity and Structural Adjustment Fund		Promotion of Excellence in Learning and Teaching		Australian Maths & Science Partnership Program	
		2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		-	-	-	-	25	70	-	-
Net accrual adjustments		-	-	-	-	-	-	(34)	-
Revenue for the period	3(a)	-	-	-	-	25	70	(34)	-
Surplus/(deficit) from the previous year		-	3	-	717	106	102	12	51
Total revenue including accrued revenue		-	3	-	717	131	172	(22)	51
Less expenses including accrued expenses		-	(3)	-	(717)	(56)	(66)	22	(39)
Surplus/(deficit) for reporting period		-	-	-	-	75	106	-	12

#1 Includes the basic CGS grant amount, regional loading, enabling loading, medical student loading and special advances from future years.
#2 Includes Access and Participation Fund and National Priorities Pool.

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Note 31 Acquittal of Australian Government financial assistance (cont'd)

Note 31.1 EDUCATION – CGS and Other EDUCATION Grants (cont'd)

	Notes	Total 2016 $'000	Total 2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		143,045	132,166
Net accrual adjustments		(34)	-
Revenue for the period	3(a)	143,011	132,166
Surplus/(deficit) from the previous year		2,832	4,447
Total revenue including accrued revenue		145,843	136,613
Less expenses including accrued expenses		(144,790)	(133,781)
Surplus/(deficit) for reporting period		1,053	2,832

Note 31.2 Higher Education Loan Programs (excluding OS-HELP)

		HECS-HELP (Australian Government payments only)		FEE-HELP		SA-HELP		Total	
		2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000	2016 $'000	2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		75,028	65,793	8,235	8,925	2,054	1,613	85,316	76,331
Net accrual adjustments		(3,980)	1,810	(201)	(543)	(109)	(4)	(4,289)	1,263
Revenue earned	3(b)	71,048	67,603	8,034	8,382	1,945	1,609	81,027	77,594
Surplus/(deficit) from the previous year		-	-	-	-	-	-	-	-
Total revenue including accrued revenue		71,048	67,603	8,034	8,382	1,945	1,609	81,027	77,594
Less expenses including accrued expenses		(71,048)	(67,603)	(8,034)	(8,382)	(1,945)	(1,609)	(81,027)	(77,594)
Surplus/(deficit) for reporting period		-	-	-	-	-	-	-	-

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Note 31 Acquittal of Australian Government financial assistance (cont'd)

Note 31.3 Scholarships

	Notes	Australian Postgraduate Awards		International Postgraduate Research Scholarships		Commonwealth Education Cost Scholarships #3		Commonwealth Accommodation Scholarships	
		2016	2015	2016	2015	2016	2015	2016	2015
		$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		1,577	1,561	137	135	144	218	34	292
Net accrual adjustments		-	-	-	-	-	(186)	-	(259)
Revenue for the period	3(c)	1,577	1,561	137	135	144	32	34	33
Surplus/(deficit) from the previous year		1,300	1,376	-	-	-	309	-	(67)
Total revenue including accrued revenue		2,877	2,937	137	135	144	341	34	(34)
Less expenses including accrued expenses		-	(1,637)	(94)	(135)	(144)	(341)	(34)	34
Surplus/(deficit) for reporting period		2,877	1,300	43	-	-	-	-	-

#3 Includes Grandfathered Scholarships, National Priority and National Accommodation Priority Scholarships respectively.

		Indigenous Access Scholarships		Total	
		2016	2015	2016	2015
		$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		182	251	2,074	2,457
Net accrual adjustments		-	(84)	-	(529)
Revenue for the period	3(c)	182	167	2,074	1,928
Surplus/(deficit) from the previous year		-	(170)	1,300	1,448
Total revenue including accrued revenue		182	(3)	3,374	3,376
Less expenses including accrued expenses		(182)	3	(1,954)	(2,076)
Surplus/(deficit) for reporting period		-	-	1,420	1,300

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Note 31 Acquittal of Australian Government financial assistance (cont'd)

Note 31.4 EDUCATION Research

	Notes	Joint Research Engagement		JRE Engineering Cadetships		Research Training Scheme		Research Infrastructure Block Grants	
		2016	2015	2016	2015	2016	2015	2016	2015
		$'000	$'000	$'000	$'000	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		1,667	1,531	-	-	3,584	3,401	459	397
Net accrual adjustments		-	-	-	-	-	-	-	-
Revenue for the period	3(d)	1,667	1,531	-	-	3,584	3,401	459	397
Surplus/(deficit) from the previous year		-	-	-	28	-	-	182	383
Total revenue including accrued revenue		1,667	1,531	-	28	3,584	3,401	641	780
Less expenses including accrued expenses		(1,667)	(1,531)	-	(28)	(3,584)	(3,401)	(468)	(598)
Surplus/(deficit) for reporting period		-	-	-	-	-	-	173	182

	Sustainable Research Excellence in Universities		Total	
	2016	2015	2016	2015
	$'000	$'000	$'000	$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	848	757	6,558	6,086
Net accrual adjustments	-	-	-	-
Revenue for the period 3(d)	848	757	6,558	6,086
Surplus/(deficit) from the previous year	-	-	182	411
Total revenue including accrued revenue	848	757	6,740	6,497
Less expenses including accrued expenses	(848)	(757)	(6,567)	(6,315)
Surplus/(deficit) for reporting period	-	-	173	182

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Note 31 Acquittal of Australian Government financial assistance (cont'd)

Note 31.5 Other Capital Funding

	Notes	Education Investment Fund 2016 $'000	Education Investment Fund 2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		-	-
Net accrual adjustments		-	-
Revenue for the period		-	-
Surplus/(deficit) from the previous year		-	6,030
Total revenue including accrued revenue		-	6,030
Less expenses including accrued expenses		-	(6,030)
Surplus/(deficit) for reporting period		-	-

Note 31.6 Australian Research Council Grants

	Notes	Discovery Projects 2016 $'000	Discovery Projects 2015 $'000	Linkage Projects 2016 $'000	Linkage Projects 2015 $'000	Total 2016 $'000	Total 2015 $'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		124	-	116	110	240	110
Net accrual adjustments		-	-	-	-	-	-
Revenue for the period	3(e)	124	-	116	110	240	110
Surplus/(deficit) from the previous year		-	-	34	29	34	29
Total revenue including accrued revenue		124	-	150	139	274	139
Less expenses including accrued expenses		(2)	-	(44)	(105)	(46)	(105)
Surplus/(deficit) for reporting period		122	-	106	34	228	34

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Note 31 Acquittal of Australian Government financial assistance (cont'd)

Note 31.7 OS - HELP

	Notes	2016 $'000	2015 $'000
Cash received during the reporting period		49	(9)
Cash spent during the reporting period		(61)	21
Net Cash Received	3(g)	(12)	12
Cash surplus/(deficit) from the previous year		37	25
Cash surplus/(deficit) for the reporting period		25	37

Note 31.8 Student Services and Amenities Fee

		2016 $'000	2015 $'000
Unspent/(overspent) revenue from previous period		1,852	3,296
SA-HELP revenue earned	3(b)	1,945	1,609
Student services fees direct from students	5	1,461	1,675
Total revenue expendable in period		5,258	6,580
Student services expenses during period		(3,348)	(4,728)
Unspent/(overspent) student services revenue		1,910	1,852

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University of Southern Queensland
Management Certificate

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

(a) the financial statements are in agreement with the accounts and records of the University of Southern Queensland; and

(b) in our opinion –

(i) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;

(ii) the financial statements have been drawn up to present a true and fair view of the transactions of the University of Southern Queensland for the period of 1 January 2016 to 31 December 2016 and of the financial position as at 31 December 2016 in accordance with prescribed accounting standards and conform with the Guidelines for Australian Higher Education Providers issued by the Department of Education;

(iii) at the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due;

(iv) the amount of Australian government financial assistance expended during the year was for the purposes for which it was provided;

(v) the requirements of applicable legislation, contracts, agreements and program guidelines that apply to the Australian government financial assistance identified in these financial statements have been complied with; and

(vi) the University of Southern Queensland charged Student Services and Amenities Fees strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act.

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J DORNBUSCH
Chancellor

Date – 20th February 2017

J VERBYLA
Vice–Chancellor and President

Date – 20th February 2017

A KERRIDGE
Executive Director (Finance and People Capability)

Date – 20th February 2017

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INDEPENDENT AUDITOR'S REPORT

To the Council of the University of Southern Queensland

Opinion

I have audited the financial report of the University of Southern Queensland, which comprises the statement of financial position as at 31 December 2016, the income statement, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including significant accounting policies and other explanatory information, and the certificate given by the Chancellor, Vice-Chancellor and President and the Executive Director (Finance and People Capability).

In accordance with s.40 of the *Auditor-General Act 2009* –

(a) I have received all the information and explanations which I have required;

(b) I consider the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and

(c) In my opinion, the accompanying financial report gives a true and fair view of the financial position of the entity as at 31 December 2016, and of its financial performance and its cash flows for the year then ended in accordance with the prescribed requirements under the *Financial Accountability Act 2009*.

Basis of Opinion

I conducted the audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the entity in accordance with the *Auditor-General Act 2009* and the ethical requirements of the Accounting Professional and Ethical Standards Board APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other Information

The Council is responsible for the other information. The other information comprises the information included in the statutory body's annual report for the year ended 31 December 2016, but does not include the financial report and my auditor's report thereon. My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Responsibilities of the Council for the Financial Report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed requirements of the *Financial Accountability Act 2009* and its subordinate legislation, the *Financial and Performance Management Standard 2009*. These prescribed requirements include the Australian Accounting Standards and having regard to the minimum reporting requirements included in the *Financial Reporting Requirements for Queensland Government Agencies*. The Council's responsibility also includes such internal control as the Council determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Council is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

J F WELSH FCPA

(as Delegate of the Auditor-General of Queensland)

Queensland Audit Office

Brisbane

Glossary of Terms

For a complete list of USQ terms, please refer to the Definitions Dictionary in the USQ Policy and Procedure Library.

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

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

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

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

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

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

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

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

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

Acronyms and Abbreviations

ACER	Australian Council for Educational Research
ACODE	Australian Council on Open, Distance and e-Learning
ADFI	Australian Digital Futures Institute
ADL	Academic Development Leave
ADRI	Approach / Deployment / Results / Improvement Quality Cycle
ALTC	Australian Learning and Teaching Council
APPC	Academic Program and Policy Committee of Academic Board
APD	Academic Professional Development
AUSSE	Australasian Survey of Student Engagement
AWARE	Academic Warning and Reflection Exercise
BELA	Faculty of Business, Education, Law and Arts
BMOA	Broad Measure of Agreement
Carrick	Carrick Institute for Learning and Teaching in Higher Education
CEQ	Course Experience Questionnaire
CoP	Community of Practice
CPMS	Course and Program Management System
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
ETFSL	Equivalent full-time student load
ESOS	Education Services for Overseas Students
FTE	Full-time equivalent (staffing)
GPA	Grade point average
HES	Faculty of Health, Engineering and Sciences
IAF	Institutional Assessment Framework
IAgE	Institute for Agriculture and the Environment
IRR	Institute for Resilient Regions
ORMP	Operational and Resource Management Plan
SAR	Strategic Alignment Report
SELT	Student Evaluation of Learning and Teaching student satisfaction survey
SRO	Student Relationship Officer
TEL	Technology Enhanced Learning
TEQSA	Tertiary Education Quality and Standards Agency
USQ	University of Southern Queensland
WIL	Work-integrated learning

Annual Report Compliance Checklist

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	A letter of compliance from the accountable officer or statutory body to the relevant Minister/s	ARRs – section 8	Page 1
Accessibility	Table of contents	ARRs – section 10.1	Page 3
	Glossary	ARRs – section 10.1	Page 94
	Public availability	ARRs – section 10.2	Inside front cover
	Interpreter service statement	Queensland Government Language Services Policy ARRs – section 10.3	Inside front cover
	Copyright notice	Copyright Act 1968 ARRs – section 10.4	Inside front cover
	Information Licensing	QGEA – Information Licensing ARRs – section 10.5	n/a
General information	Introductory Information	ARRs – section 11.1	Pages 2, 4-5
	Agency role and main functions	ARRs – section 11.2	Pages 8-9
	Operating environment	ARRs – section 11.3	Pages 8-47
Non-financial performance	Government's objectives for the community	ARRs – section 12.1	Page 14
	Other whole-of-government plans / specific initiatives	ARRs – section 12.2	n/a
	Agency objectives and performance indicators	ARRs – section 12.3	Pages 17-47
	Agency service areas and service standards	ARRs – section 12.4	Pages 17-47
Financial performance	Summary of financial performance	ARRs – section 13.1	Page 50
Governance – management and structure	Organisational structure	ARRs – section 14.1	Pages 15-16
	Executive management	ARRs – section 14.2	Pages 6-7
	Government bodies (statutory bodies and other entities)	ARRs – section 14.3	Pages 9-10
	Public Sector Ethics Act 1994	Public Sector Ethics Act 1994 ARRs – section 14.4	Page 12
	Queensland public service values	ARRs – section 14.5	n/a
Governance – risk management and accountability	Risk management	ARRs – section 15.1	Pages 11-14
	Audit committee	ARRs – section 15.2	Pages 11-14
	Internal audit	ARRs – section 15.3	Page 13
	External scrutiny	ARRs – section 15.4	Page 12
	Information systems and recordkeeping	ARRs – section 15.5	Page 11

Annual Report Compliance Checklist (cont)

Summary of requirement		Basis for requirement	Annual report reference
Governance – human resources	Workforce planning and performance	ARRs – section 16.1	Pages 37-47
	Early retirement, redundancy and retrenchment	Directive No.11/12 Early Retirement, Redundancy and Retrenchment Directive No.16/16 Early Retirement, Redundancy and Retrenchment (from 20 May 2016) ARRs – section 16.2	Page 47
Open Data	Consultancies	ARRs – section 17 ARRs – section 34.1	https://data.qld.gov.au/ Published online
	Overseas travel	ARRs – section 17 ARRs – section 34.2	https://data.qld.gov.au/ Published online
	Queensland Language Services Policy	ARRs – section 17 ARRs – section 34.3	N/A
Financial statements	Certification of financial statements	FAA – section 62 FPMS – sections 42, 43 and 50 ARRs – section 18.1	Page 91
	Independent Auditor's Report	FAA – section 62 FPMS – section 50 ARRs – section 18.2	Page 92-93

FAA Financial Accountability Act 2009
FPMS Financial and Performance Management Standard 2009
ARRs Annual report requirements for Queensland Government agencies

1. Applies only to departments and the following participating statutory bodies - Hospital and Health Services, TAFE Queensland, Trade and Investment Queensland and the Queensland Mental Health Commission.
2. Applies only to departments.
3. Applies only to those agencies who publish in the Department of Education and Trainings Service Delivery Statements – i.e. Queensland Curriculum and Assessment Authority and TAFE Queensland.
4. Applies only to departments, TAFE Queensland, administrative offices of a court or tribunal, Parliamentary Service, local government, a university, university college or agricultural college and an entity prescribed under a regulation as a public sector entity or public service agency.
5. Applies only to departments and Public Services Offices. Excludes Grammar Schools, Universities and Queensland College of Teachers.
6. Applies to all departments and the following participating statutory bodies - Hospital and Health Services, TAFE Queensland, Trade and Investment Queensland and the Queensland Mental Health Commission.

Senior Executive

Vice-Chancellor and President
Professor Jan Thomas

Senior Deputy Vice-Chancellor
Professor Janet Verbyla

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

Deputy Vice-Chancellor (Academic Services)
Professor Ken Udas

Deputy Vice-Chancellor (Students and Communities)
Mr Carl Rallings

Executive Director (Finance and People Capability)
Mr Athol Kerridge

Campus locations

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Internet: www.usq.edu.au

USQ Toowoomba
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Queensland 4350 Australia

USQ Springfield
Sinnathamby Boulevard, Springfield
Queensland 4300 Australia

USQ Ipswich
11 Salisbury Road, Ipswich
Queensland 4305 Australia

USQ Fraser Coast*
161 Old Maryborough Road,
Hervey Bay
Queensland 4655 Australia

USQ acknowledges the **Giabal** and **Jarowair** of Toowoomba; the **Jagera**, **Yuggera** and **Ugarapul** of Springfield and Ipswich; and the **Butchulla** of Fraser Coast; traditional owners of the lands where each USQ campus is located.

Statistics 2016

Staff	
Academic	784
Professional	1063
Financial	
Total Revenue ($'000)	320,856
Total Assets ($'000)	640,150
Total Equity ($'000)	558,550
Student Numbers	
Female	14649
Male	12822
Indeterminate/Unspecified	7
Student Categories	
Domestic (headcount)	23665
International (headcount)	3813
Undergraduate (load)	11492
Postgraduate (load)	3065

** The formal transfer of the Fraser Coast campus to the University of the Sunshine Coast occurred on 1 February 2016