

University of
**Southern
Queensland**
Australia

Annual Report

2022

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The Annual Report is published by the Office of the Vice-Chancellor, University of Southern Queensland.

Copies of the Annual Report or translation services may be obtained by contacting the Office of the Vice-Chancellor on +61 7 4631 2168, Email: vc@usq.edu.au.

Consultancy and overseas travel data is available on the Open Data website at

<https://www.data.qld.gov.au/>

The UniSQ Annual Report is also available online at **<https://www.unisq.edu.au/about-unisq/governance-leadership/plans-reports>**

ISBN: 1039-68.36 • ISSN: 1039-6837

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CRICOS Provider No. QLD 00244B NSW 02225M
TEQSA PRV12081

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The University of Southern Queensland is committed to providing accessible services to Queenslanders from all culturally and linguistically diverse backgrounds.

If you have difficulty in understanding the Annual Report, you can contact us on +61 7 4631 2313 and we will arrange an interpreter to effectively communicate the report to you.

DLC T558416



University of
**Southern
Queensland**

Letter to the Minister

17 February 2023

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

Dear Minister Grace

I am pleased to present the Annual Report 2022 and financial statements for the University of Southern Queensland.

I certify that this Annual Report complies with:

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

A checklist outlining the annual reporting requirements can be found on page 118 of this Annual Report or accessed at <https://www.unisq.edu.au/about-unisq/governance-leadership/plans-reports>

Yours sincerely

A handwritten signature in black ink, appearing to read 'John Dornbusch'.

Mr John Dornbusch
Chancellor

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Introduction

The University of Southern Queensland Annual Report provides a review of the University's activities and performance in 2022 and identifies future priorities. The Report aims to ensure the University meets its statutory requirements for transparency in public reporting and remains openly accountable to its many stakeholders.

In describing the achievements, performance, outlook, and financial position of the University in terms of the objectives of the *University's Strategic Plan 2021-2025*, the Report also serves to inform continuous improvement in organisational performance.

The Report reflects the University's status as a values-driven organisation committed to:

- providing opportunities for access with success to higher education by a diverse student constituency;
- supporting the Queensland and Australian economies through graduates who are highly regarded as job-ready, career-empowered, innovative, and connected professionals;

- maintaining a program of responsible internationalisation for the mutual benefit of students, our local regions, and the source countries of our international student body;
- conducting world-class research in select areas that impacts on communities; and
- serving as a partner of choice to business and community through best-practice management.

In 2022, the University consolidated its position in supporting regional development and sustainability through focussed research and accessible higher education, while continuing its program of necessary reforms to position the University for success in a highly dynamic and challenging operating environment, which continued to be impacted by the COVID-19 pandemic.

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

Chancellor's Report

Despite the continuing challenges presented by the COVID-19 pandemic both within Australia and around the world, as well as weather events and natural disasters experienced in Australia, the University of Southern Queensland remained focussed on its mission and purpose during 2022.

The 11th Council of the University met on seven occasions during the year, ensuring the effective and efficient governance of the University's finances, affairs, and property. Guided by the University's *Strategic Plan 2021-2025*, enabled by the *Education Plan 2022-2025*, the *Research Plan 2021-2025*, and supported by the *International Strategy 2020-2024*, the *First Nations Blueprint*, the *Student Success and Retention Strategy*, and the *People Strategy 2021-2025*, over the course of the year, the University made significant achievements against its goals, details of which are provided in the body of this Report.

Our graduation ceremonies are our most significant events, reflecting the abiding purpose of the University to provide quality higher education to our communities. In 2022, we were able to hold 20 in-person graduation ceremonies. These ceremonies saw 1845 graduands process across the stage to receive their awards, in front of their proud families and supporters.

During the year, Council awarded honorary awards to the following outstanding individuals for distinguished career and significant achievement, academic distinction, and association with and contribution to the University:

- Doctor of the University – Dr Brent Finlay
- Doctor of Business – Commissioner Stuart Smith AO DSC
- Doctor of Laws – His Honour Judge Ian Dearden
- Doctor of Science – Dr A Carol Cox AM
- Doctor of Science – Dr Bob McGregor
- Fellow of the University – Mrs Pia Damsma
- Fellow of the University – Mr Michael Hayes
- Fellow of the University – Ms Merrilyn Strohfeltd
- Fellow of the University – Mr Johnathan Thurston AM
- Professor Emeritus – Professor Paul Bates
- Professor Emeritus – Professor John Cole OAM
- Professor Emeritus – Professor Gerald Tehan (conferred posthumously)
- Professor Emeritus – Professor John Thompson PSM
- Professor Emeritus – Professor Grant Daggard
- Professor Emeritus – Professor Roger Stone
- Professor Emeritus – Professor Jane Summers

I offer my thanks to all members of Council for their contribution to the University over the past year, and in turn, Council offers its acknowledgement of the remarkable engagement and effort of the University executive and staff for maintaining the highest quality in learning, teaching and research.

I am proud of what the University of Southern Queensland achieved this year and look forward to continued growth and development of this fine University in 2023 and beyond.



Mr John Dornbusch
Chancellor

Vice-Chancellor's Report

The challenges experienced by the higher education sector and communities more broadly in 2020 and 2021 impacted to a lesser degree in 2022, as the world started to open up and move into a post-pandemic phase. With international borders opening, the University of Southern Queensland started welcoming our international students back to our campuses. We felt their absence in a practical, financial sense, but perhaps more significantly in the loss of vibrancy and shared cultural experiences, so their return was welcomed by our entire University community.

During the year, we continued to focus on the key goals included in our *Strategic Plan 2021-2025*, including:

- Growing our student population and broadening participation in higher education
- Being the University of choice across our regions (for staff and students)
- Delivering an outstanding student experience and outcomes
- Growing the quality and quantity of research outcomes
- Contributing to the sustainable development of our communities
- Maintaining our capacity for investment into our future

In support of these goals, we released our *Blueprint for First Nations Education, Research and Engagement* which outlines our focus on improving educational outcomes for and with our First Nations students and staff and seeking to strengthen our research to deliver positive impacts for communities and their enterprises. Our *Education Plan 2022-2025* supports the University's vision to be renowned for excellence in the student experience, our innovative program portfolio, and creative approaches to learning and teaching, by guiding investment and focusing resources in these areas.

Our focus on delivering an outstanding student experience and outcomes was recognised via various external metrics during 2022. The University ranked in the Top 350 (301-350 band) of the Times Higher Education World University Rankings 2023 (released in October 2022), improving its ranking position for the third year in a row. The University also improved its place in the Times Higher Education Young University Rankings, which focuses on the world's universities aged 50 years or younger, ranking 86. In June, the University was ranked 8th in the world for proportion of publications in the top one per cent in the Centre for Science and Technology Studies Leiden Rankings. 2022 is the first year that the University has appeared on the list. In 2022, the University achieved an overall 5-Star rating in the Quacquarelli Symonds (QS) Stars University Ratings. QS Stars is a rating system that provides a detailed review of the higher education institutions worldwide, and as well as the overall 5 star rating, the University achieved 5 star rankings for teaching, employability, research, internationalisation and online.

In significant recognition of our world-leading research, in May 2022, the University of Southern Queensland was announced as one of the Federal Government's six Trailblazer Universities for our Innovative Launch, Automation, Novel Materials, Communications and Hypersonics (iLAUNCH) Trailblazer program, a \$180m project to address a critical gap in Australia's space capability by accelerating development of a sovereign Australian launch capability. The University of Southern Queensland is the only regional university chosen as a lead Trailblazer University, whilst being named as a research partner in two further Trailblazer projects – the \$164m Food and Beverage Accelerator and the \$380m Recycling and Renewable Energy Commercialisation Hub.

Despite the ongoing complexities presented to the higher education sector by economic, climate and social pressures, the following Annual Report provides details of the many achievements of the staff and students of the University of Southern Queensland, and the pride we take in our positive impacts on our regional, state, national and international communities.



Professor Geraldine Mackenzie
Vice-Chancellor

Overview: The University of Southern Queensland

Functions

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

The University's functions under Section 5 of the *University of Southern Queensland Act 1998* are:

- to provide education at university standard;
- to provide facilities for, and encourage, study and research;
- to encourage the advancement and development of knowledge, and its application to government, industry, commerce, and the community;
- to provide courses of study or instruction (at the levels of achievement the Council considers appropriate) to meet the needs of the community;
- to confer higher education awards;
- to disseminate knowledge and promote scholarship;
- to provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University;
- to exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the University, whether alone or with someone else; and
- to perform other functions given to the University under the *University of Southern Queensland Act 1998* or another Act.

In line with the functions as stated in the *University of Southern Queensland Act 1998*, the University's vision is to be renowned for its innovation and excellence in education, student experience, research, and engagement.

Organisational values

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

The philosophy underlying the University's business and operational model also naturally reflects the five Queensland Public Service Values (<https://www.forgov.qld.gov.au/our-values>)

Customers first:

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

Ideas into action:

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

Unleash potential and empower people:

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

Be courageous:

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

Empower people:

- The *University of Southern Queensland People Strategy 2021-2025* enables the University to build a future-fit workforce in support of the Strategic Plan 2021-2025. Reinforced by our core values, the People Strategy is shaped across three connected pillars: People, Purpose, and Place.
- Together we are all leaders in striving for economic and social development through higher education and research excellence.

Operating environment

The operating environment for the higher education sector continued to be challenged by the COVID-19 pandemic as competition to attract students, particularly those from overseas increased. This was exacerbated by eligibility requirements for Commonwealth Supported Places brought about by the Federal Government's Job-ready Graduates (JRG) package, impacting student pipelines and the financial security of many Australian universities. To reduce the impacts of these challenges, the University focused on its commitment to its students and communities and implemented several key initiatives to strengthen its position as a leading provider of higher education in regional Australia.

In 2022, focus remained on achieving the goals of the University's *Education Plan 2022-2025* (and its predecessor document the *Academic Plan 2019-2022*) and the *Research Plan 2021-2025*, supported by enabling plans and strategies including the *International Strategy 2020-2024*, the *First Nations Blueprint*, the *Student Success and Retention Strategy*, the *People Strategy 2021-2025*, and the Diversity and Inclusion Framework. The specific achievements against these plans are detailed in the body of this Report.

The University continues to invest in the future of its students, communities, and partnerships, through innovative and ground-breaking research, leading change and providing workable solutions to real-world issues. It maintains its position as a leading provider of higher education in its three main locations and intends to strengthen this through additional investments aligned with its *Strategic Plan 2021-2025*.

Strategic direction

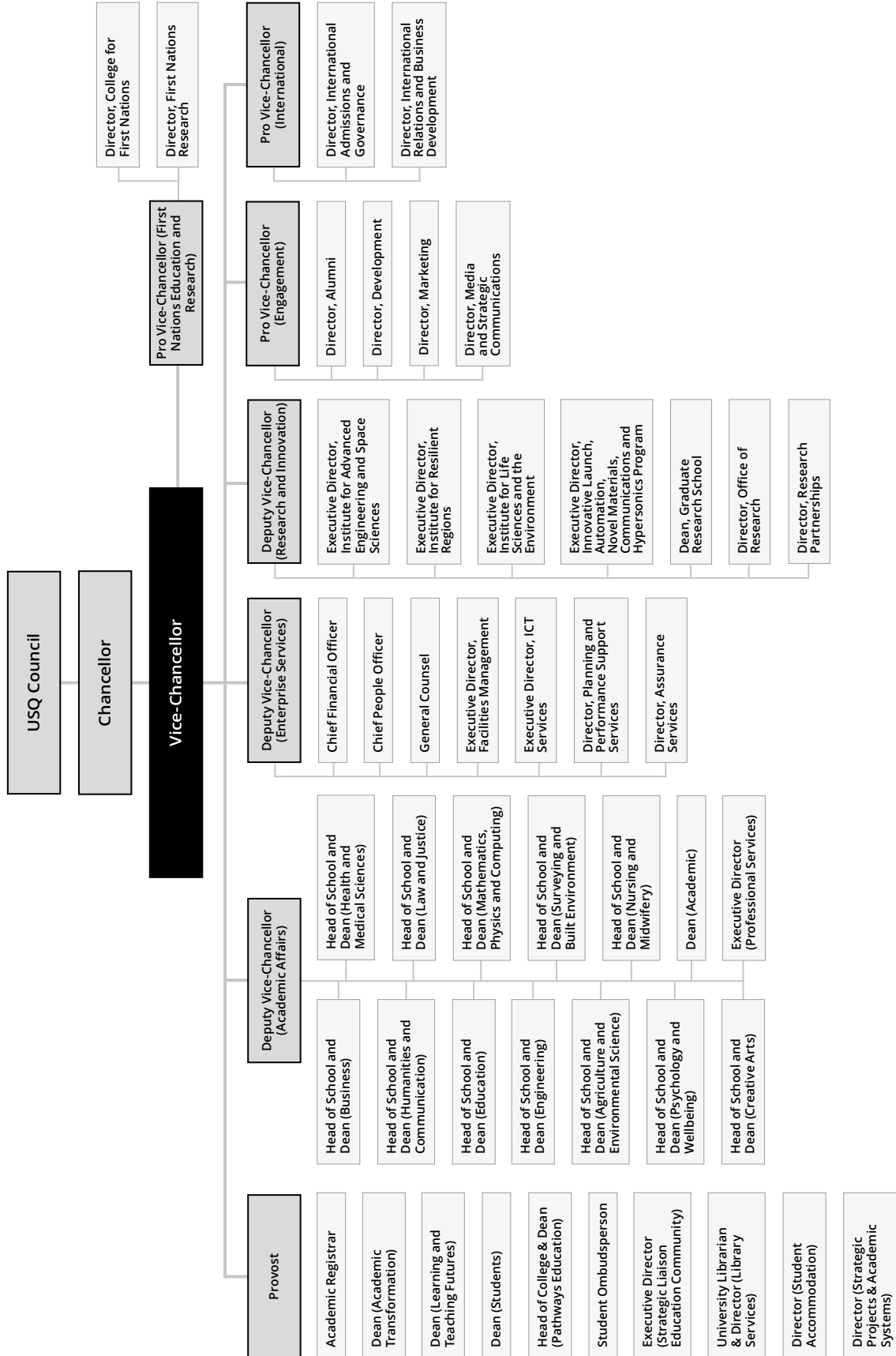
The University's 2022 priorities focussed on strategies centred around:

- prioritising innovative educational offerings that are a catalyst for transforming the lives of students, their families, and communities;
- supporting our students to amplify their life and work experiences through life-long educational pathways as they become leaders in their chosen field;
- empowering First Nations peoples to take their rightful place in our teaching, research, and enterprise;
- extending the impact of our teaching and research in our flagship areas through active engagement and translation with industry and community;
- building and strengthening shared purpose across our communities through engagement and philanthropy;
- creating new sources of value by better leveraging international partnerships and alumni networks;
- providing cutting-edge social-learning and collaborative experiences for students, staff, and partners through our physical and virtual campuses;
- enabling a learning, research and working culture that drives innovation and collaboration and focuses on the future; and
- maintaining a strong financial position to enable us to seize opportunities and invest in the future.

The University made sustained progress against these priorities in 2022. Key achievements are detailed in this report.

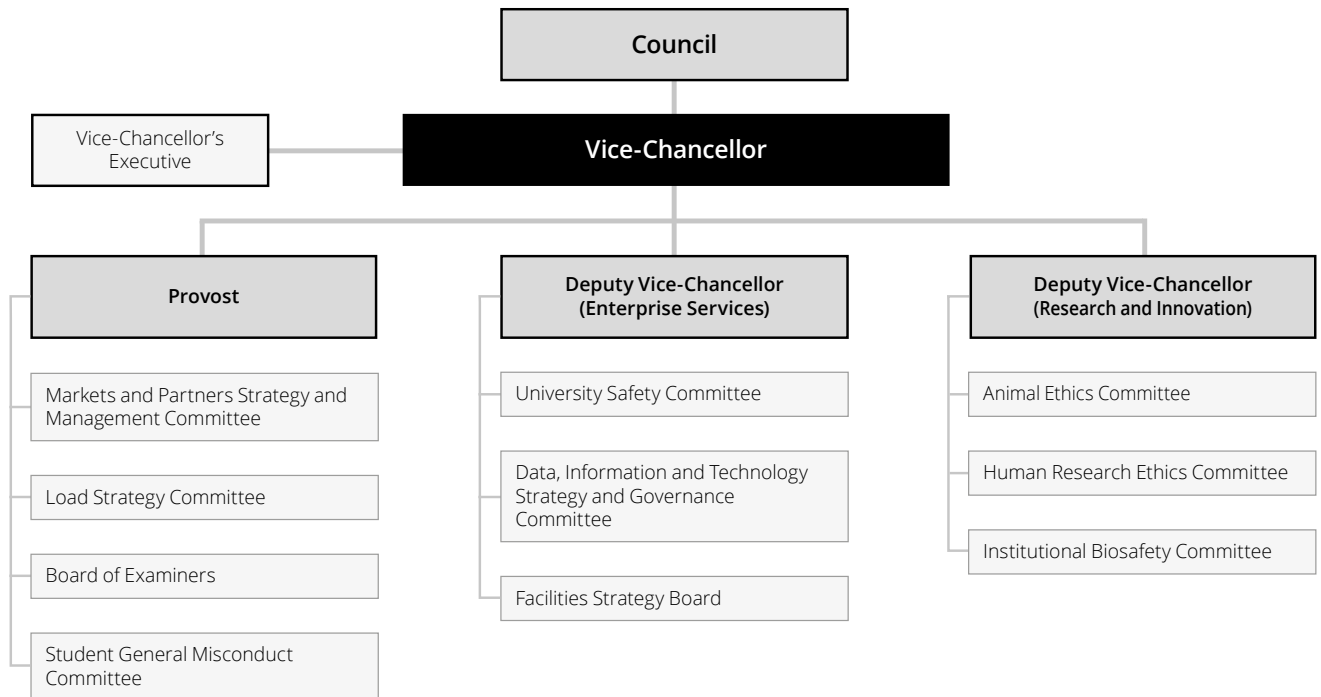
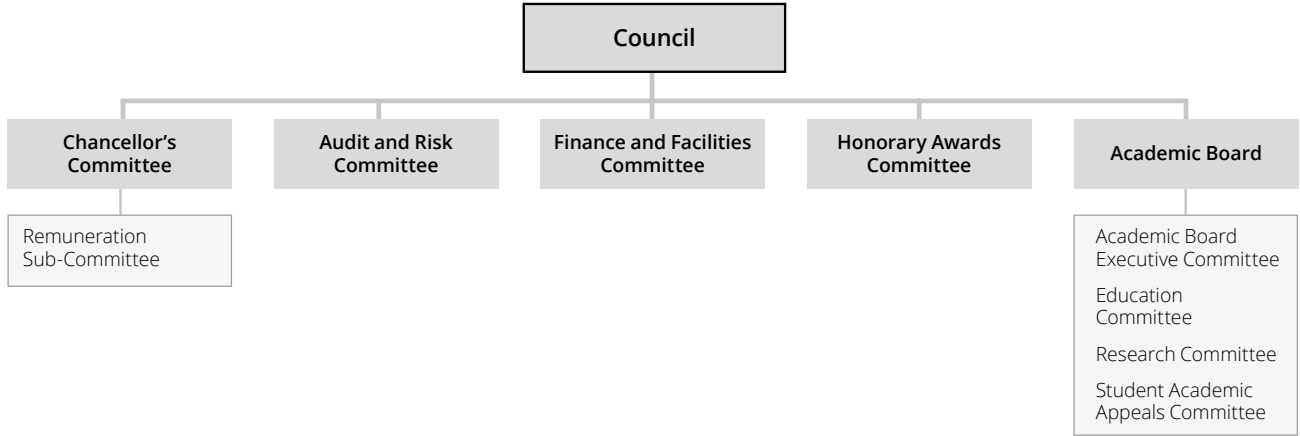
University of Southern Queensland Organisational Structure

as at 31 December 2022



University of Southern Queensland Committee Structure

as at 31 December 2022



University of Southern Queensland Management

EXECUTIVE MANAGEMENT as at 31 December 2022

Vice-Chancellor

Professor Geraldine Mackenzie

LLB QUT, LLM QUT, PhD UNSW, FAAL, FQA, FIML, GAICD, Barrister-at-law

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

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

Provost

Professor Karen Nelson

BIT, BIT(Hons), PhD QUT, PFHEA

The Provost has responsibility for leading and driving strategic directions and building organisational wide capacity and capability to create a cohesive University wide academic environment that is evidence driven, digitally enabled, high quality and contemporary. As head of the Academic Division, the Provost's leadership portfolio encompasses line management of the University of Southern Queensland College, Library Services, Academic Transformation Portfolio, and the Students Portfolio, and more broadly, strategic direction across the Academic Division inclusive of the aforementioned areas together with the Academic Affairs Portfolio.

Deputy Vice-Chancellor (Academic Affairs)

Professor Glen Coleman

BVSc(Hons) Qld, GDipBiotech QUT, PhD Qld

The Deputy Vice-Chancellor (Academic Affairs) is responsible for providing leadership and line management across the Schools to ensure a commitment to excellence in learning and teaching, and research. He works closely with the Deputy Vice-Chancellor (Research and Innovation) in developing research in the Schools through implementation of the Research Plan, and with the Provost in delivering an innovative approach to learning and teaching and program portfolio development. The Deputy Vice-Chancellor (Academic Affairs) also has executive responsibility for the Queensland College of Wine Tourism (QCWT), a joint venture in conjunction with the Queensland Government.

Deputy Vice-Chancellor (Enterprise Services)

Michael Thomas

BBus QUT, PGCertMgt UniSQ

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

Deputy Vice-Chancellor (Research and Innovation)

Professor John Bell

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

The Deputy Vice-Chancellor (Research and Innovation) is responsible for providing strategic direction, leadership, and management of the University's research activities. This role focusses on enhancing the University's research profile, its research performance, and its culture of research excellence and quality research training. The position oversees the fostering of collaborations and partnerships with government, industry, and the community to deliver applied research outcomes that have regional relevance, align with national and international priorities, and deliver global impact. The Research and Innovation Division comprises the Office of the Deputy Vice-Chancellor (Research and Innovation), which includes the University's Research Partnerships team, the Graduate Research School, Office of Research, and the University's three Research Institutes and nine Research Centres.

Pro Vice-Chancellor (Engagement)

Shawn Walker

BA, B Ed *ACU*, MBA *RMIT*

The Pro Vice-Chancellor (Engagement) is responsible for the leadership and management of key engagement activities at the University. The position focusses on connecting the University's teaching and research with its diverse communities locally, nationally, and globally, to create economic, social, and cultural value. The role is responsible for the University's brand and reputation, marketing, media and communications, advancement, alumni relations and development, business and community engagement and partnerships.

Pro Vice-Chancellor (First Nations Education and Research)

Professor Tony Dreise

B.Teach *Griffith*, M.Public Admin *ANZSOG*, PhD *ANU*

The Pro Vice-Chancellor (First Nations Education and Research) gives voice to First Nations matters and works collaboratively with colleagues across the University to develop and implement a culturally capable and inclusive University-wide approach to communication and collaboration on Indigenous matters with staff, students, Traditional Custodians, Elders, and the community. The position also provides strategic leadership and vision for the University's College for First Nations, and the First Nations Research Alliance.

Pro Vice-Chancellor (International)

Professor Ren Yi

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

The Pro Vice-Chancellor (International) provides a University-wide leadership role in international strategy and engagement. The position leads the development of the University's international strategies and plans; manages the development of international relationships and partnerships; creates strategic mobility initiatives; identifies and leverages opportunities to grow research capacity in international markets; and provides high-level strategic and operational advice on international regulatory matters, projects, and proposals across all domains of University activity.

Chief Financial Officer

Cliff Kaye

BCom, CTA *UCT*, MBA *AGSM*, PGCertAppFin *Macquarie*, CAANZ, FGIA

The Chief Financial Officer has the responsibility for supporting the executive in the development and execution of financial strategy for the University to deliver the outcomes of its Strategic Plan. The role also has management responsibility for the operations of Finance and Business Solutions. This department provides expertise and support in relation to financial operations, procurement, contract management and associated systems, University catering operations, financial systems, financial management related policies and procedures, and financial business advisory services in a business partnership model.

Vice-Chancellor's Executive

The Vice-Chancellor's Executive (VCE), comprising all members of the senior executive, is a key advisory committee to the Vice-Chancellor on all matters relating to the management of the University and on the setting of strategic directions and the development of policy. In 2022, VCE met 22 times.

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

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

Governance

Governing body – University of Southern Queensland Council

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

The University of Southern Queensland Act defines the functions and powers of the Council (at Sections 8 and 9) and sets limits on what the University and its authorities may do. The Council has the power to:

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

The Council may delegate its powers to:

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

However, the Council is not able to delegate its power to make an election policy, nor to adopt the University's annual budget.

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

Section 10 of the University of Southern Queensland 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.

The University also complies with the Voluntary Code of Best Practice for the Governance of Australian Public Universities.

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

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

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

Remuneration details can be accessed at: <https://www.unisq.edu.au/about-unisq/governance-leadership/plans-reports>

11th University of Southern Queensland Council

(07/10/2021 to 06/10/2025)

Meetings and membership¹

The 11th Council of the University met on seven occasions during 2022. Membership was as follows:

Chancellor (ex-officio)

Mr John Dornbusch

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

Retired Chair, Dornbusch Partners Pty Ltd, Toowoomba

7/7

[6/6] *Chair, Chancellor's Committee*

[2/2] *Chair, Honorary Awards Committee*

[6/6] *Member, Audit and Risk Committee*

[6/6] *Member, Finance and Facilities Committee*

Vice-Chancellor (ex-officio)

Professor Geraldine Mackenzie

LLB *QIT*, LLM *QUT*, PhD *UNSW*, FAAL, FQA, FIML, GAICD, Barrister-at-law

7/7

[6/6] *Member, Chancellor's Committee*

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

[6/6] *Member, Finance and Facilities Committee*

Chair, Academic Board (ex-officio)

Professor Grant Daggard (27 July 2021 to 20 May 2022)

DipEd BA(Hons) PhD *Macquarie*

3/3

[2/2] *Member, Chancellor's Committee*

Professor Jane Summers (23 May 2022 to 30 June 2022)

BBus *QldAgColl*, MBA *Qld*, PhD *Qld*

1/1

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

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

Associate Professor Fernando Padro (1 July 2022 up to but not including Academic Board meeting in July 2024)

BA, MEd, PhD *Arizona*

3/3

[2/3] *Member, Chancellor's Committee*

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

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

Professor Pauline Collins

LLB *Adelaide*, BVisArt, GDipProfComm *UniSQ*, LLM, PhD *Qld GAICD*

Professor (Law), School of Law and Justice, University of Southern Queensland

6/7

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

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

Miss Rachel Hennessy

BBusCommerce *UniSQ*, MAICD

Industry Relationships Consultant (National Priorities and Industry Linkages), Office of the Dean (Students), University of Southern Queensland

6/7

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

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

Mr John Dowling (19 April 2021 to 16 December 2022)

BPsychSc *UNE*, BSc(Hons), MCLinPsych *UniSQ*

Enrolled student, School of Psychology and Wellbeing, University of Southern Queensland

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Ms Emma Baillie (19 December 2022 to 18 April 2023)

Enrolled student, School of Business, University of Southern Queensland

Five members appointed by the Governor-in-Council

Ms Rachel Barlow

BBus *UniSQ*, GDipAppFinInv *SecInst*, F Fin, CFP®

Senior Private Client Advisor, MGD Wealth Ltd

7/7

[5/6] *Member, Finance and Facilities Committee*

Mr Chris Bazley

BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

7/7

[6/6] *Chair, Finance and Facilities Committee*

[6/6] *Member, Audit and Risk Committee*

[6/6] *Member, Chancellor's Committee*

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

Aunty Lorraine Hatton OAM

Ngughi/Nunukul Female Elder. Retired Servicewoman, Australian Regular Army. President, Queensland Aboriginal and Torres Strait Islander Dedicated Memorial Committee and Director, Quandamooka Yoolooburrabee Aboriginal Corporation.

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[5/6] Member, Chancellor's Committee

[1/2] Member, Honorary Awards Committee

Mr Brett Delaney

BCom Qld, FCA

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

6/7

[5/6] Chair, Audit and Risk Committee

[5/6] Member, Chancellor's Committee

[5/6] Member, Finance and Facilities Committee

Assistant Commissioner Charysse Pond APM

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

Southern Region, Queensland Police Service

7/7**Three additional members² appointed by the Council, one of whom must be a graduate of the University****Ms Heidi Dugan**

BCA UniSQ, AssocDip(IntlTrade) RMIT

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

7/7**Mr George Fox AM (Deputy Chancellor)** (four-year term from 18/10/2021)

BCom LLB (Hons) Qld

Solicitor, Adjunct Professor of Law

7/7

[5/6] Member, Audit and Risk Committee

[5/6] Member, Chancellor's Committee

[5/6] Member, Finance and Facilities Committee

[2/2] Member, Honorary Awards Committee

One position VACANT

The University Council is supported by the Governance Office, headed by the University Secretary**Professor Mark Toleman**

BAppSc, GDiplInfProc DDIAE, MSc JCU, PhD Qld, MACS, MAIS, MAICD

Council key achievements in 2022

Council governs all the University's affairs, finances, and property. Some selected specific achievements in 2022 include the following:

- Approved the 2021 University Annual Report and Financial Statements.
- Approved the University of Southern Queensland 2022 Annual Plan and Budget.
- Approved monthly Financial Statements throughout the year.
- Approved University Domestic and General Fee Schedules for 2023 and the International Fee Schedules for 2023/2024.
- Approved updated terms of reference for all Council committees (including the Academic Board).
- Approved the appointment of Associate Professor Fernando Padro as Chair, Academic Board from 1 July 2022, up to but not including the Academic Board meeting in July 2024.
- Approved an updated Charter of University Governance.
- Approved an updated Assurance (Internal Audit) Charter.
- Approved a revised Governance Policy suite.
- Approved a revised Honorary Award and Title Policy Suite.
- Approved the University of Southern Queensland Modern Slavery Statement for 2021.
- Held a half-day Reflective Forum to consider specific strategic matters.

Legislative Compliance

TEQSA registration

The Tertiary Education Quality and Standards Agency (TEQSA) is the regulator of Australia's higher education sector. The University is required to comply with the TEQSA *Higher Education Standards Framework (Threshold Standards) 2021* as part of its registration as a higher education provider in Australia.

The University's re-registration in May 2018 included one condition relating to 'Governance and Accountability Reporting Obligations'. The University completed submission to TEQSA in September 2021 of all required items of statutory and non-statutory evidence, including the minutes of Academic Board and Council. The University received notification from TEQSA in October 2022, advising that the condition had been revoked.

Academic Board

The University maintains an Academic Board with defined roles under Part 4, Division 3 of the University of Southern Queensland Act. The Academic Board serves as the key advisory committee to the University Council on academic matters. The Board monitors the academic activities of the University's schools, while promoting teaching, scholarship, and research, and developing and reviewing academic policy.

The term of office of the current Academic Board is three years from 31 July 2021. The term of the current Board will continue up to, but not including the regular meeting of the Academic Board in July 2024.

The Board comprises 35 members, including members of the Senior Executive, representatives from key areas of the University, academic staff, and student representatives. Four standing committees report to and advise Academic Board – Academic Board Executive Committee, Education Committee, Research Committee, and Student Academic Appeals Committee.

The Board met on six occasions throughout 2022. Recommendations were considered for the reaccreditation of 18 existing programs and the accreditation of 18 new programs. Recommendations were considered for the discontinuation of 12 existing programs.

The Academic Board's focus for 2022 has been the consideration of program accreditation and reaccreditation, and program updates and changes relating to implementation of the Flexible Academic Calendar. Other actions have included:

- Approval of the updated Learning and Teaching Policy.
- Consideration and recommendation to the Vice-Chancellor

of eight academic quality and six research procedures and schedules.

- Consideration of updates regarding the University's Tertiary Education Quality and Standards Agency (TEQSA) Re-Registration Project.
- Consideration of the 2022-2025 Education Plan.
- Consideration of the Annual Academic Integrity Report 2021 and the Academic Integrity Framework Report 2022.
- Consideration of the Annual Academic Appeals Report 2021.

Financial and Performance Management Standard 2019 (Qld)

The University of Southern Queensland is a statutory body under the *Financial and Performance Management Standard 2019 (Qld)*. The Standard provides a framework for the development and implementation of systems, practices, and controls for the efficient, effective, and economic financial and performance management of the University. The University has a range of policies, procedures, and systems in place to ensure compliance with its responsibilities under the Standard in the areas of strategic and operational planning, performance management and review, general resource management, internal audit, and reporting.

The University Integrated Planning Framework

Under Queensland's *Financial and Performance Management Standard 2019*, the University is required to have in place a strategic plan covering a period of at least four financial years, and processes for annual operational planning and performance reviews that meet specific legislative guidelines. The *Strategic Plan 2021–2025* was approved by University Council in May 2021 and the University develops an Annual Plan and Budget which meets legislative requirements. The University's *Strategic Plan 2021-2025* is brought to life through the Integrated Planning Framework as it is cascaded through a set of core business and enabling strategies. The refresh of several of the core and enabling strategic plans occurred in 2022, including the *Education Plan 2022-2025*, *Research Plan 2021-2025*, *Engagement Plan*, *First Nations Blueprint*, *People Strategy 2021-2025*, and *Campus Master Plan*. The Integrated Planning policy and procedure also underwent a major review, resulting in new policies and procedures for Integrated Planning and Enterprise Risk Management. Supporting the annual operational cycle of integrated planning, a new digital planning site was created to house and report against operational plans.

Financial management practices

The University has several policies and procedures published as part of the *Financial Management Practice Manual (FMPM)*. The FMPM provides an authoritative internal source of information and guidance to assist the University to manage its financial resources and meet its financial responsibilities and obligations. The FMPM includes policies in relation to financial management and accountability, revenue, expenditure, assets, and liabilities to support the financial management and financial operation of the University, and these are reviewed regularly in accordance with the policy review cycle.

Financial reporting arrangements

Monthly financial statements are reported to Council, via the Finance and Facilities Committee of Council. The unaudited Annual Financial Statements are considered by the Finance and Facilities Committee at its February meeting and recommended for approval to Council at its following meeting for inclusion in the University Annual Report after audit by the Queensland Audit Office. In line with the University's status as a not-for-profit Higher Education Provider established under the University of Southern Queensland Act, and a statutory body as defined in the *Financial Accountability Act 2009*, the Annual Financial Statements represent the audited general-purpose financial statements of the University. They are prepared on an accrual basis and comply with Australian Accounting Standards. Additionally, the statements have been prepared in accordance with the *Higher Education Support Act 2003* (Financial Statement Guidelines) and the *Financial and Performance Management Standard 2019* issued pursuant to the *Financial Accountability Act 2009*.

Assurance Services

The Council and the Vice-Chancellor recognise Assurance Services as key components of the University's governance framework. Operating independently, Assurance Services provides objective assurance and advisory service to:

- the Vice-Chancellor on the adequacy and effectiveness of risk management, internal control, compliance, and governance processes;
- the Vice-Chancellor and Council that the University's financial and operational controls are designed and operating in an efficient, effective, economical, and ethical manner within acceptable risk; and
- assist management in improving the University's performance.

Internal audit

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

Assurance Services 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.

In 2022, an Internal Audit Plan was implemented by Assurance Services and augmented through an established co-sourced partner arrangement. The Internal Audit Plan provides an appropriate level of assurance to the Audit and Risk Committee, University Council, and management by focusing on key risks, business processes and information systems across the University.

Six individual audits were delivered during the year, across a range of audit types, including financial, compliance and performance audits. These audits included Cybersecurity (Disaster Recovery), Equivalency for Qualifications, Payroll, Project Management, Sponsorships and Student Grievances. The program has been supplemented through the usage of a Continuous Controls Monitoring solution covering the financial management system which was expanded to cover Payroll operations.

Compliance

The University routinely monitors the external environment to ensure that compliance with regulatory instruments remains embedded in policies and procedures. The University has a Compliance Register and compliance plans in place covering its obligations. Work commenced in the latter half of 2022 to review the Compliance Framework and supporting tools and systems. Improvements will be implemented into 2023, including creating digital links between the compliance instruments documented in the registers and those referenced within specific policies and procedures in the Policy Library.

Risk management

The University Enterprise Risk Management Policy and Procedure underwent a major review in 2022 to ensure alignment to the Integrated Planning Policy suite. This was informed by international standards (ISO 31000:2018) to comply with the *Financial and Performance Management Standard 2019*. The University continues to identify and document its most significant risks, with active monitoring and consideration of risk-reduction strategies undertaken through University committees and reviewed by management. As part of a broader program of work reviewing risk processes in 2022, the Vice-Chancellor's Executive and Council refreshed the Risk Appetite Statements, Tolerances and Material Risks. Reporting was also renewed 2022 to support Vice-Chancellor's Executive, Audit and Risk Committee, and Council oversight across Strategic, Tactical and Operational Risks.

The University continues to improve and mature the University's risk culture and performance to elevate discussion and capability across the risk landscape. In 2022 a Risk Network Group was formed, consisting of subject matter experts and advisors from across the University. Chaired jointly by the Director, Planning and Performance Support Services and Director, Assurance Services the Group aims to build stronger coherence between advisors, to build collective capability and increase the application of contemporary approaches to risk enterprise wide.

Audit and Risk Committee

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

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

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

The Audit and Risk Committee is independent of management. During 2022, the Committee comprised three members of the Council (one of whom, the Deputy Chancellor, is ex-officio) who are not employees or students of the University and can contribute to the broad skills base relevant to the business

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

Council Members:

Mr Brett Delaney (Chair)

BCom Qld, FCA

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

Mr John Dornbusch (Chancellor)

BEd UNE, BEd, MBA UniSQ, OPM Harvard, FAICD

Retired Chair, Dornbusch Partners Pty Ltd, Toowoomba

Mr Chris Bazley

BBus Qld, FAICD

Agricultural Business Advisor/Farmer

Mr George Fox AM (Deputy Chancellor)

BCom, LLB (Hons) Qld

Solicitor, Adjunct Professor of Law

External non-Council Members:

Mr Tim Davis

BBus UniSQ, FCA, CTA

Consultant, Horizon Accounting Group, Toowoomba

Mrs Kylee Valentine

BCom UniSQ, FCA

Senior Partner – Brisbane, Findex Australia.

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

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

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

The Audit and Risk Committee met on six occasions during 2022. Remuneration details can be accessed via: <https://www.unisq.edu.au/about-unisq/governance-leadership/plans-reports>.

Some selected specific achievements of the Committee in 2022 include the following:

- Review and approval of five final internal audit reports.
- Approval of the 2022 Internal Audit Plan.
- Endorsement of a revised University of Southern Queensland Assurance (Internal Audit) Charter
- Review of the Audit and Risk Committee Terms of Reference for recommending to Council for approval.
- Endorsement of the insurance strategy for the University's 2023 insurance renewal program.
- Receipt of regular reports on Risk Management
- Receipt of regular updates on the work that is progressing in preparation for the University's next TEQSA provider re-registration submission due in October 2024.
- Monitoring of fraud control activities.
- Receipt and monitoring of regular management reports, including on Integrity and Professional Conduct, Safety, Workplace Relations, and Legal Services, including Litigation, Information Privacy, Right to Information, Legal Discovery, and Administrative Access.

External Scrutiny

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

During 2022, the University was not subject to independent evaluation of performance of a policy or strategy which resulted in significant findings or issues.

Other Legislative Requirements

Information systems and record-keeping

The University continues to mature its information and records management practices and compliance with the *Public Records Act 2002 (Qld)* and the Queensland State Archives Records Governance Policy.

The Enterprise Information Management Framework provides a foundation for the management and governance of information at the University. Its purpose is to ensure there is a coordinated and consistent approach to managing information across the organisation and to assist with leveraging our information assets to inform planning, evaluation, and decision-making in support of strategic objectives.

An Action Plan has been prepared to ensure ongoing maturity with the requirements of the Queensland Records Governance Policy. During 2022, this included the following activities:

- Development of University Information and Data Architecture tools to define the collection, storage, and movement of data across the University.
- Review and update of the external facing Information Asset Register.
- Mandatory training module for all University staff which includes reference to the Information Management Framework as well as records compliance obligations.
- Implementation for University staff of Office 365 sensitivity labelling, which assigns information security classifications to emails and documents.
- Development and implementation of a SharePoint site for Enterprise Information Management, including training resources and information tools.
- Integration with the staff online portal to ensure records management compliance for over 175 workflows and approvals (including the defensible destruction of University Records); as well as system compliance checks, knowledge management and service requests.
- Continued deployment, training and functional support of the electronic document and records management system (Content Manager), including a major upgrade.
- Professional advice and management of information throughout the lifecycle, including appraisal of physical and electronic records using the General Retention and Disposal Schedule and the University Sector Retention and Disposal Schedule.
- Preservation of the history and memory of the University through the University's Historical Archives.

Right to Information Act 2009 (Qld)

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

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

One formal request under the *Right to Information Act 2009 (Qld)* were processed in the reporting period. In the reporting period 84 document production notice requests were handled.

Information Privacy Act 2009 (Qld)

The University confirms its commitment to manage personal information in accordance with information privacy principles under the *Information Privacy Act 2009 (Qld)* and to abide by the rules about transferring personal information outside of Australia and about bound contracted service providers. Individuals can apply to access their personal information through an administrative access scheme and retain their right to make a formal access application. Eight formal applications received during 2022 were finalised within the applicable processing period.

Queensland Public Sector Ethics Act 1994 (Qld)

The University's Code of Conduct consists of the Code of Conduct Policy, Student Code of Conduct Policy, and Research Code of Conduct Policy, and applies to all employees, students, contractors, and volunteers, and embodies the four ethics principles fundamental to good public administration, as set out in the *Public Sector Ethics Act 1994 (Qld)*. The University's Code of Conduct requires all University members to adhere to the ethics principles of integrity and impartiality, promoting the public good, commitment to the system of government, and accountability and transparency.

The University has developed and maintains several policy instruments to encourage ethical practices across all levels and functions of the University, in line with its Code of Conduct. All employees are required to undertake mandatory annual training to learn about and refresh their understanding of the University's values and expected standards of conduct. In addition, all employees involved in purchasing goods or services for the University, are required to undertake mandatory procurement training, and to regularly refresh their training, to ensure University purchases are made ethically. The University offers conflict of interest training to all employees to encourage accountability and transparency, as well as recruitment training to all members of recruitment panels, to ensure integrity and impartiality of process.

Human Rights Act 2019 (Qld)

The University's practices and policy instruments aim to protect and promote human rights, to build a workplace culture that respects and promotes human rights, and to promote a dialogue about the nature, meaning, and scope of human rights. Through its policies and procedures, the University aims to act and make decisions in a way which is compatible with human rights. The University's complaints management processes allow for the reporting of human rights concerns and for the resolution of those concerns. Regardless of whether a

complaint alleges a human rights violation, all complaints are assessed against human rights criteria to ensure adherence to the *Human Rights Act 2019 (Qld)*. All employees have access to resources about human rights, as well as to human rights training materials. The University offers a Modern Slavery training module, and a public introductory human rights online course provided by the Australian Human Rights Commission.

During 2022, the University did not receive any human rights complaints.

Modern Slavery Act 2018 (Cth)

In line with the *Modern Slavery Act 2018 (Cth)*, the University submitted its 2021 Modern Slavery Statement to the Australian Government for inclusion in its Online Register for Modern Slavery Statements. In 2019, the University established a Modern Slavery Working Group to identify, address and mitigate the risks of modern slavery in its operations and supply chains.

During 2022, through this group, the University has:

- formally identified membership to the Modern Slavery Working Group within the relevant employees' position descriptions;
- facilitated several risk identification workshops with key University departments including Assurance Services, Facilities Management, and the Queensland College of Wine and Tourism;
- engaged with several internal groups and committees including the Senior Leadership Group, Enterprise Services Division Executive, Vice-Chancellor's Executive, Audit and Risk Committee, University Council; associated entities such as the University Student Guild; and externally through suppliers and professional bodies;
- incorporated good practice trends recommended by the Australian Border Force and Anti-Slavery Australia into the 2021 modern slavery statement;
- through its membership with the Australian University's Procurement Network, participated in regular modern slavery workshops and adopted a coordinated approach to gathering and analysing procurement data through a dashboard, assessing risks, developing training materials, supplier questionnaires and various other resources;
- developed a supplier questionnaire, issued to standing offer arrangement providers, enabling enhanced supplier segmentation;
- incorporated modern slavery clauses into construction contracts and tender evaluation criteria;
- embedded modern slavery prevention considerations into the Procurement Guideline and other procurement documentation;

- commenced drafting a Modern Slavery Prevention Roadmap and Action Plan;
- communicated targeted information regarding human and work rights to students and front-line responders;
- enabled priority group stakeholders to complete Anti-Slavery Australia's training module A Practical Guide to the Modern Slavery Act; and
- maintained the University's Modern Slavery webpage, comprising communications, complaints management and reporting responsibilities, supplier and partner information and links to additional resources.

These activities, and future actions identified within the University's Modern Slavery Statement, will be the subject of ongoing monitoring and measurement to ensure the University takes a leading role in improving transparency and addressing the risks of modern slavery in its operations and supply chains.

Integrity and professional conduct

The University's integrity framework represents our commitment to effective fraud and corruption management and the promotion of a culture of integrity. Accountability for integrity and professional conduct is maintained across the organisation through measures to ensure:

- compliance with legislation and standards;
- governance, implementation, and audit of internal controls;
- articulated roles and responsibilities;
- integrity awareness and capacity training;
- leadership and management;
- commitment to values and organisational culture;
- implementation of efficient fraud and corruption prevention and detection controls;
- self-analysis and review;
- response to integrity breaches; and
- support for individuals.

National Security Framework

The 'University Foreign Interference Taskforce (UFIT) Guidelines to Counter Foreign Interference in the Australian University Sector' have provided the University an opportunity to identify and embed best practice processes, supported by the University National Security Framework.

The University of Southern Queensland has a National Security Framework Steering Committee, chaired by the Deputy Vice-Chancellor (Enterprise Services). The Committee is responsible for providing strategic oversight for frameworks, communication, education, due diligence, risk assessment and cybersecurity management related to the University's approach to National Security. In line with this, the Deputy Vice-Chancellor (Enterprise Services) has been appointed

as the Chief Security Officer for the University under the Commonwealth Government's Defence Industry Security Program (DISP), with responsibility for developing and implementing security arrangements and evolving security culture in relation to DISP facilities.

During 2022, the University undertook a comprehensive review of all policies and procedures to determine the most effective way to improve awareness and controls relating to foreign interference, resulting in the identification of areas of possible relevance to foreign interference risk management. A program of work for policy review and new policy development will progress through formal policy processes.

The University's Material Risk Register and underpinning operational risk management processes have historically incorporated risks and associated mitigation strategies relevant to business continuity, cyber-risk, contract related due diligence, recruitment probity, conflicts of interest and improper access to and use of information. Risk registers and associated controls are under continual review.

In accordance with the University's Cyber Security Strategy, which recognises cyber security impacts of foreign interference, a broad range of control improvements are being implemented, including the Australian Signals Directorate (ASD) 'Essential 8' and other ASD strategies to mitigate cyber security incidents. The University continues to improve staff awareness of espionage through featuring the Australian Security and Intelligence Organisation's "Think before your link" campaign, which was included in a phishing simulation exercise during the year.

The University is actively involved in best practice communities including the Australasian Higher Education Cyber Security Service and the Trusted Cyber Security Forum. Operationally we consume and utilise threat intelligence from the Australian Cyber Security Centre, AusCERT, Research and Education Networks Information Sharing and Analysis Center, and a variety of commercial sources.

Supporting Queensland Government's Objectives for the Community

The University works in support of the Queensland Government's objectives for the community: *Good Jobs, Better Services, Great Lifestyle*.

Supporting jobs: Good, secure jobs in more industries to diversify the Queensland economy and build on existing strengths in agriculture, resources and tourism.

Through its leadership of the Southern Queensland and Northern New South Wales Innovation Hub (SQNNSW Innovation Hub), the University is supporting producers and their communities in growing resilience and capacity in managing climate variability through innovation, collaboration, and building capacity and capability. The Hub is forward thinking in its approach, considering what the communities, landscapes and people of Southern Queensland and Northern New South Wales will need to be, to adapt to a changing climate, ever-increasing agricultural innovation, and community challenges.

Based at the University in Toowoomba, the SQNNSW Innovation Hub covers the region from Longreach in Queensland to Dubbo in New South Wales, and from the coast to the Southern Australian & Northern Territory borders in the west. Working with a range of industries, including livestock, broadacre cropping, cotton, horticulture, viticulture, tree crops, sugarcane, the Hub and its 37 members and network partners, help to empower stakeholders to apply proven drought-resilience research, build the capacities of communities and people, and foster agricultural innovation.

Backing small business: Help small business, the backbone of the state's economy, thrive in a changing environment.

A critical focus of the University of Southern Queensland-led Rural Economies Centre of Excellence - a research collaboration with the University of Queensland, James Cook University and Central Queensland University - is on strengthening the economic resilience of Queensland's rural communities. Established with the Queensland Department of Agriculture and Fisheries in 2018, the Rural Economies Centre of Excellence divides its research portfolio into five themes: economic tools and analysis; regional innovation; value chain analysis; policy development; and translation and engagement and centres its approach to addressing this core research

question - "How best can a strategic multidisciplinary approach to industry, community, and regional development deliver a thriving and internationally competitive rural economy?"

The University is also leading the New Options for Waste and Saving The Environment (NO WASTE) Precinct project to reduce the large amount of waste that ends up in landfill. The NO WASTE Precinct project is implementing a circular economy model to identify the best ways to make commercial and residential recycling and upcycling viable and profitable. Funded through the Australian Government's Strategic University Reform Fund, the NO WASTE Precinct project is working with local retail entities, manufacturing industries, technical specialists, and education providers, both in Toowoomba and Ipswich, to revitalise existing recycling programs.

Making it for Queensland: Grow manufacturing across traditional and new industries, making new products in new ways and creating new jobs.

The University is helping to shape the future of advanced manufacturing in three major sectors through its success in the Federal Government's Trailblazer Universities Program. The University is leading the Innovative Launch, Automation, Novel Materials, Communications and Hypersonics (iLaUNCH) Program, in partnership with the Australian National University and the University of South Australia, which will spearhead Australia's effort to boost commercialisation and national capability in the space sector. The University is also a research partner in the University of Queensland-led Food and Beverage Accelerator project, and Deakin University's Recycling and Renewable Energy Commercialisation Hub (REACH). All three projects are working with industries to lead research and development in important manufacturing sectors and are detailed further later in this Report.

The University is also partnering in the Australian Research Council Research Hub for Fire Resilience Infrastructure, Assets and Safety Advancements in Urban, Resources, Energy and Renewables Sectors. Led by the University of New South Wales, the Hub aims to develop, manufacture, and deploy next generation technologies and solutions that will protect Australia's critical infrastructure and assets against major natural and man-made fires.

Investing in skills: Ensure Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future.

The University of Southern Queensland's commitment to ensuring Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future is demonstrated via the design and offering of contemporary award programs, micro-credentials and non-award courses that enable our graduates to be active, culturally capable, and productive citizens in a challenging and changing world. The revitalisation of program offerings including new discipline foci in areas not limited to but including data science and cyber security, with further details pertaining to program offerings included in a later section.

A range of initiatives is being progressed that build the capacity of students to develop enterprising and social skills alongside the development of their discipline and industry knowledge and career development learning is embedded into programs from first to final year.

Backing our frontline services: Deliver world-class frontline services in key areas such as health, education, and community safety.

The University's investment in world-class frontline services in key areas such as health, education and community safety is evidenced by our new suite of Allied Health and Social Work and Nutrition Science programs to be launched between 2023 and 2024; program offerings such as the Bachelor of Creative Arts and Community Wellbeing which commenced in 2021; a refreshed and updated portfolio of initial teacher education programs with key initiatives including postgraduate initial teacher education programs being offered in block mode; and the University participating in the Turn to Teach and Trade to Teach programs, further details of which are included later in this Report.

Keeping Queenslanders safe: Continue to keep Queenslanders safe as we learn to live with COVID-19 and ensure all Queenslanders can access world-class healthcare no matter where they live.

With the ongoing impact of COVID-19 throughout 2022, the University continued to provide health and wellbeing supports, and development options for employees in 2022. These options included continued special leave options and flexibility during work time to attend vaccination appointments. Consistent with 2021, musculoskeletal injuries (including trips, slips and falls) were the University's most common type of injury, and reflect the trend within the higher education context. The University continues to proactively engage with key stakeholders, including WorkCover and a range of medical practitioners, to ensure that employee health and wellbeing issues are effectively managed.

Connecting Queensland: Drive the economic benefits, improve social outcomes and create greater social inclusion through digital technology and services.

A recognised leader in online and blended education, the University has been delivering flexible study options for more than 40 years. Excellence in learning and teaching is enabled by seamless, contemporary virtual and physical social learning environments and the University's key learning and teaching initiatives include establishing a robust virtual learning environment and adoption of relevant pedagogies to provide choice, accessibility and learning opportunities for all learners.

Through their participation in curricular learning activities, enriched by co-curricular learning experiences, University of Southern Queensland graduates are enabled to be critical, creative thinkers who can integrate and apply knowledge and relevant skills, including research and digital literacy skills.

Educating for the Future: Give our children the best start by investing in our teachers and schools.

The School of Education, through an innovative suite of programs for both pre-service and in-service teachers, is providing our students with opportunities to educate for the future. We cultivate quality educators and educational professionals who are innovative, agile, resilient and futures-focussed. The University's programs provide engaging, cutting-edge educational experiences for our students, with our education degrees informed by stakeholder and industry needs, with students undertaking extensive practice-based activities and experiences. They have broad appeal in our communities and prepare students to work in a range of educational settings from early years to schools and workplaces. We aim to educate our students to be change-makers, and as we educate both future and current teachers, our impact is for today and for tomorrow.

With a focus on addressing current and future Queensland workforce needs, the School of Education has formally collaborated with the Department of Education, as the only university to provide ITE for both the Trade to Teach and Turn to Teach internship pre-service teaching scholarships. These programs provide a year-long internship and allow students to fast-track through their programs. To address workforce pressures in regional, rural and remote locations, the undergraduate program offers a rural and remote placement program, in partnership with Catholic, Independent and State school sectors.

The University's research is multi-disciplinary and solves complex educational problems. Our focus is on innovative and transformative education in rural, remote and regional settings, with research hubs that focus on the learner and learning, the teacher and teaching, and educational systems and policy. We have developed a range of strategic, reciprocal partnerships with local, regional and global communities to foster their educational and research ambitions, thereby building a better future for and with our communities.

Protect and enhance our natural environment and heritage for future generations and achieve a 70 per cent renewable energy target by 2032 and net zero emissions by 2050

The University, through the Rural Economies Centre of Excellence, has played a lead role in the Queensland Decarbonisation Forum and Policy Paper development commissioned by the Department of Environment and Science and the Queensland Vice Chancellors' Committee. This policy brief provides an assessment of key policy and technical issues, opportunities and options and provides recommendations to support Queensland Government in the design and delivery of the Queensland Climate Action Plan toward net-zero emissions.

In addition, the University continues to focus on reducing its own carbon footprint and information regarding these strategies and activities are detailed later in this Report.

Growing our regions: Help Queensland's regions grow by attracting people, talent, and investment, and driving sustainable economic prosperity.

The *University of Southern Queensland People Strategy 2021-2025* enables the University to build a future-fit workforce in support of the *Strategic Plan 2021-2025*. Reinforced by our core values, the People Strategy is shaped across three connected pillars: People, Purpose, and Place. Details of the university's achievements through the development and implementation of the People Strategy during 2022 are included in detail in a later section of this Report.

Building Queensland: Drive investment in the infrastructure that supports the State's economy and jobs, builds resilience and underpins future prosperity.

The *Campus Master Plan* was finalised this year to service as a foundational blueprint for the University's physical campus infrastructure. It articulates the role of the physical estate in enabling the teaching, research and learning activities of the University, and focuses on the role each campus plays in contributing to strategic objectives. As well as identifying campus narratives, the *Campus Master Plan* outlines how the physical campuses will meet the needs of students and staff in the future and provide engaging and welcoming spaces for the community. The *Campus Master Plan* will inform capital planning going forward, including development of next generation learning, teaching, and research facilities. Further details are included later in this Report.

Honoring and embracing our rich and ancient cultural history: Create opportunities for First Nations Queenslanders to thrive in a modern Queensland.

In 2022, the University established the First Nations Education and Research Portfolio and launched *Placing Uni in Community - A Blueprint for Future Directions in First Nations Education, Research, and Engagement at the University of Southern Queensland 2022-2025* (the Blueprint). The Blueprint identifies key goals and priorities to drive change, respond to challenges, and create opportunities in the critical areas of research, engagement and partnerships, workforce development, and curriculum and education. To ensure that the University continues to increase First Nations student participation, retention, and success rates, the First Nations Education and Research Portfolio, through the College for First Nations, will design and deliver quality pathways and cultural studies programs for First Nations learners (including learner support, curriculum design, online learning, and pedagogical strategy) in close collaboration with faculties. The University also operates the Deadly Ways, now in its sixth year of operation, which utilises Higher Education Participation and Partnership program funding to support and encourage Year 7 to 12 First Nations students to raise their career aspirations and to consider higher education career paths.

In 2022, two new First Nations teams were established to drive research and community engagement and marketing initiatives. The First Nations Research Alliance, led by a Director, will lead a co-designed research agenda across the University and in partnership with First Nations communities, government, industry, and other research institutions. The Murri Engagement Team will facilitate trusted relationships between the University and First Nations peoples, and engage with schools, TAFEs, industry, and communities and organise events to increase First Nations student participation, success, and experiences at the University.

During 2022, the University initiated a review of First Nations workforce goals and priorities with a view to releasing a new First Nations Workforce Strategy in 2023. These are detailed later in this Report.

University Strategy

The *University of Southern Queensland Strategic Plan 2021–2025* states the University's purpose, vision, and values; and outlines the University's strategic ambitions supporting its vision to be renowned for innovation and excellence in education, student experience, research, and engagement. The Plan is underpinned by four pillars:

1. Our Impact

Build a better future with our communities.

2. Our Connections

Translate ideas and knowledge into opportunities.

3. Our People

Be innovative, engaged and forward thinking.

4. Our Places

Create vibrant hubs of education and research.

Our success will be evaluated by measuring our performance in the following areas:

- Growing our student population and broadening participation in higher education.
- Being the University of choice across our regions (for staff and students).
- Delivering an outstanding student experience and outcomes.
- Growing the quality and quantity of research outcomes.
- Contributing to the sustainable development of our communities.
- Maintaining our capacity for investment into our future.

In the following sections of this Report, strategies and actions enacted during 2022 to progress the achievements of these goals are discussed.

GOAL: Growing our student population and broadening participation in higher education

The University of Southern Queensland aims to grow the overall student population and the proportion of school leavers that choose to study at the University. To achieve this goal, the University provides opportunities for potential school leaver and mature-age students to fully understand the educational offerings we offer and how they link to potential future pathways. The University is committed to ongoing purposeful career-focussed development with school students and the community in our peri-urban, regional, and rural areas to build awareness of and create aspiration for university study and improve the attraction of students in recruitment into the University.

To grow its student population, the University offers a quality assured, innovative, and well-managed portfolio of traditional and contemporary curriculum offerings that meet student, industry, and community needs, communicating and reinforcing the University's reputation as a high-quality higher education provider.

First Nations education, research, and engagement

The University aspires to become renowned as a place of learning and intercultural exchange and embracing Country and pledges to empower Aboriginal and Torres Strait Islander peoples to take their rightful place and reach their full potential at the University. In 2022, the University established the First Nations Education and Research Portfolio and launched *Placing Uni in Community. A Blueprint for Future Directions in First Nations Education, Research, and Engagement at the University of Southern Queensland 2022-2025* (the Blueprint).

The Blueprint identifies bolstering Indigenous retention and success rates as a significant challenge for the University in future years. It sets out several key goals and priorities to drive change, respond to challenges, and create opportunities in the critical areas of research, engagement and partnerships, workforce development, and curriculum and education. Key priorities include:

- embedding Aboriginal and Torres Strait Islander perspectives, histories, cultures, and philosophies across the curriculum;
- working with organisations that support Indigenous secondary school students such as the Artie Academy and the Queensland Aboriginal and Torres Strait Islander Foundation;
- refreshing the *University's Aboriginal and Torres Strait Islander Education Strategy*;
- continuing to implement outreach programs such as Deadly Ways;
- creating new pathways in partnership with TAFE;
- working with our First Nations alumni to create opportunities in academia; and
- growing cultural capability across the University.

The key functions of the First Nations Education and Research Portfolio include designing and delivering pathways and cultural studies programs for First Nations learners (including

learner support, curriculum design, online learning, and pedagogical strategy), working closely with faculties through collaboration agreements. The First Nations Research Alliance, led by the Director (First Nations Research Alliance) has been established to lead a research agenda across the University and in partnership with government, industry, communities, and other research institutions. A Murri Engagement Team has been established to develop engagement and marketing strategies and lead engagement with community, government and non-government stakeholders.

Pathways to higher education

In 2022, the University of Southern Queensland College introduced its new UniPrep Accelerated Entry Pathway Program, which provides an alternative pathway into university study for Year 11 and 12 students. The program focuses on improving articulation rates into University of Southern Queensland degree programs from regional, remote, or low socio-economic backgrounds and the First Nations community. A pilot was delivered in Semester 2 (to 50 students) on the Toowoomba campus, online and in one of Brisbane's most disadvantaged high schools, with students from low socio-economic and non-English speaking backgrounds. In addition to weekly workshops, all students were involved in an immersive student experience day involving study-area-specific activities.

The University of Southern Queensland College is partnering with rural and regional study hubs including Country Universities Centre Maranoa and St George to support the delivery of the program more widely in 2023. Partnerships have also been established with secondary schools in the Toowoomba, Ipswich, and greater Springfield region. The program is expected to reduce the academic, financial, cultural, geographical, and social barriers to accessing higher education and ultimately increase the number of students articulating into the University's degree programs.

In alignment with the University's goal to broaden participation and provide an innovative, student-centred experience, the University of Southern Queensland College set out in 2022 to re-shape the way it provides pathways to students (many from educationally disadvantaged backgrounds and equity groups) to the award programs of their choice. As a result, the College's Tertiary Preparation Program (TPP) will become the Tertiary Preparation Pathway in 2023, signalling the University's commitment not only to providing access to university studies, but also to supporting students through their university careers from pre-university to degree. TPP will also move to an innovative, flexible block model that provides six entry points for students through the academic year and allow students to enter their chosen degree programs in as little as eight weeks. It is anticipated that the new-look program will improve retention and articulation rates into degree programs through manageable learning 'chunks' and the University's student support model. The College has also turned its attention to the effective delivery of pathways in the sub-degree area, focusing on practical, effective, and sustainable delivery to incarcerated students.

Brand Reputation Project

To increase brand awareness and consideration, and improve brand equity in market, the University updated its brand in 2022. The project was founded on extensive market research and consultation with staff, future and current students, alumni, and community stakeholders. The refreshed brand was launched in July 2022. The University adopted a new acronym, UniSQ, to increase awareness, alongside a new logo inspired by the Bunya Pine and with greater meaning and connection to the beautiful country of Southern Queensland. At the foundation of the new brand strategy is the University of Southern Queensland Brand Framework, outlining the brand purpose, proposition, drivers, and tone of voice. This is now being used as the blueprint to consistently govern all elements of the University brand. The new brand proudly tells our story – of a confident and ambitious university full of passionate people inspiring innovation and excellence.

Campaigns

Following the launch of the new brand, an accompanying brand campaign 'Go Beyond' was implemented across all media channels, working to establish and leverage the new brand and change perceptions of the University. In conjunction, there was much work done to optimise top-performing channels, including new strategies for social media and search engine marketing, alongside greater personalisation, and search engine optimisation, to improve website traffic and conversion. There were improvements in

integration across advertising, media and communications and student recruitment teams and channels to streamline and optimise customer journeys for all prospective student audiences. Our go-to marketing strategy also enabled additional priority discipline and degree advertising, including the launch of the University's new Allied Health program suite.

The University also partnered with Open Universities Australia (OUA) during 2022, with 35 programs going live on the OUA website in 2022. The effectiveness of all campaigns, websites and sales event activities was monitored weekly as part of the Student Acquisitions Group. In 2023, the Engagement team will continue building brand awareness and perception for long-term growth, while driving recruitment through regular campaigns and events.

Student Recruitment

In continuing to shift perceptions and drive consideration and preference amongst prospective students, a new Sales and Student Recruitment function was launched in 2022, sitting within the Engagement Portfolio. Throughout the second half of 2022, this team created engaging and symbiotic partnerships with high schools to deliver a range of immersive activities both on, and off-campus to Year 11 and 12 students as well as driving the recruitment of mature-aged non-school leavers and postgraduates. These activities supported the raising of career aspirations, and ensured prospective students were aware of the access to higher education that the University provides. The team coordinated Open Days at each campus in August, which were all well-attended. Total registrations were up 160% across all three campuses compared to 2019 (pre-COVID), while total visitors were up nearly 3% from 2019 figures.

Improving participation for students from educationally disadvantaged backgrounds

Schools and community outreach

The University is committed to addressing the significant under-representation of regional students in higher education. The University is active in communities with low higher education attainment levels, offering a range of immersive school and community outreach programs, with the aim of raising educational aspirations and awareness of post-secondary study options and careers.

Deadly Ways

The Deadly Ways program supports First Nations students across Years 7 to 12 to engage in a positive university experience that contributes to raising their career aspirations

and encourages consideration of higher education as part of their career path. Deadly Ways moved into its sixth year of operation at the University in 2022. It provides a continuous pathway for students as they journey through Years 7 to 12 to engage with various aspects of university life, pathway opportunities and study options, and experience cultural activities under the guidance of mentors and other role models.

Entry pathways – University of Southern Queensland Early Offer

The University of Southern Queensland Early Offer initiative enables eligible Year 12 students to receive an early offer at the University based upon a recommendation by their principal. Student potential for university study is assessed on their work ethic, study skills, motivation and demonstrated commitment to further learning. Students are still required to meet all program entry requirements and subject prerequisites. However, receiving an early offer will enable students to secure a place early, well before ATAR and final results are released to enable students to start planning early for their first year of university study. In 2022, the University made 316 offers to students commencing their studies in 2023 via this initiative.

Head Start

During 2022, the University continued to offer Head Start, an academic extension program for Year 10, 11 and 12 students to study first-year university subjects while still at high school. It provides high achieving students an opportunity to experience university study, develop their university level study skills and discover more about potential degree programs. The first course for a Head Start student is free with additional courses undertaken at a discounted rate.

Scholarships

In 2022 the University administered its own, government funded, and donor scholarships to provide financial assistance commencing and continuing students.

Academic Excellence Scholarships

The Academic Excellence scholarships for school leavers continued to attract high-achieving students to study full-time, on-campus at one of our three locations. Year 12 students, who nominate the University of Southern Queensland as their first preference on their QTAC application and achieve the required ATAR, are automatically offered one of three Academic Excellence Scholarships available: Chancellor's Excellence Scholarship (ATAR 97), Vice-Chancellor's Scholarship (ATAR 88), and the Executive Dean's Scholarship (ATAR 84), valued from \$6 000-\$29 000. In 2022 the Chancellor's

Excellence Scholarship was awarded to 23 students, the Vice-Chancellor's Scholarship to 125 students, and 67 students were awarded the Executive Dean's Scholarship. From 2023, ongoing eligibility for all recipients will change to multiple offer periods in line with the start dates across the new academic calendar, allow enrolment in any mode, and enable full-time study mode to be met across the academic year instead of each study period.

Residential College scholarships

The University of Southern Queensland Residential College Scholarships contribute towards accommodation costs at the University's Residential Colleges for regional and rural full-time undergraduate students experiencing financial need. Benefits include enhanced accessibility to attend academic activities, support through the academic assistance program, pastoral care and wellbeing support, and access to learning communities and engagement activities. In 2022 these scholarships supported 80 students across two semesters.

Destination Australia Program

The Destination Australia Program continues to be an important initiative to support regional university campuses and to encourage students to experience the rewards of living and studying in regional Australia. During 2022, students from previous rounds continued to be supported, with 18 domestic students and three international students, completing two-year, three-year, and four-year programs across a range of disciplines at the University's Toowoomba campus. In 2023 the University expects to have 11 students receiving Destination Australia scholarships.

Donor Scholarships

Donor funded scholarships continue to grow, totalling 39 individual scholarships in 2022. These scholarships range in value from \$500 to \$25,000 and assist undergraduate and postgraduate students. Donor scholarships have a combination of meritorious and financial need eligibility requirements, designed to assist a wide range of students from different backgrounds and circumstances. In 2023 there will be an additional 10 scholarships offered.

Provision of Higher Education to students who are incarcerated

In 2022, in partnership with state and territorial correctional jurisdictions, the University supported students in Australian Correctional Centres by delivering high-quality, innovative, scalable, sustainable, and replicable teaching and learning to over 700 incarcerated students enrolled in over 1500 offline courses via digital and offline technology.

2022 Higher Education Participation and Partnership Program Funding

In 2022 the University received \$5,182,361 in Higher Education Participation and Partnership Program funding as part of the Indigenous, Regional, and Low-SES Attainment Fund. This significant allocation was committed to programs that raise awareness, widen participation, ensure access, and improve retention and success for First Nations students, undergraduate students from regional and remote Australia, and students from low socio-economic status backgrounds. The University's strategy encourages students' ambitions and higher education awareness, enables equitable access, ensures support systems and programs contribute to engagement and academic success, and enhances employability, job readiness, and career development.

Students with disabilities

After several years of growth in the number of enrolments of students with a disability, there are now 1202 students who identify as having a disability studying at the University, with 680 directly receiving support through a Learning Support Plan. With changes to the learning environment and move to more online study options in the post-COVID world, the needs of the support and adjustments available to students with a disability has changed. Assessments are increasingly undertaken online, which means that constant review of student individual learning plans is required to ensure that the inherent requirements of each student's learning journey are being met.

International education

During 2022, Australian international higher education was again impacted by COVID-19 disruptions. Whilst international student numbers have begun to recover following the opening of Australian borders, there is a clear need to increase engagement and diversification of the international education sector. The University's international student numbers were impacted by travel restrictions to and from Australia and within overseas markets, visa approval timelines, competitor policy changes in international student entry requirements for higher education, and changes to Australia's international competitiveness in international education. In response to these challenges, the *International Strategy 2020-2024* for the next four years was revised to include specific objectives which consider the current international student market trends, opportunities, and challenges, aligns with the Australian Government's Strategy for International Education (2021 -2030), and focuses on the achievement of key objectives in the University's *Strategic Plan 2021-2025*.

Throughout 2022, the University of Southern Queensland worked with other Queensland universities and with bodies

such as the International Education Association Australia and Universities Australia to advocate and take the lead on addressing regulatory and government administrative barriers to international education. The Pro Vice-Chancellor (International) Professor Ren Yi was elected by his peers as the Vice-President of the International Education Association of Australia. This is the first time that the position has been held by an individual representing both a regional university and a culturally diverse background. Focus areas included student visa processing delays, overcoming barriers to transnational and online education, optimising regional study incentives, and streamlining visa risk reporting. The University will continue to monitor and address ongoing challenges resulting from COVID-19 disruptions and is prepared to expand activities to support recovery and continued sustainable growth in a post-COVID world.

Institutional reputation is a strong driver of success in international recruitment, and international rankings play a major role in building reputation. In 2022, the University became better placed than ever before to capitalise on its growing institutional reputation. The achievement this year as a Times Higher Education World Top 350 university, being rated by Quacquarelli Symonds as a 5-Star university and being ranked 86th in the Times Higher Education Young University Ranking, place the University well for future growth as an international education provider.

National Policy and Governance

Australia's regulatory framework for international education and its policy settings for temporary migration changed considerably in 2022. The University contributed to the 2022 Education Services for Overseas Students Framework Review. This Framework governs Australia's international education industry and the University's input aimed to ensure that the recruitment of international students into regional universities continues to be supported, recognising the important contribution that our international students make to regional economies. The University also contributed to wide-ranging forums for implementing many rapid policy and administrative changes in response to borders opening and the return of international students to a post-COVID-19 higher education sector. In line with the new Australian Strategy for International Education 2021-2030 that was released in late 2021, the University is well placed to capitalise on the Australian Government's increasing focus on diversification of source countries and product portfolios, including growth in transnational education and online study modes. The University welcomed changes to Australia's regional migration environment, which now recognises Springfield and Ipswich campuses as Category Two regional areas, increasing their attractiveness to international students, particularly from the key South Asia region.

International Performance

The performance of international student recruitment in 2022 exceeded broad industry expectations, and the University's own institutional recruitment targets. This has been a welcome positive trend following two years of constrained international enrolments due to COVID-19 disruptions. Enrolment targets were set modestly, recognising that Australia's borders would open to international students very late in the recruitment cycle for Semester 1 in 2022. Despite this truncated recruitment timeline, strong international student enrolments in Semester 1 marked an optimistic beginning of a return to pre-COVID-19 recruitment levels. Recruitment performance improved again in Semester 2, with the number of students approved to start studying, returning to a pre-COVID-19 level. However, post-COVID-19 recovery challenges greatly hampered student enrolments, with industry-wide slow visa processing by the Department of Home Affairs requiring the deferral of many Semesters 1 and Semester 2 students into future semesters. For this reason, international students are still permitted to start studying online while overseas, if they are still unable to enter the country due to slow visa processing. Historically, in Semester 3 the University has experienced low on campus international student enrolments relative to Semesters 1 and 2, due to the limited availability of programs in this semester. However, strong interest this year in a newly offered program in Semester 3 has demonstrated the potential value of the University's planned move to a trimester calendar in future years.

International Partnerships

Diversification continues to be a priority in the international partnership area in 2022, with new arrangements in place in Latin America, Thailand, Vietnam, Germany, and the United Kingdom, mainly through articulation agreements, Cotutelle PhD programs, and student mobility programs. Partnerships in Russia were put on hold due to the current geopolitical unrest, whilst new partnership exploration in Vietnam, Thailand and India were key focus areas, facilitated

by in-country engagement by University staff. The existing Third-Party Provider arrangement with Canterbury Institute of Technology operating as the University of Southern Queensland in Sydney will expire on 1 March 2023 and negotiations to extend the partnership for a further three years took place in 2022, with a view to the broadening of program offerings.

In 2022, the University continued to deliver virtual study tour programs. However, with the borders re-opening, on-campus study tours re-commenced with cohorts coming from China, Japan, and Korea. The University also recommenced outbound student mobility with the first faculty-led tour hosted by the School of Education involving placement opportunities in a rural community school in Cambodia. Other programs are currently being finalised to destinations including Fiji, Solomon Islands, Nepal, Japan, and Thailand for delivery in late 2022 and early 2023. There has been a stronger focus on establishing pathway program pipelines through closer recruitment and profiling initiatives with select pathway partners onshore, including English Language Intensive Courses for Overseas Students and Vocational Education and Training providers. In addition, the development of new programs, particularly by the School of Business, has led to a series of targeted promotional campaigns with agents for 2023 recruitment outcomes.

The New Colombo Plan (NCP) remains a key funding platform for outbound mobility. Seven applications were submitted for the 2023 NCP Mobility round from a range of disciplines and two students have been nominated to submit applications for the 2023 NCP Scholarship round. NCP scholars awarded scholarships for rounds impacted by border closures, have recommenced study/travel plans to Thailand, Indonesia, and Japan. Additionally, funding under the Destination Australia Cheung Kong Exchange Program scheme was awarded to support two-way mobility between selected Asia-Pacific countries and Australia.

International student course enrolments into Higher Degrees by Research (HDR) increased by 19% compared to 2021. The Cotutelle PhD program pipeline includes commencements in 2022, 2023 and 2024 from several highly ranked institutions in Latin America, Europe, Africa, Southeast Asia, the Pacific and South Asia.

With borders opening, University of Southern Queensland staff resumed international business travel to undertake in-country student recruitment campaigns and develop student pipelines with overseas education institutions in South Asia, Europe, and Southeast Asia. Likewise, the University will also receive an increase in international delegation visits by overseas universities and government agencies. The 2022 visits included a familiarisation tour by Trade and Investment Queensland, Consuls-General of Japan and China, and senior executives from Mahidol University, Thailand.

International Markets

The border closures due to the COVID-19 pandemic significantly impacted international student recruitment across all Australian universities. Although regional universities were particularly affected, the University of Southern Queensland was the best performing university within the Regional Universities Network group due to effective communication with international students on policy changes, a hardship allowance scheme, as well as the facilitation of interim study modes from on-campus to online for those students unable to return to campus to complete or commence their studies.

Diversification of source markets and programs, as well as establishing transnational education partnerships, continues to be a priority for the University. Although South Asia, and in particular India and Nepal continue to be the University's highest volume international student market, 2022 saw increased diversification in the student enrolment mix, with Southeast and North Asia, Africa and the Pacific showing a growth trajectory.

Markets such as Sri Lanka and Bangladesh have experienced notable growth in recruitment activity. Although the Greater China market will continue to be an important recruitment and partner region for the University, the market is facing a slower recovery post the COVID-19 pandemic, impacting in-person market engagement due to continued quarantine schemes and longer student flow timelines. This has called for an increased focus on local agent and partner engagement to rebuild direct recruitment channels. Latin America is an emerging market and expected to grow; however, it has also presented good opportunities for partnership, mobility and cotutelle PhD programs. The University has leveraged professional bodies such as the International Education Association of Australia, Asia-Pacific Association for International Education, European Association for International Education, and NAFSA: Association of International Educators, to increase our global engagement and expand our network of recruitment, research, and academic partners.

Responsible internationalisation

The University is committed to responsibly delivering international education programs and services, maintaining the quality of the learning experience offered to all students. In 2021 and throughout 2022, this has meant responsibly managing the constraints of the current environment to protect the interests of international students and minimise their exposure to disruptions in their study programs, including the students studying through third-party provider arrangements or through short-term semester programs. The University's strong online platform for the delivery of degree programs presents a stable foundation for students to study online while they are unable to enter Australia due to visa processing delays. The University continues to monitor and modify its processes to ensure that the University's international education operations for on-campus and offshore programs remain compliant with Australian regulations and able to deliver responsibly a high-quality learning experience. Commencing international student load target setting for 2022 and 2023 reflects the University's intent to regain its pre-COVID-19 market position by achieving moderate, sustainable growth during the recovery years.

GOAL: Delivering an outstanding student experience and outcomes

The University is committed to delivering an outstanding student experience throughout the three major phases of a student's relationship with the institution including: transition in, transition through and transition out. These phases, and the transition points between them, offer opportunities for the University to support student success through proactive data-driven student success advising activities. The University adopts a holistic view of its students, recognising they lead complex lives and bring with them a wealth of knowledge and experience. We acknowledge that each student will experience all transition stages and will do so in highly individualised ways.

As part of a series of initiatives designed to optimise the student experience which have been progressed since 2019, a review of student-facing services was undertaken to establish a revised staffing structure and leadership capability to provide the University with a student-centred approach that delivers students a coordinated experience within a quality and excellence framework, with attention paid to contemporary practices. The new structure that came into effect on 4 July 2022 provides the opportunity to:

- build on the 'one-stop-shop' for study support delivered through iconnect by fully implementing the integrated services model;
- actively monitor individual student progression through their program;
- establish a comprehensive proactive student success advising function; and
- establish a dedicated team within the Students Portfolio to respond to new and ongoing student regulatory and compliance reporting requirements.

The organisational change also involved the realignment of functions such as student recruitment, major events including graduations, and industry facing engagement to the Engagement Portfolio.

Student survey system

In addition to the implementation of a new Student Survey System in 2020, a revised set of sentinel indicators was used during 2022 to monitor student perceptions of courses. This resulted in courses being flagged earlier and course enhancements being more responsive to student feedback. Further, work is underway with ICT Services to adapt the system to work across the new Flexible Academic Calendar. The Student Feedback Advisory Committee continues to meet quarterly and has endorsed a student-facing survey results dashboard. The dashboard was endorsed in concept by Academic Board early in 2022, and will be available via the University's website in early 2023.

University of Southern Queensland Academic and Education Plans

The *Academic Plan 2019-2022* created a framework for investment in the University's education strategy. The Plan aimed to ensure the University not only maintained its competitive position but was able to adopt a coordinated approach to the transformation of its academic product and service offerings and enhance its reputation as an innovative

and leading University. Reflecting completion of various initiatives within the *Academic Plan 2019-2022* and emerging priorities aligned with the *University's Strategic Plan 2021-2025*, a refreshed version of the Academic Plan, known as the *Education Plan 2022-2025*, was released in the final quarter of 2022.

Building on the predecessor *Academic Plan*, the *Education Plan 2022-2025* supports the University's vision to be renowned for excellence in the student experience, an innovative program portfolio and creative approaches to learning and teaching by guiding investment and focusing resources in these areas. It is also designed to deliver against the *Strategic Plan 2021-2025* key performance areas of:

- growing our student population and broadening participation in higher education;
- being the university of choice across our regions;
- delivering an outstanding student experience;
- growing the quality and quantity of research outcomes;
- contributing to the sustainable development of our communities; and
- maintaining our capacity for investment into our future.

While the three core pillars of the *Education Plan 2022-2025*, in essence, remain unchanged from the predecessor document, they were refreshed with the focus of the core pillars comprising:

- Creating a sustainable and diverse program portfolio to provide relevant education for domestic and international students in our regions and beyond.
- Embracing innovative learning and teaching practices to maximise learning opportunities and support students to become global citizens in a challenging and rapidly changing world.
- Curating student experiences that are positive, productive, and rewarding and intentionally designed to provide all students with curricular and co-curricular opportunities to enhance and enrich their learning opportunities.

These strategies are underpinned by:

- A renewed emphasis on our virtual environments for education.
- A systematic approach to supporting, developing, nurturing, recognising, and rewarding quality and innovation in education.
- A comprehensive infrastructure (data, systems, technology, policies, and practices) that supports efficient and effective planning, decision making and operational processes.

The *Education Plan 2022-2025* incorporates the six major programs of work within the Academic Plan Technologies Portfolio which are designed to enhance key technologies, including:

ACADEMIC PRODUCT INFORMATION MANAGEMENT PROGRAM

This is a major initiative supporting curriculum design and review. A new Curriculum Management System to support and streamline curriculum design has been procured, and the implementation of the CourseLoop modular solution has begun in a four-stage release. CourseLoop will store the University's catalogue of program and course information including an integrated accreditation and curriculum governance module and display the consolidated data seamlessly to a new online Handbook, thereby replacing four current independent legacy systems. The new system including the University Handbook will go-live in January 2023 and all releases of additional modules (Curriculum Marketer, Mapper, and Review) will be implemented by the end of June 2023. In addition, the plans for a Student Enrolment Plan system have been accelerated with the purchase of CourseLoop's Study Planner module. While currently the module is only staff facing, the roadmap for this module will provide students with a clear enrolment pattern for easily developing and progressing their study plan.

ACADEMIC CALENDAR PROJECT

With the approval of a multi-layered, flexible, and innovative Academic Calendar in December 2021, a twelve-month implementation phase was initiated. The Academic Calendar Project has confirmed numerous programs transitioning into various calendar layers for 2023 and has commenced identification of those programs that will transition in 2024 and finally in 2025. The goal of the project remains to increase flexibility by way of expanded study options for University of Southern Queensland students to complete their program of study in the most efficient and affordable means possible, including the option to accelerate program completion via the facility to complete more courses in a shorter timeframe.

ASSESSMENT AND ACADEMIC INTEGRITY PROGRAM

This program involves the trial, evaluation, and implementation of online assessment tools to support flexible and contemporary approaches to assessment, ensuring ongoing academic integrity.

ADMISSIONS, ENROLMENTS, GRADUATIONS AND CREDIT PROGRAM

Academic Credit Management transformation will improve our student experience by simplifying the credit application process, reducing credit assessment timelines, and streamlining the credit management process.

The Credit Calculator project is progressing and will provide a new interface for potential and current students seeking to identify opportunities for formal, informal and non-formal credit. In 2022, the University initiated an external review of its admissions processes which provided recommendations for how best to move forward in the admissions space, and the impact that this will have on enrolments and graduations. The recommendations are in the process of being implemented.

STUDENT SUPPORT AND ADVISING PROGRAM

This program involves delivering contemporary, proactive, data-driven, timely outbound contact with students to offer information, advice, support, and mentoring to increase persistence with learning, assessment submission, course completion, grade achievement, and progression into subsequent courses.

LEARNING AND TEACHING PROGRAM

During 2022, this program focussed on implementing a range of system and technology enhancements, upgrades, and innovations to deliver online teaching and learning.

Student success advising

Student success advising has continued to develop through 2022 under the *Education Plan 2022-2025*, implementing an integrated program of support for students that brings together specialist academic, personal, and administrative dimensions. Focusing on the first-year experience, a purposeful sequence of outreach, and offers of support, is now embedded into the first semester of study for all commencing students. This ensures school leavers and mature-age students alike can establish an early connection to their peers and support staff and are supported to form appropriate expectations of study habits that promote success at the very beginning of their learning journey.

Student Success Advising initiatives in 2022 included:

- a coordinated effort between Course Examiners and Student Advisors within key discipline-specific pilot projects to embed Student Success Advising in first-year courses to influence increases in the rate of successful assessment submission;
- an integrated referral service to support examiners and other staff to connect students to academic skills and personal support services easily and efficiently; and
- integrating proactive end to end support for students identified as part of student administrative processes relating to Commonwealth Support eligibility or Academic Integrity to ensure students understand their options and have the confidence to persist with study.

In addition, this suite of initiatives has seen the development and implementation of a Student Advising Database, which has encompassed the consolidation of data from multiple data sources in to one core location. In completing this work, the University is now well placed to make data driven decisions around students requiring additional support and perform outreach advising activities as required. Further, these initiatives also resulted in the delivery of a student facing chatbot, increasing efficiency in student support data collection and enabling students to receive support from the required area in a timely manner.

Student academic progress

The new Student Academic Progress Procedure describes a supportive approach to student progression. It integrates early identification, intervention, and scaffolded support for all students to promote their program of study progression. The implementation of the procedure contributes to the

student experience pillar of the *Education Plan 2022-2025* by applying a systematic approach to proactive, data-driven, timely outbound contact with students. Interventions include offers of information, advice, mentoring, and goal setting to increase persistence, course completion, grade achievement, and progression. Enabled by a suite of student support and advising initiatives, the Student Centre has been configured to allow for quick and accurate identification of students who may benefit from an offer of assistance and automated triggers to prompt intervention at each stage of progression management.

This suite of initiatives has delivered automatic identification of students who meet the criteria of Stage 1, 2 or 3 students as set out by the Academic Progress Procedure. Based on this delivery, students who need support to progress through their studies have been identified five weeks earlier, resulting in an overall improvement of 197% in student contact. In addition, further work is underway to move the whole process online, for ease of access and support for students. This will enable more timely, targeted communications with students and build upon the early platform for success.

In conjunction with the aforementioned activities, the Academic Plan Technologies Portfolio has delivered a platform which enables proactive, data-driven outreach to students who are identified as needing additional support. This proactive, data-driven approach allows early interventions in various capacities, including offers of information, advice, mentoring and goal setting, with the overall results anticipated to achieve increased student persistence, course completion, higher grade achievement and improved student progression.

Students as partners

Work continued with the University's students and staff to implement the University's Students as Partners Strategy, with a Student Working Group delivering presentations on the framework and associated principles. The Strategy builds a philosophy and culture based on engaging students as partners, creating safer communities, enhancing the University's frontline services, and proactive, data-driven, personalised student advising. The Students as Partners Strategy applies the principles recommended by the National Framework for Student Partnership in University decision-making and governance. These principles articulate the pathway for the University to embrace the student voice in decision-making and develop a culture of student-staff partnership.

Strengthening the First Year Experience

During 2022, within each School and the University of Southern Queensland College, academic First Year Experience Leads continued to provide leadership for coordinating and operationalising strategies to strengthen the first-year experience through first year curricular and co-curricular reform. Initiatives designed to strengthen and improve the First Year Experience have included a general focus on creating 'communities'; improving the use and consistency of the University's learning management system StudyDesk; creation and use of induction packages; design and use of specific learning software or curriculum to support first year learning; progression management; mapping first year initiatives and content across courses and programs in the School/College using transition pedagogy; assessment design; upskilling educators to ensure first year focus; and sharing practice through communities of practice and learning and teaching scholarship.

Online examinations

Throughout 2020 and 2021, due to COVID-19, University of Southern Queensland students were provided with online examinations in degree programs instead of traditional paper-based examinations. In February 2022, the University rescinded the 'Administration of Formal Examinations' procedure and implemented a new Assessment Procedure along with associated schedules. Complementing this, the University's Assessment Support team continued to provide 24-hour service to students during all end of Semester and Deferred Supplementary Examination Periods. The ongoing aim is to provide students with flexibility and the best possible experience when completing their final assessment.

Further to this, in Semester 1 2022, the University piloted the ProctorU invigilation platform. There were 936 fulfilled exam sessions for students enrolled in 12 accredited courses. Overall, students adapted to the change well and could still commence their exam at their chosen time within a 48-hour window. This minimised the impact on student experience whilst meeting accreditation requirements.

University of Southern Queensland Leadership Excellence Academy

Following the successful pilot of the Leadership Excellence Academy for students, facilitated by external company Performance Potential between 9 August – 3 September 2021, the University of Southern Queensland Leadership Excellence Academy was launched in March 2022, with 14 students accepted into the program. The Academy enables students to engage in designed leadership experiences and tailored professional development, exploring self-awareness, and facilitating personal growth. Running from March through to October 2022, the Academy includes monthly seminars and workshops, mentoring, a service project, student presentations and an online portal for 24-hour guidance. Participants are matched with an Alumnus as a mentor.

The 2022 Student Leadership Conference - Learn to Lead - Pave your Road to Success - was held on-campus in Toowoomba and online from 14-18 March 2022, with approximately 200 students attending. The conference was a partner initiative with the University of Southern Queensland Leadership Excellence Academy and is included in the Academy program.

University of Southern Queensland Phoenix Award

The University of Southern Queensland Phoenix Award, which recognises extra and co-curricular activities and the development of graduate skills, continued to advance throughout 2022, with more than 420 students enrolled in the program and 13 students graduating with the award for the year.

Reconciliation Week

In 2022, the University marked Reconciliation Week 2022 through the release on 26 May 2022 of a recorded video by the Vice Chancellor and Professor Tony Dreise on the topic of Sorry Day and the release of recorded interviews of five Aboriginal women (student, professional, academic) on the Reconciliation Week theme *Be Brave. Make Change*. These videos add to the pool of First Nations education and communication resources for the University.

An article featuring Caitlin Robinson-Cleary was also created as part of the University's Reconciliation Week initiatives. Caitlin is a proud Wakka woman from Cherbourg, studying a Bachelor of Nursing at the University after completing the Indigenous Higher Education Pathways Program. Caitlin also presented as a guest speaker at the Qld Reds Indigenous Leadership Program on the Gold Coast, addressing First Nations young people about her education and career pathway.

Health and wellbeing

The University's Health Service provided free Influenza vaccinations for staff and students across all three campuses during 2022, with a total of 700 staff and 748 students being vaccinated through this service. The Health and Wellness team provided online student wellness webinars, workshops, and events to support students' mental health and Wellbeing as the challenges with online studies continued during the year. In addition, Mental Health First Aid programs were offered throughout the year to ensure ongoing training of students in recognising, responding to, and supporting peers who are experiencing mental illness. A total of 150 students completed Mental Health First Aid training in 2022.

Health services

Following a review of the University's Health Service model, a decision was taken to cease operations of the service, inclusive of the general practice services, effective 30 April 2022. With a high proportion of students studying online, the closure of the service creates a more equitable approach for the student cohort across all modes of study and campuses. Alternative arrangements are now in place with several local off-campus health care providers to ensure students, employees, and community patients are provided with support in accessing a full range of off-campus medical services. The closure of the University's Health Service also enabled the University to broaden mental health and wellbeing supports to students beyond a medical model with an emphasis on wellness and counselling services.

Graduation in a COVID-safe environment

In 2022, the University delivered 20 COVID-safe graduation ceremonies at the Ipswich Civic Centre, Toowoomba Empire Theatre and Doltone House in Sydney for 1845 graduates. COVID-safe ceremonies continued to require a shorter, more concentrated graduation experience. Ongoing requirements included QR-coded ticketing, allocated seating, and intensive cleaning between ceremonies. The University delivered a special and unique graduation to each of its graduates, including highly valued features such as presentation to the Chancellor, stage and studio photography in academic dress, and an opportunity to share their success with family, friends, and University staff.

Residential Colleges' services during COVID-19

The University's Residential Colleges continued to support students on campus throughout 2022, with all services and activities operating under COVID-safe plans. The Residential Colleges Student Support Scholarship, valued at \$2,000, was also available to residents to provide additional support with the COVID-19 pandemic. Major capital works were undertaken in 2022, including the expansion of self-catered facilities by converting two dining halls into "master-chef" styled communal kitchens for student use. Significant upgrade refurbishment projects were also undertaken across two colleges to improve student amenities.

Safer Communities at the University of Southern Queensland

In 2022, the University matured its Safer Communities work to support the prevention of threats and risks associated with student behaviour and to improve support for vulnerable students. Significantly, the Safer Communities Reference Committee approved the *Safer Communities Action Plan 2022 – 2024*, guiding the development of the Safer Communities approach at the University. This includes quarterly reporting to the University Safety Committee on shared concerns of unwanted or concerning behaviours. Further initiatives this year have included:

- Sexual Assault training for Student Wellbeing Staff and Residential Colleges Staff.
- Development of guidelines for responding to disclosures of:
 - sexual assault;
 - domestic and family violence; and
 - bullying, discrimination, and harassment.
- Development of Consent and Sex education campaign materials, in addition to continuation of "If it matters to you, it matters to UniSQ" campaign to increase reporting of student behavioural threats and risks.

- Development of the *Safer Communities Action Plan 2022 – 2024*.
- Trial of bystander training within first year Nursing curriculum.
- Offering Mate Bystander Training self-paced e-module to all University staff and students.
- Mandatory Mate Bystander Training self-paced e-module for all Residential Colleges students.

During 2022, the University developed and implemented the Prevention of Discrimination, Bullying, Harassment and Sexual Misconduct Policy which sets out the key principles governing the University's approach to preventing and responding to these behaviours.

Student safety

In 2022, results from the 2021 National Student Safety Survey encouraged a sector-wide approach which was endorsed by the University. The University understands that changing unacceptable attitudes and addressing the drivers of sexual assault and/or sexual harassment across society is complex and requires sustained effort. As a result, the University has implemented a range of actions and will continue to support students and survivors.

Multi-faith services

In 2022, University's Multi-Faith Services provided targeted spiritual service to students and staff through one-on-one support, regular worship services, faith-specific events, chaplain outreach to the Residential Colleges and community engagement. During the month of Ramadhan, the University's Multi-Faith Services partnered with the Islamic Interfaith Association of Toowoomba to host Iftar, an event that attracted approximately 150 participants. The chaplaincy also collaborated with Tent of Promise Inc. to host a two-day Easter celebration event attracting approximately 200 participants. The Chaplaincy continued to expand spiritual support networks for its clients through increased involvement in community initiatives. The Chaplain Coordinator was invited as a speaker or co-convenor to multiple community events, including the Drayton ANZAC Day commemorations, the National Peace Conference and Toowoomba Interfaith Working Group ecumenical forums.

Engagement with potential and current student communities

Open Day

As the University's largest recruitment event, Open Day aims to showcase all that the University of Southern Queensland offers and demonstrate to prospective students and their

influencers that the University of Southern Queensland is the number-one choice in the region. The 2022 Open Day events were held in August across all three of the University's campuses to welcome prospective students, their families, and our local communities. Strong increases on pre-COVID on-campus Open Days were achieved, with over 1,000 registrations and close to 1,000 attendees at Ipswich and Springfield campuses, and over 1,000 registrations and over 1,500 attendees at the Toowoomba campus.

Orientation

The 2022 Orientation program was developed in consultation with all of the University's academic schools, student support departments and current students. In addition to Orientation Week activities, orientation resources, workshops and events continued throughout each semester as part of an ongoing transition support process. All orientation sessions took place both on campus and online to provide students with the maximum attendance flexibility, however, the trend of student preference for online attendance continued from 2021. The program included a University Welcome, School or discipline-based information sessions, study skill workshops, student support information sessions, designated cohort information sessions, campus and facility tours and social and sporting events. An integral element of the program was the involvement of current students in its development and delivery. Student feedback each semester was positive and demonstrated that the orientation program achieves the objectives identified in the University's Orientation Strategy.

Ensuring high-quality academic programs

Program revitalisation

Program revitalisation activities focussed on developing new options for programs offered by the University, revising current program content, and developing new programs in response to industry and community feedback.

NEW PROGRAM ENROLMENT OPTIONS FROM 2023

In recognising the changing needs of its students, the University has implemented several flexible program enrolment options from 2023 onwards, including

- Accelerated pathways to enable full-time students an option to complete eligible degrees in two years through a new Trimester calendar option.
- Increased cross-disciplinary study options provide students with more flexibility to study other disciplines that will complement their undergraduate degree.

REVISION OF PROGRAMS AND DEVELOPMENT OF NEW PROGRAMS

The University continues to adapt its program offerings in response to changing education and skills needs.

Through the many industry and community partnerships, the University can take a well-informed approach to its program development and provide high-quality program enhancements that are industry relevant. During 2022, revitalisation occurred in the following areas.

HEALTH AND MEDICAL SCIENCE

The University is supporting the growing demands on the health sector through focussed work with its partners in South Queensland Rural Health. The outcomes from this partnership will address the need for workers in rural and regional areas.

New programs to be offered in 2023 include:

- Associate Degree in Allied Health
- Bachelor of Occupational Therapy (Honour)
- Bachelor of Speech Pathology (Honours)
- Bachelor of Social Work (Undergraduate and Honours)

In addition, the Bachelor of Physiotherapy (Honours) program will be offered 2024. The University has also developed a Bachelor of Biomedical Sciences (Medical Pathway) program to start in 2023 which will provide a direct entry pathway for up to 22 selected graduates into the University of Queensland Rural Medical Program. Student selection for this Program focuses on First Nations students and/or those from Darling Downs and South-West Qld regions.

BUSINESS

New and revised program offerings include:

- Revised majors for the Bachelor of Business in Emergent Leadership, Human Resource Management, Marketing, Information Systems Management, and Finance.
- New Bachelor of Accounting program.
- New two-year Master of Business with a range of contemporary specialisations including Digital Marketing, Managing Cyber Risk, Finance Futures, Future Leaders, Information Systems Management, Human Resource Leadership, and Organisational Project Management.

AVIATION

New and revised program offerings include:

- Revised Bachelor of Aviation program in the context of the impacts of COVID-19 and significant workforce changes in the global airline industry.

EDUCATION

- Commencement of new Graduate Diploma of Early Childhood Education and Care and the nested Graduate Certificate of Early Childhood Education and Care.

ARTS, COMMUNICATION AND MEDIA

- Bachelor of Arts and Bachelor of Communications and Media offering more choice through diverse new majors from across the University.
- New majors in the Bachelor of Arts including Psychology, Environment and Sustainability, Drama, and Music.
- New majors in the Bachelor of Communication and Media including Digital Media, Documentary Production, and Software Application Development.

INFORMATION TECHNOLOGY AND DATA SCIENCE

- New offerings in the Bachelor of Information Technology with majors in Software Application Development, Artificial Intelligence and Data Science, and Networking and Cyber Security.
- New offerings in the Master of Data Science with specialisations in Artificial Intelligence and Machine Learning, and Data Analytics.

PSYCHOLOGY AND WELLBEING:

- The postgraduate suite of Psychology programs will transition to the new Academic Calendar in 2023, allowing existing students the opportunity to undertake their studies in a block calendar, with extended practicum placements.
- Curriculum renewal in the Bachelor of Human Services to better align with Social Work and enhance the synergy between the two programs.

Microcredential Strategy

With the establishment of the Microcredential Unit, the implementation of the University's Microcredential Strategy accelerated in 2022. Diversification of course types and alignment with core activities have been achieved through collaboration within the Academic Division. The delivery of microcredentials within organisational capabilities has been expanded through the movement of microcredential courses into the internal Learning Management System (LMS) and development of an interim enrolment solution (external provided marketplace to internal LMS). Internal course offerings have resulted in the development and implementation of Study Desk course templates and refinement of learning design. In collaboration with the School of Business, the first professional development only (not for credit) microcredential was designed, developed and is available for enrolment. The course, Accelerated Problem Solving, is being piloted by the School.

In collaboration with the University's International Office, under an AusTrade agreement, a suite of eight short courses on FutureLearn were piloted in 2022. These courses have performed well, with over 6,700 enrolments by participants from 20 countries. Several industry partnerships were

negotiated in 2022 and include projects with regionally based organisations and companies. Microcredentials were part of the successful iLAUNCH Trailblazer bid, with funds allocated for the University's microcredential development in partnership with industry. In addition, the Microcredential Unit is working with the Toowoomba and Surat Basin Enterprise to scope a project to provide training for volunteers for the 2032 Olympic Games via University of Southern Queensland microcredentials.

Under the Microcredential Strategy, the University has designed with and for industry, a bespoke Bachelor of Cyber Security Program. This program is designed specifically to support veterans and spouses to transition from the Australian Defence Force to the cyber security industry with each veteran and spouse awarded a Bachelor of Cyber Security at the end of their one-year industry Internship. The essential elements of this innovative curriculum design are the strong linkages between the three partner organisations - Soldier On, DXC Technology and the University of Southern Queensland.

Academic Quality Framework

As part of the implementation of the Academic Quality Framework, the Academic Quality Unit has provided several additional reports during 2022 to further assist improved performance against internal and external benchmarks. These include a variety of reports including environmental analytics reports, curriculum and structures reports, growth-share matrices, and other bespoke evaluations. The program review process is also being assisted through the provision of program data packs, which provide a broad overview of key data points for internal and external reviewers.

The Academic Quality Unit has continued to support Course Enhancement Conversations with the Associate Heads (Learning, Teaching and Student Support). Course issues are thematically coded and reported as consolidated reports through to the Student Feedback Advisory Committee, Education Committee, and Academic Board. Disaggregated school-level reports are also provided.

Graduate Employment Program

In 2022, the Graduate Employment Program has employed eight of the University's graduates, from a wide range of disciplinary backgrounds, to assist with their transition from education to employment. In addition to the first intake of three Evaluation Research Officers (designed for a short duration for project-specific employment) the program has involved five Associate and First Nations Evaluation Officers working on

various projects. These graduate staff have not only developed their skills and knowledge of higher education, research, data analytics and evaluation to support the core business of the portfolio, but also participated in various on-campus experiences and tailored professional development training. As the first year of the pilot program ended in October 2022, three additional positions within the program were advertised.

Academic policies and procedures

Academic Board continued to maintain a strong focus throughout the year on monitoring the effectiveness of academic quality policy instruments and associated academic delegations and overseeing development of new policy instruments to strengthen compliance with the TEQSA regulatory framework. Reporting to the Education Committee which is a standing committee of Academic Board, the new Academic Quality Policy Review and Implementation Sub-Committee was established to oversee development and review of the University's suite of academic quality policies and subordinate procedures and provide advice and guidance regarding policy implementation and evaluation.

The Academic Programs and Courses Quality Policy suite was refreshed to reflect an enhanced course and program review process, underpinned by academic quality assurance indicators and contextualised program performance data. As part of this suite, Academic Board approved the publication of a new Program Accreditation Procedure and Program Change, Suspension and Discontinuation Procedure to ensure programs of study demonstrate consistency with the level of qualification awarded and address accreditation of the program by a professional body where this is required for registration to practice. To support a robust framework of regular and comprehensive program monitoring, review, and improvement, with oversight by Academic Board and informed by cohort performance tracking, external referencing and feedback from students, the Program Quality Assurance and Re-accreditation Procedure and the Coursework Quality Assurance – Evaluation Procedure were developed and implemented in April 2022.

The University values and respects the rich knowledge and life experiences that its students bring to their formal education pathway and, under the Education Plan 2022-2025, established a Recognition of Prior Learning (RPL) Centre for an initial 12 months to develop a framework for assessing and awarding credit for prior informal and non-formal learning, including the pilot of a Professional Practice major/minor. Following a major revision of the Credit and Exemption Procedure in early 2021, during 2022 further revisions

were made to ensure alignment with the AQF Qualifications Pathways Policy in relation to recognition of prior formal, informal, and non-formal learning, with implementation occurring after the Semester 1 Census Date to facilitate processing of Semester 2 credit applications under the revised procedure.

Academic Integrity Framework

The Academic Integrity Framework emphasises an educative focus on the creation and maintenance of a culture of academic integrity and considers respect for, and commitment to, academic integrity and honesty to be the responsibility of all staff and students of the University of Southern Queensland. Implementation of the Framework contributed to a 45% reduction in academic misconduct cases in 2021 and was recognised as a top three finalist in the Studiosity Tracey Bretag Prize for Academic Integrity. During 2022, continuous improvement principles were applied to strengthen internally developed systems for reporting and detecting academic misconduct. Academic Integrity Leads within each school refined their roles and actively participated in a monthly community of practice to build capacity. Academic Integrity Month was celebrated in October, with the International Day of Action against contract cheating occurring on 19 October 2022. Professional development activities and competitions for students occurred during this time. The University co-hosted the annual Australian Academic Integrity Network Forum on 21 October 2022 with Deakin University, with more than 800 attendees participating worldwide.

Optimising academic staff performance

Scholarly supports for good practice in online teaching and learning

In 2022, a total of 185 educators attended the Back to Teaching series of professional development workshops that addressed areas of educator demand and institutional priority in a 'bite-sized', just-in-time manner. The series included 24, one-hour sessions addressing six themed areas including the basics of Zoom and the University's StudyDesk, strategic use of active learning, learning module design, Turnitin and chunking, and capacity-building opportunities focussed on reflection, the scholarship of learning and teaching, and providing feedback. Several short videos were disseminated via Twitter to spark collegial conversations in the build-up to the workshop series. As part of mandatory training, 520 staff (251 academics; 269 professionals) have completed the Learning and Teaching Induction module. In the last 12

months, 61 casual and eight continuing staff have completed the University's Foundations of Learning and Teaching for Casual Educators program. This program comprises nine hours of paid professional development focussed on good practice in online learning and teaching, and an ongoing community of practice. Eight academic staff have completed the Collegial Observation of Learning and Teaching in which educators work in cross-disciplinary pairs to provide scholarly insights into each other's teaching practice.

Higher Education Academy Fellowship Scheme

The University of Southern Queensland Higher Education Academy (HEA) Fellowship Scheme operates as an inclusive program that recognises and rewards teaching and learning experience as part of a global community of practice operating within the AdvanceHE umbrella. HEA Fellowship recognition enables anyone who delivers or supports learning to receive recognition across a variety of categories or descriptors. In 2021/22, the University achieved 10 Senior Fellows, 27 Fellows and one Associate Fellow. All applications were accepted without revision, validating the structures in place to support applicants. During 2022, the University has delivered: 23 HEA Related Workshops; nine day-long online writing retreats and has trained 15 internal mentors. In 2022/23, the University is supporting 33 staff working towards Senior Fellowships, and 41 working towards Fellowships, with several places to support the University's Women in Science, Engineering, Mathematics and Medicine (STEMM) program. In addition, 30 casual staff who have completed the Foundations of Learning Program have been given the opportunity to apply for Associate Fellowship.

Academic Employee Expectations Framework

To ensure ongoing alignment of the Academic Employee Expectations Framework with the University's *Strategic Plan 2021-2025*, *Education Plan 2022-2025*, *Research Plan 2021-2025* and other relevant strategic-level guiding documents, a review of the framework was undertaken via a survey which was open for a two-week period in August/September 2022.

Australian Awards for University Teaching

The outstanding work of four of the University's educators in improving the student experience and enhancing learning outcomes in higher education was recognised nationally via the awarding of Citations for Outstanding Contributions to Student Learning as part of the 2021 Australian Awards for University Teaching outcomes announced in February 2022. Recipients of the Citations were:

- **Professor Odette Best (School of Nursing and Midwifery)** - For leadership of Australian Nursing education in the pioneering development of Indigenous curricula and learning resources that support Yatdjuligin - learning in a good way.
- **Dr Katie Burke (School of Education)** - For designing, enacting, evaluating, and disseminating a pedagogy of care in a fully online creative arts classroom, bringing the studio learning experience to online students.
- **Associate Professor Andrew Hemming (School of Law and Justice)** – For the development of innovative, integrated legal education resources that prepare students for a career in Law using contemporary materials relevant to students and the legal profession.
- **Ms Yvonne O'Neill (First Nations Student Engagement Indigenous Outreach Coordinator)** - For creating a transformative program that inspires and empowers Aboriginal and Torres Strait Islander school students to embrace their culture and pursue Higher Education.

University of Southern Queensland Excellence Awards for Teaching

The University's Excellence Awards for Teaching recognise and reward employees who have created exceptional learning opportunities for students and provided learning and teaching leadership for University colleagues. Recipients of the 2022 Excellence Awards were:

- **Excellence Award for University Teaching** - the Introductory Statistic Education Team: Associate Professor Rachel King and Taryn Axelsen, School of Mathematics, Physics and Computing
- **Excellence Award for STEMM Disciplines Teaching** – Dr Bryenn Birch, School of Engineering

- **Excellence Award for HASS Disciplines Teaching** – Dr Lauren Humby, School of Law and Justice
- **Excellence Award for University Educational Leadership** – Dr Katie Burke and Dr Melissa Fanshawe, School of Education
- **Excellence Award for Community Engagement and Service** – Dr Melissa Forbes, School of Creative Arts

Pathways to innovative use of educational technologies for learning and teaching

The Technology Demonstrators Community of Practice (TDCoP) has continued during 2022 to support innovation and best practice with a focus on tools, pedagogy, evaluation, and research with regards to applications of educational technologies for learning and teaching. Outreach and collaboration with schools and colleges included monthly TDCoP sessions where practice was shared and new ideas explored; regular Special Interest Group (SIG) meetings of the Student Portfolio SIG, Online Collaborative Learning SIG, Student Engagement SIG, and Microsoft for Learning SIG; monthly online newsletters; the ThinkPiece Conversations initiative where participants create a short video sharing their innovation/practice/initiative; and development of Technology Demonstrator Champions - participants who willingly share their understandings, experience and practice with others.

A process for innovation when using educational technologies is being developed that provides a pathway for exploration and experimentation as well as opportunity for bespoke application of new and existing tools. The WordPress Student Portfolio Pilot undertaken 2021 is now embedded into courses and programs from Nursing, Education, Humanities, Creative Arts, Psychology, Business, and Sciences as well as University of Southern Queensland College courses. Pilot initiatives in 2022 included Engageli (a collaborative learning environment for synchronous and asynchronous learning) with participants predominantly from Nursing, Education and Humanities and iSee Early Adopter Project utilising a virtual learning environment that can be leveraged for different purposes.

GOAL: Being the University of choice across our regions for students

The University of Southern Queensland aspires to be the University of choice across our regions for students, offering innovative educational offerings that are a catalyst for transforming the lives of students, their families, and communities. Our aspirations will be achieved by engaging locally and globally to translate ideas and knowledge for the benefit of our communities, and by adopting a comprehensive approach that links students to the labour market. By consistently making explicit the connections between course and program content, assessment and career outcomes, the University will develop employable and employed graduates and will seek to engender in our students a life-long love of learning.

Survey outcomes and rankings

The University continues to monitor outcomes from national, international, and institutional survey instruments and rankings.

Times Higher Education World University Rankings

The University ranked in the Top 350 (301-350 band) of the Times Higher Education World University Rankings 2023 (released in October 2022), improving its ranking position for the third year in a row. The University also improved its place in the Times Higher Education Young University Rankings, which focuses on the world's universities aged 50 years or younger, ranking 86.

Leiden Rankings

In June, the University was ranked 8th in the world for proportion of publications in the top one per cent in the Centre for Science and Technology Studies Leiden Rankings. 2022 is the first year that the University has appeared on the list.

Quacquarelli Symonds Stars University Ratings

In 2022, the University achieved an overall 5-Star rating in the Quacquarelli Symonds (QS) Stars University Ratings. QS Stars is a rating system that provides a detailed review of the higher education institutions worldwide. The star results range from 0 to 5+ stars depending on the number of points achieved. The University's ratings in each category of assessment are as follows:

- Overall – 5 Stars
- Teaching – 5 Stars
- Employability – 5 Stars
- Research – 5 Stars
- Internationalisation – 5 Stars
- Online – 5 Stars
- Inclusiveness – 4 Stars
- Social Responsibility – 3 Stars

Student Experience Survey

The Student Experience Survey is completed by currently enrolled commencing and later-year students, measuring teaching and learning outcomes. In 2021, the satisfaction of undergraduate students for the Quality of Entire Educational experience increased compared to the 2020 results. Two major indicators – Skills Development and Learner Resources - remained stable with minimal change compared to 2020 results. Several areas, including Teaching Quality, Student Support, and Learner Engagement, showed decline compared to 2020, reflecting the impact of the COVID-19 pandemic on the sector.

The satisfaction of postgraduate students for the Quality of Teaching increased in 2021, as did the major indicator of Learner Engagement. The satisfaction of postgraduate students for the Quality of Entire Educational Experience remained stable compared to 2020. The University's comparative ranking in 2021 also maintained a strong position of seventh of all Universities Australia member universities. The postgraduate coursework student rating for two indicators – Student Support, and Skills Development declined in 2021, with the former experienced across the sector, again due to the impacts of the pandemic.

Good Universities Guide

The Good Universities Guide 2023 rankings were delayed in 2022 due to the delay in the release of the Student Experience Survey results. Further, the methodology for deriving and reporting the Graduate Starting Salary changed from being sourced through the Graduate Outcomes Survey to Australian Tax Office. Consequently, the 2023 Graduate Starting Salaries (Undergraduate and Postgraduate) listed refer to ATO data from 2017-2018 financial year. This methodology change impacted The University's ranking from first to fourth. However, the University retained the five stars rating for both undergraduate and postgraduate levels.

Employer Satisfaction Survey

The Employer Satisfaction Survey asks supervisors of graduates who participated in the Graduate Outcomes Survey to provide feedback about the generic skills, technical skills and work readiness of the graduate employed in their workplace. The Employer Satisfaction Survey (ESS) National Report released in February 2022 relates to students who completed their studies in 2021. The results, which link the experiences of graduates to the views of their workplace supervisors, were very positive, reflecting the University's commitment to educating job-ready graduates. As per previous years, industry engagement with the Employer Satisfaction Survey was low. However, the survey received 3,450 responses nationally, inclusive of 58 responses from employers of the University's graduates. The highest number of responses was received for the 'Technical Scale Score' question which had an increase in satisfaction from 91.2% in 2020 to 94.5% in 2021.

Careers and employability

Employability and work-integrated learning

The University's Academic Employability Leads have continued to provide leadership for coordinating and operationalising strategies to enhance graduate employability through later year curricular and co-curricular reform. Initiatives have had a general focus on mapping employability content across courses and programs in the school/college to identify gaps and opportunities to embed employability across program curriculum in a scaffolded manner; development of employability-focused teaching and learning aids/resources, such as videos, podcasts and vodcasts; development of industry partnerships to offer students 'real-life' problems and projects to work on as course assessment; redesign of core courses to target and include employability skills and industry-relevant content; development and use of ePortfolios; upskilling educators to ensure employability focus; and development and use of industry relevant, real-life situational learning opportunities.

The University's innovative work-integrated learning (WIL) practices were showcased in a case study on The Digital WIL – Live Industry Project initiative on The Australian Collaborative Education Network (ACEN) website. ACEN is the national professional association for work-integrated learning (WIL) and collaborative education. Publication on the ACEN website is also a nomination for the 2022 ACEN Innovation and Excellence award.

Career Development

In 2022, the Career Development Practitioners conducted appointments with 657 current students and University of Southern Queensland graduates from a wide range of disciplines. Common themes included understanding self, understanding the world of work, understanding education and training options, occupational decision making and program selection. During the same period, appointments were conducted with 169 prospective students to discuss career aspirations, navigate the higher education application process, and understand post-study options. Students are provided the opportunity to meet with the Career Development Practitioner in person, online, via phone or email. During the year 14 students accessed career counselling via email, this included 10 incarcerated students.

In 2022, the Careers and Employability team were successful in a National Career Institute Grant with a focus on developing career counselling resource to support the provision of career counselling to incarcerated women. The You've Got Mail project includes the development of the draft resource and the trial of this resource with women who are incarcerated in one of four Queensland Women's Correctional Centres. To date 26 women are currently participating in the project.

Careers in Curriculum

As articulated in the *Education Plan 2022-2025*, the University is committed to maximising employability outcomes for all students of the University. In 2022, the Careers and Employability team facilitated the University's Employability Community of Practice and supported academic staff to map current career and employability education in the curriculum and support the development of careers and employability learning and resources within the curriculum. This work was recognised by the National Association of Graduate Careers Advisory Services who presented the 2021 Award for Excellence in Collaboration to this team. This recognised their work in implementing the University's Employability Strategy in the School of Mathematics, Physics and Computing, a collaboration that continued throughout 2022.

Employer Engagement

In 2022, the Careers and Employability team proactively responded to the employability and industry needs of the University's students as part of the *Education Plan 2022-2025*. The Employer Engagement team worked to establish and enhance industry and employer relationships to provide holistic employability support to students and Faculties. This was achieved by delivering employability programs, support

for implementing work-integrated learning opportunities, delivery of Digital Work-Integrated Learning, internships and industry projects. The Employer Engagement team continued to connect the University's students with employment opportunities throughout the year, facilitating the connection between employers and the University's students on available graduate employment, work experience or employability enhancement.

To better support employers to connect with students, the Employer Engagement team proactively promoted the University's candidate pool throughout 2022. Students are invited to submit their application to register for the candidate pool, which acts as the first step in engagement with an employer.

National Priorities and Industry Linkage Fund Pilot Plan

As part of the Federal Government's National Priorities and Industry Linkage Fund Pilot Plan 2022-2024, the University was awarded a block grant to support enhanced engagement with the University and industry to produce job-ready graduates. The pilot comprises three projects including:

- Applied Sciences Work Integrated Learning (WIL) Clinic.
- Collaborative Enterprise Project.
- Enhanced STEM skilled employability and future workforce in Rural and Regional Industries Project.

Virtual Industry

The University's Industry Mentoring Program continues to facilitate student connection with industry professionals, which helps prepare them for the transition from university to employment. The program aims to enhance the students' knowledge and understanding of specific industries and the world of work and to extend their professional networks. In 2022, the program was offered in three rounds. A total of 46 connections were established across the year, with 46 students being connected with a database of 49 mentors.

Turn to Teaching Initiative

In 2022, the School of Education was successful for the second year in a bid to deliver the Queensland Department of Education's 'Turn to Teaching' initiative for the 2023 program. Through the program, students apply for a scholarship from the Department which can only be used one of the selected universities, which includes the University of Southern Queensland. The scholarship provides financial support to students while studying (\$20,000 in their first year for full-time study only); a paid internship teaching position in their second

year (6 months with 50% teaching load to allow students to complete their program); and a permanent teaching position (in an area of teacher shortages – subject and region) on completion of their studies. For the 2022 program, for which the University was one of only two universities chosen to partner with the State Government, the University accepted 25 students into the Master of Learning and Teaching (Secondary) program.

Trade to Teach Internship

Following the University of Southern Queensland's successful participation in the Turn to Teaching Initiative, the University has been chosen to deliver the Queensland Department of Education's Trade to Teach Internship. From 2023, University of Southern Queensland Bachelor of Education (Secondary) students with a major in Industrial Technology and Design will have the opportunity to apply for a scholarship that will provide financial support in their first year, and employment as an intern in a school for their second, third and fourth year of study, with a 50% teaching load. On successful completion of their program, participants will be offered a permanent position in a school. The University is one of only two universities chosen to partner with the State Government in this scheme, which will see up to 30 scholarships available.

Murri Engagement Team

The Murri Engagement Team was established in 2022, and is responsible for collaboratively designing, coordinating, and drive community engagement and marketing measures across the south-west, Darling Downs, and West Moreton regions, as well as online to national markets. During 2022, the team:

- facilitated relationships of trust between the University and First Nations communities, promoting the University as a provider of first choice in higher education pathways for First Nations peoples;
- engaged with schools, TAFEs, industry, and community organisations with a view to providing pathways for Indigenous people and enterprise in higher education;
- actively and positively contributed to the University's broader agenda of stronger outcomes and relationships for and with First Nations peoples and communities; and
- created engaging, safe and effective online spaces for First Nations peoples and communities through online events and content.

Regional University Centres

The University continues to work closely with the communities that have established regional university centres at Geraldton, Goondiwindi, Roma, St George and Dirranbandi to ensure students in these locations are supported to study while remaining in their local areas. The East Coast Regional University Centres have collaborated on the Regional Partnerships Project Pool Program as part of the Federal Government's Job-Ready Graduates package. This Program will support multi-year collaborative outreach projects that enable the higher education aspirations of students in regional and remote Australia. The University is engaged in these programs at local centres. The University of Southern Queensland College is partnering with country regional university centres, rural and remote schools and community groups based in south-western Queensland for the delivery of its UniPrep program. Through these partnerships we aim to strengthen our relationship as a partner of choice and ensure a seamless pathway to the University's undergraduate programs.

Alumni community

During 2022, a range of significant achievements were made against the *2021 – 2023 Alumni Strategic Plan*. The online University of Southern Queensland Alumni Community operated for the second year, seeing an increase in the number of active alumni using this platform from 1,300 in 2021 to 1,550 in 2022. A new Alumni Engagement Metrics system was also successfully launched, designed to provide a clear picture of engagement with alumni.

One of the annual highlights for University is the Alumnus of the Year Awards. In 2022, 10 ten of the University's 14 academic schools submitted nominations. This key celebration was held in October and honoured the following twelve outstanding alumni:

- 2022 Alumnus of the Year and Outstanding Alumnus in Health & Wellbeing - Jennie Waters
- Young Alumnus of the Year – Simon Playford
- Outstanding Alumnus in Business & Enterprise – Stephen O'Brien
- Highly Commended Alumnus in Business & Enterprise – Niranjalli Wickramasinghe
- Outstanding Alumnus in Creative Industries & Humanities – Jessica Van Vonderen
- Highly Commended Alumnus in Creative Industries & Humanities – Rebecca Evanko
- Outstanding Alumnus in Education – Pamela Farrell
- Highly Commended Alumnus in Health & Wellbeing – Alanna Geary
- Outstanding Alumnus in Law & Justice – Jenna Hutchinson
- Outstanding Alumnus in Science & Engineering – Rod McDonald
- Highly Commended Alumnus in Science & Engineering – Paul Morris
- Highly Commended Young Alumnus of the Year – Jake Stormoen

The Alumni team increased alumni engagement across the University through the creation or support of a number of initiatives in 2022, including e-newsletters, the launch of the Alumni Book Club, a reunion for the 7 Stores Depot program (which existed from 1971 to 1987), and supporting the School of Creative Arts Alumni Fellowship.

Contributing to the sustainable development of our communities

Strategic partnerships with industry and community

Building on our strengths as Australia's leading regional University and guided by our core values of respect, integrity and excellence, a critical focus for the University is to further strengthen and develop our strategic partnerships with industry and community. In 2022, the Industry and Community Partnerships team was created within the Engagement Portfolio, facilitating the implementation of the *Strategic Plan 2021–2025*. The new team is working collaboratively across the University coordinate key partnerships and sponsorships for 2022, including:

- Australian American Educational Foundation;
- Greater Springfield Chamber of Commerce;
- Ipswich Chamber of Commerce;
- Ipswich Hospital Foundation;
- Ipswich Jets Rugby League Football and Sapphires Netball Clubs;
- Qld Curriculum & Assessment Authority;
- Toowoomba Carnival of Flowers;
- Toowoomba Chamber of Commerce;
- Toowoomba International Multicultural Society; and
- Toowoomba Mountaineers Limited.

Maintaining our capacity for investment into our future

Advancement, Art Collection and Gallery

The Advancement team delivered a number of donor recognition events through the year, including the very successful Nursing and Midwifery Donor Appreciation event. These events demonstrate the impact of philanthropy to our donors. The University also significantly boosted its donor communications during 2022, including the Donor Impact Report, as well as large numbers of fund-specific emails to keep donors informed of their impact.

The focus on philanthropy has been supported by a strong response to the opening of our new Art Gallery at the Toowoomba campus. In its first year of operations, it has seen a significant foot traffic for exhibitions. This new campus asset is a significant addition to our list of high-quality venues for engagement events. This year alone the Gallery and attached event space has hosted several eminent artists and the Governor of Queensland.

GOAL: Growing the quality and quantity of research outcomes

In line with the *Research Plan 2021-2025*, during 2022 the University continued to progress towards realising its vision to be recognised as a world-class, research-intensive university, renowned for industry engagement and community impact in a dynamic research ecosystem.

As detailed in the *Research Plan 2021-2025*, the vision for the next five years, and looking out to 2030, is ambitious. It recognises the success and impact of the investments and actions taken over the previous five years to strengthen the University's research performance and strives to deliver a step-change that will place the University in a strong position to meet the challenges ahead. The *Research Plan 2021-2025* sets key goals and strategies to meet those goals and establishes benchmarks and metrics that can be monitored throughout the lifecycle of the *Research Plan 2021-2025* to improve performance and ensure academic quality.

In 2022, the *Research Plan 2021-2025* and its supporting *Research Investment Plan* has boosted the University's research performance in the following ways.

Recognition of research excellence

Nature Publications

In 2022, University of Southern Queensland researchers published 23 articles in Nature journal publications, which are some of the most prestigious publications in scientific fields. The University's results span four main subject areas – Chemistry, Physical Sciences, Life Sciences and Earth and Environmental Sciences – with clear strengths demonstrated in the Chemistry and Physical Sciences disciplines, which produced nine and 12 publications Nature publications respectively.

In June, an interim Director, Chief Technology Officer and Chief Operating Officer were appointed to lead and support the program's establishment phase, while a large-scale external recruitment campaign was undertaken for these positions. The external recruitment campaign also included an Associate Director (Business Development and Commercialisation) and two Business Development and Commercialisation Specialists, which are all positions funded through the program. At the conclusion of the 2022, the University had confirmed the appointments of Darin Lovett (Executive Director), Dr Joni Systma (Chief Technology Officer) and Dr Milica Symul (Chief Operating Officer) to commence in 2023.

An interim Advisory Board, chaired by Dr Rosalind Dubs, was also established in late June to assist the University of Southern Queensland with the effective establishment and delivery of iLAUNCH.

A critical aspect of the iLAUNCH program is the development of the iLAUNCH Educational Pathways to Industry Strategy. The Strategy will encompass a comprehensive education and training program. Progress is ongoing regarding the appropriate oversight of the schooling pathways and the development, accreditation and approval process of the proposed Bachelor of Space Engineering (Honours) (nomenclature to be confirmed). It is proposed that the degree will be co-designed by and co-delivered across the University of Southern Queensland, Australian National University, and the University of South Australia.

Food and Beverage Accelerator

The University is also a partner, with the Queensland University of Technology, in the Food and Beverage Accelerator Trailblazer program led by the University of Queensland. The aim of this program is to deliver ground-breaking changes to the way university research is aligned to meet the needs of industry and is translated through commercialisation. By 2030, this project aims to contribute

Trailblazer Universities Program

In May 2022, the University of Southern Queensland was announced as one of the Federal Government's six Trailblazer Universities, with the University also named a research partner in two further successful bids. The University of Southern Queensland is the only regional university named as a project lead under the initiative.

Innovative Launch, Automation, Novel Materials, Communications and Hypersonics (iLAUNCH)

The University of Southern Queensland-led Innovative Launch, Automation, Novel Materials, Communications and Hypersonics (iLAUNCH) program has received \$50m from the Australian Government to address a critical gap in Australia's space capability by accelerating development of a sovereign Australian launch capability. iLAUNCH will be Australia's first launch industry focused accelerator, developing new launch manufacturing and payload technologies - from additive manufacturing to materials and processing to hypersonics and flight diagnostics to rocket manufacturing to rocket launch technology to satellites, communications and sensors. The University leads the \$180m program, in partnership with Australian National University and the University of South Australia, and in 2022 has commenced establishing its base of operations across both the Toowoomba and Springfield campuses.

to doubling the value of Australia's food and beverage manufacturing sector through a focus on smart production and new ingredients, creating innovative foods and beverages.

Recycling and Renewable Energy Commercialisation (REACH) Hub

The University of Southern Queensland, along with Federation University, Royal Melbourne Institute of Technology, Swinburne University and several Victorian TAFEs, is a partner in the Deakin University-led Trailblazer program - the Recycling and Renewable Energy Commercialisation (REACH) Hub. The aim of this program is to establish a multi-billion-dollar bioeconomy, focused on clean energy, recycling and greener supply chains. The University of Southern Queensland will lead two projects within Deakin's REACH Hub, including the 'Advanced bioenergy and biomanufacturing for the agri-food sector' project and the 'Agricultural plastic and tyre recycling to high end products' project. Professor Bernadette McCabe will work with David Halliday, Chief Executive Officer from Active Research to deliver the 'Advanced bioenergy and biomanufacturing for the agri-food sector' project, which aims to create impact through the reduction of organic waste from intensive livestock, cropping and associated food process industries; reduction of GHG emissions; reduction of waste and replacement/reduction of synthetic fertilizers; and manufacture of renewable energy equipment which meet Australian conditions, creating job opportunities in regional farming communities. Deputy Vice-Chancellor (Research and Innovation) Professor John Bell will work with Ahmed El-Safty, Principal Engineer and Chief Executive Officer of Sustainable Energy Equities Pty Ltd trading as Zero Emissions Developments (ZED) to deliver the 'Agricultural plastic and tyre recycling to high end products' project to realise impacts through the recycling of tyres and agricultural plastics.

Southern Queensland and Northern NSW Drought Resilience Adoption and Innovation Hub

The University of Southern Queensland-led Southern Queensland & Northern NSW Drought Resilience Adoption and Innovation Hub (SQNNNSW Innovation Hub) is one of eight national Hubs, part of the flagship program of the Australian Government's multi-billion-dollar Future Drought Fund. The Australian Government is investing \$10m Hub over four years, with more than \$10m contribution from Hub members and network partners. In 2022, the SQNNNSW Innovation Hub received an additional \$1.1m to add adoption officers and \$2.5m for a special agricultural innovation program. The Hub

is working with node managers and partners to ensure the new adoption officers support the extension and adoption of tools and resources to improve drought resilience, helping producers, businesses and community groups with decision making and planning through the adoption of knowledge and technologies.

The Hub has recently confirmed its eight activities as part of the expanded agricultural innovation remit, via the Australian Government's Agricultural Innovation Hubs Program. As part of this suite of activities, the Hub will work with partners across the region on projects including: proof-of-concept work for the use of drone technology to recognise downy mildew in vineyards, phone apps to increase the functionality and in-paddock use of an existing livestock management and forecasting tool, a peer-to-peer mentoring program, extension of region-specific carbon methodologies, professional development for agricultural teachers, and supporting the further development of an agtech demonstration farm.

In addition, the Hub also secured an additional \$387,000 from the Australian Government Smart Farms Initiative - Building Landcare Community and Capacity - Soil Extension Activities. This additional funding has allowed the Hub to employ a Regional Soil Coordinator to help foster networks for researchers, primary producers and community groups to work together to enhance drought resilience practices. There are now 37 partner organisations involved in the Hub, ranging from international agricultural innovation change agents to farmer-driven organisations. As at June 2022, the Hub and its network of nodes, partners and members, had reached more than 2,300 stakeholders via participation in more than 100 events.

In March, the University was awarded a Future Drought Fund - Drought Resilience Innovation Grant as the lead organisation and is a major collaborating partner on a second Innovation Grant. This was a highly competitive scheme with more than 800 expressions of interest received, and only 46 successful grants awarded. Associate Professor Keith Pembleton from the Centre for Sustainable Agricultural Systems will lead a \$989,439 project, 'Customising ARMonline to enable dryland grain growers to be more productive, profitable and adaptive to droughts for environmental, economic and social resilience'. Professor Shahbaz Mushtaq, Dr Jarrod Kath and Torben Marcussen from the Centre for Applied Climate Sciences received \$615,830 as collaborators in the Queensland Farmer's Federation-led project titled, 'Integrating index-based insurance and optimal crop management strategies to reduce financial risk and improve income stability'.

Asia-Pacific Career Development Association's Outstanding Career Practitioner Award

Dr Jennifer Luke from the Hub received the Asia-Pacific Career Development Association's Outstanding Career Practitioner Award in May 2022, for her enthusiastic service to university students, community members, and retired workers, and her energy and skills in explaining career development to the public.

Australian Research Council College of Experts

Professor Yan Li, Professor Levente Kiss, and Adjunct Research Fellow Dr Graziella Caprarelli were appointed to the ARC College of Experts for a three-year period, which commenced in 2022. The ARC College of Experts play a key role in identifying research excellence and assist the ARC in several ways including assessing, and ranking ARC grant applications submitted under the National Competitive Grants Program.

Research training and development

The University has continued to build a research culture of excellence, embedding commitment and accountability for high-quality performance outcomes. The University's Researcher Development and Training Program, ReDTrain, is a comprehensive, all-of-University program that provides resources, enrichment, and rewards for the University's Higher Degree by Research (HDR) students and promotes professional development opportunities for the University's researchers. In 2022, the Program continued to play a major role in driving the University's research performance through its suite of coordinated initiatives, and in strengthening a vibrant research culture to help researchers and research students grow their capacity and skills. As a result of the COVID-19 pandemic, the ReDTrain Program has adapted its offerings to deliver through flexible formats, promoting numerous events led by multiple organisational units across the University in 2022.

The 2022 *Research Professional Development Plan* was developed to support the University's Academic Employee Expectations Framework, and to assist the research community in meeting its goals outlined in the *Research Plan 2021-2025*. The 2022 schedule, compiled by the Office of Research in collaboration with the Associate Deans (Research), included a combination of internally facilitated workshops

and initiatives as well as externally led opportunities. The plan focussed on fundamental principles for developing grant applications, including building a track record, preparing your project description and developing your budget. Sessions were also provided focussing on more specific topics of relevance to researchers applying for ARC and NHMRC funding. In 2022, the Office of Research held eight grant writing workshops, and facilitated fortnightly drop-in sessions for targeted fellowship schemes.

In June 2022, the University released the new 'Advancing Your Research Career' online module series, which was developed in collaboration with Epigeum, a subsidiary of Oxford University Press. The program includes 10 self-paced online modules, which cover topics including actively managing your research career; shaping positive research cultures; the value of mentoring to your research career; accelerating the impact of research through engagement; leadership for successful project management; managing a research team; and communicating your research. The Advancing Your Research Career online modules were also used to leverage other professional development initiatives, including the new Early Career Researcher (ECR) Program. Launched in June 2022, the ECR Program aims to enable early career researchers to progress their research careers via a suite of blended online and face-to-face staff development activities. The program targets ECRs who demonstrate commitment to producing high-quality and impactful research and emerging research leadership potential.

In 2022, the ECR Program included monthly three-hour development workshops (July-November) and a two-day research retreat. Key themes of the program include career planning, research program, proposal and publication planning, impact and engagement, networking, HDR supervision, research leadership and grant writing development. The Program's 22 participants were expected to complete various tasks between workshops and in preparation for the final two-day research retreat, which was held in November. All participants were required to develop and submit a grant application following the final workshop. In addition to building knowledge and skills in the areas of research publication and writing of research grants, the final grant application was assessed by a panel of experts, and candidates whose proposals met the expectations of the panel received seed funding to complete the project in the following year.

Graduate Research School

In 2022, the University's international HDR student numbers demonstrate good recovering demand, following the effect on the University's ability to recruit students from overseas through the impacts of the COVID-19 pandemic.

A review of the Graduate Research School was undertaken in late 2020 and included eight recommendations to enhance the Higher Degree by Research (HDR) student experience and strengthen the University's attraction and retention of HDR students. An implementation plan was developed in response to the recommendations of the Final Report and all eight recommendations have now been completed or are close to completion. Two significant activities, which continued to progress throughout 2022, included the review of all HDR program offerings and subsequent program discontinuations and the review of research and research training policies and procedures.

As a result of the HDR program review, the University approved the accreditation of a new Master of Research, which commenced in 2022. The Master of Research consolidates all five of the previously offered research master's programs into a single common program. The development of the Master of Research program provides a consistent course structure and a pathway for Master of Research students from all disciplines to the Doctor of Philosophy. Throughout 2022, the review of research and research training policies and procedures resulted in the approval and publication of a new HDR Student Annual Progress Procedure and HDR Student Admission and Enrolment Procedure, and revised HDR Supervision Procedure, HDR Confirmation of Candidature Schedule, HDR Thesis Presentation Schedule, and Higher Doctorate Procedure. The review of the research and research training policies and procedures (as recommended in the review) is expected to be finalised in 2023.

In 2022, the Graduate Research School launched the Research Masterclass series. The Research Masterclasses are a series of online webinars presented by renowned research experts from around the world, designed primarily for HDR students and their supervisors. This year, masterclass topics included NVivo for beginners; case study research design, critical-constructivist grounded theory research; developing a research question to avoid the "so what" factor; thinking like a grounded theorist; and building your research profile. The Research Masterclasses have been very well received, with an average of 80 participants attending each masterclass, which were held monthly from March through to November.

GOAL: Contributing to the sustainable development of our communities

Supporting the University of Southern Queensland's research mission to be a catalyst for industry growth, innovation and community prosperity and well-being, through focussed, high-quality research, and high-quality research training, are three multi-disciplinary research institutes and nine focussed research centres, delivering on the University's flagship areas of research, as detailed in the following sections.

Space and Defence - including astrophysics, hypersonics and rocketry, and materials engineering.

Australian Research Council Discovery Projects

Three University of Southern Queensland-led projects totalling \$1.3m were successful in receiving 2022 ARC Discovery Project grants, as follows:

- Professor David Buttsworth, Dr Fabian Zander and Dr Ingo Jahn are leading a \$551,000 project that aims to develop the experimental and theoretical methods needed to study separation of objects in hypersonic flow to better predict the dispersion of debris from re-entering space objects.
- Professor Jianming Yong and Associate Professor Xiaohui Tao are leading a \$347,183 project investigate privacy preservation protocols to support a 5G enabled environment.
- Professor Robert Wittenmyer, Dr Xu (Chelsea) Huang, Professor Jonti Horner and Dr Duncan Wright are leading a \$273,000 project to upgrade a unique Australian observatory to study the smallest planets around other stars.

Australian Research Council Linkage Projects

Professor David Buttsworth, Dr Fabian Zander and Craig Lobsey's Linkage Project 'Remote diagnostics for space-access flight testing' received \$1,009,570 in funding from the ARC. The project will design a suite of new instruments suiting various platforms (airborne, ground-based and high-altitude drones) for observing high-speed flight tests conducted during research into launch-to-space and return-from-space technologies. The project will also fine-tune computational simulations of the flight tests and develop new ways to deduce the aerodynamic and thermal conditions experienced during high-speed flight.

Cooperative Research Centres Projects

Aerospace engineering business Hypersonix Launch Systems together with the University of Southern Queensland, LSM Advanced Composites and New South Wales-based Romar

Engineering were awarded a \$2.95m Cooperative Research Centres Projects grant from the Federal Government in March 2022. The project, titled 'DART CMP Airframe – a reusable hypersonic platform', focusses on an Unmanned Aerial Vehicle (UAV) that can travel at hypersonic speeds up to Mach 12 (twelve times the speed of sound). It is powered by the SPARTAN hydrogen fuelled scramjet engine. The project will deliver a new sovereign manufacturing capability for high temperature ceramic matrix composites, including a complete UAV airframe with composite aeroshell and aerodynamic control surfaces, flight avionics, and hydrogen fuel system.

Regional Research Collaboration Program

In May 2022, the University of Southern Queensland's success in the Federal Government's Regional Research Collaboration program was announced. The Sustainable Industry Manufacturing Planning for Long term Ecosystems (SIMPLE) Hub Project, co-led by Associate Professor Polly Burey and Dr Tristan Shelley received \$3.35m to simplify regional research collaboration in manufacturing, focusing on developing new products and processes to support regional manufacturing priorities such as waste recycling/upcycling. Project partners include Southern Cross University, University of Queensland and West Virginia University, USA.

Agriculture - including climate science, drought mitigation and adaptation, crop health, agricultural technology and environmental science.

Broad Acre Cropping Initiative

In 2022, the University continued its long-standing partnership with the Queensland Department of Agriculture and Fisheries to deliver the Broad Acre Cropping Initiative 2.0 (BACI 2.0). BACI 2.0 is the second five-year program, with over \$5m investment by the Department which focusses on improving yield in broad acre farming. The initiative is carried out by the University's Centres for Crop Health, Agricultural Engineering and Sustainable Agricultural Systems and is a cornerstone of the agriculture flagship at the University.

Fight Food Waste Cooperative Research Centre

Dr Stephan Tait and Professor Bernadette McCabe from the Centre for Agricultural Engineering were awarded \$260,000 from the Fight Food Waste Cooperative Research Centre and a further \$260,000 from project partners in April, to address technical barriers at merchant food waste anaerobic digestion facilities. The project aims to enable the processing of more unavoidable food waste, increase renewable biogas energy and green fertiliser production to increase revenue and industry profitability, and displace more fossil fuel energy and chemical fertilisers to decrease greenhouse gas emissions and nutrient run-off risks.

Northern Australia Climate Program

In June, the University secured \$11m from Meat and Livestock Australia (MLA) and the Meat and Livestock Donor Company to undertake the third phase of the Northern Australia Climate Program (NACP-3). NACP-3 is an extension to the activities delivered by the University and other collaborating partners through the second phase of the program, which previously received a combined total of \$7m from MLA and the Queensland Government, over a four-year period, to drive a step-change in the level and sustainability of drought preparedness amongst red meat producers in northern Australia.

NACP-3 further continues this work with an aim to deliver innovative research, development and extension outcomes to improve the capacity of the red meat industry to manage drought and climate risk across northern Australia. Collaborating partners include the Bureau of Meteorology, the UK Met Office, State Departments of Agriculture in Queensland, the Northern Territory and Western Australia, as well as Natural Resource Management groups. NACP-3 is expected to deliver benefits including improvements in the Australian ACCESS-S operational general circulation model through improved accuracy of multi-week to seasonal forecasts and a reduction in general circulation model biases and errors; development activities that will improve and maintain industry and policy requested products including forecasts of Northern Rainfall Onset, Rainfall Burst, Green Date, Drought Monitor, Heat Load Index, Chill Index, Flash Drought and the Madden Julian Oscillation, as well as improved forecast displays, allowing for a better understanding of forecast uncertainty and bridging the weather-climate divide; and extension and adoption activities that will use Climate Mates extension officers, supported by the University of Southern Queensland and Bureau of Meteorology researchers, to deliver a climate service to the red meat supply chain to improve weather and climate awareness, knowledge and skills, and provide support and

confidence to use this in decision making and deliver practice change to reduce risk related climate variability and contribute to positive financial, environmental and social outcomes.

Climate and Drought Adaptation Project

The Centre for Applied Climate Sciences received funding in September 2022 for two separate projects from the Queensland Government under the Climate and Drought Adaptation Project. Professor Shahbaz Mushtaq, Dr Jarrod Kath and Dr Kathryn Reardon-Smith from the School of Agriculture and Environmental Science secured \$845,000 for a project that will directly engage with producers to assess potential benefits (and, importantly, the risks/trade-offs) of emerging opportunities aimed at building a more resilient and environmentally sustainable agricultural sector. A project led by Jo Owens, Dr Tim Cowan and David Cobon also received \$410,000 in funding. The project aims to better understand competition for water between trees and grasses to enable graziers to better manage areas with woody vegetation using an eddy co-variance flux tower to monitor water, carbon and energy fluxes.

Agtech and Logistics Hub

The Agtech and Logistics Hub is funded by the Queensland Department of Agriculture and Fisheries in association with the FKG Group, Toowoomba and Surat Basin Enterprise, the University of Southern Queensland, and the University of Queensland. The Hub's vision is to grow and diversify the agricultural value chain through the development and adoption of innovation and technology and aims to bridge the gap between industry challenges and problem solvers by fast-tracking the deployment of innovative solutions that will make our economy more resilient, companies more competitive, and create high value jobs. In March, the University hosted an Agtech Research Showcase, in collaboration with the Toowoomba and Surat Basin Enterprise. The event was held at the University of Southern Queensland's Agricultural Science and Engineering Precinct and included a tour of our facilities and demonstrations of the agtech research activities occurring throughout the Centre for Agricultural Engineering.

Fulbright Scholar

Associate Professor Troy Jensen was named as a 2022 Fulbright Scholar by the Australian-American Fulbright Commission. Associate Professor Jensen will spend four months in Florida, Louisiana and Georgia in 2023, exploring new technologies in sugarcane production. The use of imagery and precision agriculture datasets will identify constraints and provide the ability for the system to be continually refined and updated, ensuring farming enterprises are more efficient and environmentally sustainable.

Science Meets Parliament Scholarship

Dr Peter Harris was awarded a 2022 Science Meets Parliament scholarship from Science and Technology Australia. These scholarships enable participation from a diverse cohort of emerging science, technology, engineering and mathematics leaders across Australia, reflecting Science and Technology Australia's leadership as a champion of equity, diversity and inclusion.

Health - including sport and exercise science, mental health and allied health.

National Health and Medical Research Council Partnership Grant

In 2022, the University continued work on the four-year National Health and Medical Research Council (NHMRC) Partnership Grant led by Professor Jeff Dunn AO from the Centre for Health Research. The \$1.13m project is conducting a world-first trial of a new survivorship care model, set to test the clinical and cost effectiveness of nurse-led survivorship care for improving the health and wellbeing of men on hormone therapy for prostate cancer. More than 200 men are participating in the trial, which is using an evidence-based survivorship framework, developed by the University, in collaboration with the Prostate Cancer Foundation of Australia and NHMRC's Centre of Research Excellence in Prostate Cancer Survivorship.

Resilience in Bushfire Affected Communities

In April, Dr Carina Anderson and Lucinda Burton received \$551,594 from the Department of Industry, Science, Energy and Resources to lead a project with Zero Emissions Noosa and in partnership with Noosa Environmental Education Hub and Noosa Council, with an aim to build resilience in bushfire effected communities within Noosa Shire. The project will install battery systems on two evacuation centres in Noosa Shire to ensure sustained power during times of environmental crisis. A series of interviews will be taken with people who are forced into evacuation centres to allow their voices to be heard.

Medical Research Future Fund

Announced in September, Associate Professor Nicholas Ralph and Professor Sonya Osborne from the School of Nursing and Midwifery are participating as Chief Investigator and Associate Investigator, respectively, in a Medical Research Future Fund grant, led by the Queensland University of Technology. The \$1.145m grant will conduct a nurse-led trial of new care strategies that reduce postoperative risks to patients from loss of body heat during surgery.

Regional Research Collaboration Program

The Manna Institute, formally known as the Regional Australia Mental Health Research and Training Institute, was officially launched in October 2022. The Manna Institute, led by the University of New England, is funded by a \$3.66m Federal Government grant under the Regional Research Collaboration Program and part of an initial three-year strategy to improve mental health and wellbeing in rural, regional and remote Australia. The Institute is a collaboration with the Regional Universities Network and aims to build place-based research capacity to improve mental health in regional, rural and remote Australia. The University of Southern Queensland's contribution is led by Professor Sonja March, Director of the Centre for Health Research. In 2022, Dr Govind Krishnamoorthy and Associate Professor Tracy Kolbe-Alexander were selected through a competitive application process to be supported by the Manna Institute to enhance their regional mental health and wellbeing research capacity.

2022 Women in Technology Award

Associate Professor Amy Mullens received a Highly Commended Award in the Inspiring Diversity in STEM category of the 2022 Women in Technology Awards. The award recognises Associate Professor Mullen's contribution to improving the wellbeing of people from marginalised communities, including those from culturally and linguistically diverse backgrounds and sexually or gender diverse individuals, through research, clinical practice, leadership and advocacy.

New Zealand Prime Minister's Scholarship

Associate Professor Stephen Bird from the School of Health and Medical Services was awarded a prestigious Prime Minister's Support Team Scholarship by High Performance Sport New Zealand. Associate Professor Bird was recognised for his contributions to Basketball New Zealand's Senior Women's National Team program since 2020. In 2022, Associate Professor Bird led an international research team investigating the sleep habits, health and well-being of elite female basketball players and team support staff in the lead up to, and during major international competitions. With the Prime Minister's Scholarship, Associate Professor Bird attended the 8th International Working Group World Conference on Women and Sport in Auckland, New Zealand, to present on the outcomes and findings from the 2021 Federation Internationale de Basketball Amateur (FIBA) Women's Asia Cup.

Qld Health Novice Researcher Fellowship

PhD candidate Amanda Balmer received a Novice Researcher Fellowship from Queensland Health. Amanda's project, titled 'Exploring the context for introducing nurse-led satellite clinics to increase testing and surveillance for sexually transmitted infections (STI) in incarcerated populations', is a Phase 2 study of a three-phased research program, which aims to increase access and uptake to STI screening and surveillance in incarcerated persons. The project was one of four Novice Researcher Fellowships awarded by Queensland Health, with each receiving up to \$20,000.

Regional Development - including agribusiness, economic development, and cultural heritage.

The regional development flagship encompasses many of the activities which are the focus of the University's other research flagships, such as climate resilience, health service delivery in the regions, and the growth of manufacturing industry in the regions. The regional development flagship is led through the Institute for Resilient Regions together with coordinated research activities across the University's schools, in critical service sectors such as health and education, traditional industry sectors such as agriculture and resources, and those emerging such as manufacturing.

Regional Economies Centre of Excellence

The University of Southern Queensland-led Rural Economies Centre of Excellence was established in 2018 for an initial three-year period as a \$3.6m research collaboration with the University of Queensland, James Cook University and Central Queensland University. The Rural Economies Centre of Excellence is focussed on strengthening the economic resilience of Queensland's rural communities and in 2022, the Centre for Excellence was extended through to 31 August 2024, with a further \$4.8m injection of funding from the Queensland Department of Agriculture and Fisheries. Throughout 2022, the Centre has also completed monitoring and evaluation activities for the Australian Rural Leadership Foundation and the Foundation for Regional and Rural Renewal in relation to the Drought Resilient Leaders Program under the Future Drought Fund; and played a lead role in the Queensland Decarbonisation Forum and Policy Paper development commissioned by the Department of Environment and Science and the Queensland Vice Chancellors' Committee.

Australian Research Council Linkage Projects

Associate Professor Stewart Riddle is a co-investigator on a Queensland University of Technology ARC Linkage

Project, titled 'Constructing a rich curriculum for all: Insights into practice'. Professor Jonti Horner, Dr Duncan Wright and Professor Robert Wittenmyer were successful as co-investigators of two separate ARC Linkage Infrastructure, Equipment Facilities grants led by the University of New South Wales and Macquarie University, respectively.

Professor Jianming Yong and Dr Mahdi Fahmideh from the School of Business will also collaborate on the University of Wollongong-led ARC Linkage Project entitled 'Empowering Australia's visual arts via creative blockchain opportunities', which will receive \$570,943. Through investigating the provision of a blockchain-based solution for protecting the intellectual property and provenance of visual art, and ways to empower its economic, cultural, and social value and benefits, this project will co-design a user-friendly and compliant tool for expanding the creation and movement of art on existing virtual galleries and smart contract-enabled platforms.

Australian Research Council Research Hub

Professor Hao Wang, Professor Pingan Song and Dr Venkata Chevali are partnering in the successful ARC Research Hub for Fire Resilience Infrastructure, Assets and Safety Advancements in Urban, Resources, Energy and Renewables Sectors. Led by the University of New South Wales, the Hub has received \$4,999,700 from the ARC and aims to develop, manufacture and deploy next generation technologies and solutions that will protect Australia's critical infrastructure and assets against major natural and man-made fires. The Hub expects to position Australia as a powerhouse of fire readiness by developing end-to-end integrated systems of advanced engineering and digital technologies, which will allow industry to improve fire safety training and operations with significant benefits. Expected outcomes include advanced manufacturing capacity for fire resilience and sustainable products, strategic partnerships and commercialisation pathways and opportunities by translating research and development into economic benefits such as jobs and new exports for local and international markets.

Australian Research Council Discovery Early Career Researcher Award

In 2022, Dr Siqi Huo was the successful recipient of an ARC Discovery Early Career Researcher Award for his project 'Development of high-performance flame-retardant one-component epoxy resins'. This project will receive \$421,547 in funding to develop environmentally benign flame retardant oligomers with increased ability to reduce fire hazards, protect lives, property and the environment by replacing current flammable epoxy resins used in electrical, construction and transportation.

Australian Research Council Discovery Projects

Dr Jayne Persian and Dr Toan Dinh were also named as co-investigators on successful 2022 ARC Discovery Projects administered through the University of New South Wales and Griffith University, respectively.

Australian Research Council Future Fellowship

Dr Lei Ge has been awarded a Future Fellowship from the ARC for the project 'Advanced Gas Diffusion Electrodes for Electrochemical Manufacturing'. The project has received \$813,340 in funding to develop electrochemical conversion technologies to convert carbon dioxide into globally needed chemicals. The expected outcomes will promote carbon neutral goals, bridge the renewable energy storage and sustainable chemical manufacturing gap, thus addressing key challenges faced by Australia and the world.

Australian Research Council Centre of Excellence for Indigenous Futures

Professor Tony Dreise, Pro Vice-Chancellor (First Nations Education and Research) will be a Chief Investigator at the Australian Research Council (ARC) Centre of Excellence for Indigenous Futures, which will be led by the University of Qld to transform the life chances of Indigenous Australians and enhance our understanding about the complex nature of intergenerational inequity, working with communities, government agencies and practitioners.

Community Youth Forum

The University hosted a Community Youth Forum at the Toowoomba Campus in May. Led and coordinated by Dr Samantha Rose, Director (Office of Research), the Forum was funded by a grant from the Queensland Government, to stimulate interest in research which reflects the needs and views of young people through enabling them to be involved in setting priorities for and selection of research projects. The event was well-attended by local high school and University of Southern Queensland students, who had the opportunity to hear an address from the Minister for the Environment and the Great Barrier Reef and Minister for Science and Youth Affairs Meaghan Scanlon MP and participate in sessions facilitated by Professor Andrew Hickey from the School of Humanities and Communication. The research themes identified by Forum participants include connectivity – social engagement, connection to community and social inclusion; communication and cultural understanding – developing networks of communication in which young people are 'heard'; and visibility of opportunity - education, employment, and social opportunity in regional settings. These themes have been translated into Qld Government-funded research projects that will be delivered by the Centre for Heritage and Culture researchers in 2023.

Continued investment in research

Building on the University's current teaching and research activities in agriculture and expansion into space agriculture, support was provided through the *Research Investment Plan* to further develop the Smart Glasshouse and Space Agriculture Initiative. In 2022, a new growth room facility, which includes three growth chambers was purchased, and the procurement processes initiated for the purchase of a Phenospex PlantEye. The Phenospex PlantEye is a plant phenotyping system which can be fitted to an existing glasshouse to rapidly phenotype plants by combining hyperspectral imaging with state-of-the-art computing to develop 3D models of plant growth. This can be used in the optimisation of growth of vegetable and field crops. The new growth room facility complements the glasshouse and is a standalone, reach-in growth room. This will be paired with mobile technology to phenotype growth of plants in a more controlled environment. These items enable the University to integrate the latest glasshouse design, robotics, machine vision and artificial intelligence to develop optimisation models for a range of crops and to phenotype agronomic and plant disease reactions.

In 2022, the installation of the MF Tech Filament Winder was completed and provides the University with the most advanced filament winding cell in Australia, supporting the University with a unique capability set to deliver research focussed on industrial applications. The University is also now home to a double layer robotic braiding facility capable of manufacturing high performance and complex tubular composite structures for space and defence applications.

The outcomes of University's Research Capacity Building Grants were announced in October 2022. In its third year, the Grants are an internal funding program which aims to build the capability of early and mid-career researchers to apply for external funding. Seeding grants of up to \$15,000 are provided to successful applicants to help them develop their research project concepts. The scheme specifically helps applicants to develop skills in building research project teams and writing grant proposals and is open to all of the University's academic staff. A total of 35 applications were received for the scheme, with 12 successful applications receiving a total of \$170,940 in funding. An additional four applications were awarded funding via the University's Health Research Strategy.

The first appointment through the New Academic Recruitment Capacity Building Scheme, funded through the University's *Research Investment Plan*, was made with Associate Professor Sambasivam Periyannan commencing at the University in November 2022. The New Academic Recruitment Capacity Building Scheme seeks to recruit high performing academics to the University in areas that will support the University's strategic research ambitions.

Research Information Solutions Enhancement Project

Project 'Research Information Solutions Enhancement' (RISE) was established in early 2021 to oversee the design of new solutions for the University's research information and HDR student management systems. In December 2022, the University's Project RISE team successfully deployed the core modules of the new research ecosystem, including:

- **Ethics Monitor** to simplify and streamline the processes associated with managing the University's human and animal research ethics applications. Applicants now have improved visibility over how their applications are progressing and greater support throughout the process.
- **Repository** to collect and store research outputs via a streamlined deposit process with digitised workflows. The Repository also supports online data management plans, automated harvest from Scopus and Web of Science, and the ability to bulk load an EndNote library. Once deposited, key metadata is instantly displayed on the University's public repository and provides a mechanism to showcase the University's research, support collaboration and attract students.
- **Sponsored Projects** a comprehensive module that supports researchers through the project initiation and research grant application stage, provides transparency and efficiency for the processing of research project agreements and improved ongoing post-award management. Sponsored Projects also includes an online costing tool for the development of research project budgets, with pre-configured funding rules to take the guess work out of adhering to funding body financial guidelines.
- **HDR PeopleSoft** has been developed internally through the enhancement of the University's existing PeopleSoft system. This module manages all processes which support HDR students from initial application through to graduation. The HDR module was successfully deployed in February 2021 in time for the commencement of Semester one.

The new research ecosystem is a move away from the limitations of previous disconnected systems and has provided the University's research community with access to a holistic view of their research portfolios that is self-serviced and user friendly. During the first half of 2023, the project will progress through a 'hypercare' phase which involves ongoing system optimisation through enhancements that are informed by the needs of the University's research community.

Health Research Strategy

In 2021, the University developed a Health Research Strategy, which focusses on maximising the University's success in obtaining external research funding, strengthening partnerships, and ultimately driving further improvements to research performance impact. In February 2022, Professor Sonja March was appointed to the role of Director (Centre for Health Research). A key deliverable of this appointment is the implementation of the University's Health Research Strategy.

Throughout 2022, Professor March has focussed on the consolidation of the University's health research capabilities, mapping out existing strengths to develop a five-year research strategy for optimising external health funding opportunities. This strategy development has included the mobilisation of key research groups across the University to support the operationalisation of the strategy as well as increasing collaborations between the Centre for Health Research and the University's academic schools to support the internal development of health research capacity. In October 2022, the University's Health Research Strategy also incorporated the implementation of the first round of health-focused Capacity Building Grants, with the aim of further developing strategic research partnerships with key health agencies. Four health-focused Capacity Building Grants were awarded to support researchers in developing projects with identified health partners that will optimise future external funding applications. Through the Centre for Health Research, the University's Health Research Strategy development has involved the mapping of targets for health research development initiatives that will commence in November 2022.

Expanding industry engagement

A critical focus for the University moving forward is to further strengthen and develop research partnerships that provide a foundation to create and deliver high-quality, large-scale research projects. A key role of the Research Partnerships team, within the Office of the Deputy Vice-Chancellor (Research and Innovation), is to facilitate the development of linkages with industry, government, and other public and private sector organisations to realise partnership and commercialisation opportunities. In 2022, the University led the development of and has collaborated in several large-scale bids including the successful Trailblazer Universities Program proposals, which in combination have engaged more than 21 industry partners and community stakeholders to support the translation of research and development to deliver high-quality research outcomes.

Cooperative Research Centre Program bid

Through the Institute for Life Sciences and the Environment, the University is leading a Round 24 bid for a Cooperative Research Centre program – the hemp CRC. The proposed hemp CRC aims to secure a solid future for the hemp industry, bringing benefits to growers, product manufacturers, and end-users. Australia has the land, resources, supportive legislation and expertise to become a global leader in the hemp market. The proposed hemp CRC will drive innovation and commercialisation of the Australian hemp sector and incentivise the hemp industry to create new sustainable economic opportunities throughout the whole of supply chain.

Currently, Western Sydney University, Southern Cross University, the New South Wales Department of Primary Industries, and Deakin University have agreed to be core research partners over the 10-year program, alongside the University of Southern Queensland as lead. The bid development has progressed over the past six months, with the bid gaining momentum through the confirmation of over 50 industry partners and a combined commitment to the proposed hemp CRC of over \$10m per year (from industry, which if successful, will be matched by Federal Government funding). The proposed hemp CRC is targeting a total program value of \$180-200m over 10 years.

One Basin Cooperative Research Centre

The University, through the Institute for Resilient Regions, is also re-engaging in negotiations to partner in the One Basin CRC (previously developed with the leadership of the University's Institute for Life Sciences and the Environment), with a focus on collaboration with Research Economies Centre of Excellence and the SQNNSW Innovation Hub, led by the University.

Contribution to global research communities

Committee of the National Partnership for Climate Projections

Professor Scott Power, Director of the Centre for Applied Climate Sciences was appointed to the Committee of the National Partnership for Climate Projections. The Australian Government is working with state and territory governments, CSIRO, the Bureau of Meteorology, universities, and other Commonwealth-funded initiatives such as the National Environmental Science Program Climate Systems Hub and the new Australian Climate Service to develop a set of national downscaled climate projections. The collaboration is supported through the establishment of a National Partnership for Climate Projections which will guide delivery of a nationally aligned, sustainable, and integrated approach to Australian projection science and projections information. The Partnership includes representatives of relevant federal, state and territory government agencies, peak science bodies and universities. It draws together substantial knowledge and expertise in climate science, climate change impacts, adaptation and application, knowledge brokering, climate service provision and end-user perspectives.

Prostate Cancer Foundation of Australia and The Union for International Cancer Control

Professor Jeff Dunn AO from the Centre for Health Research is Chief of Mission and Head of Research at the Prostate Cancer Foundation of Australia and in 2022, commenced as President of the Union for International Cancer Control (UICC). With 1188 organisation members across 172 countries, UICC is a network of research institutes, healthcare agencies, ministries of health and other partners committed to shaping cancer control on a global scale. As Chair and Research Program Director of the University's Centre for Health Research's Social and Behavioural Sciences team, Professor Dunn is actively involved in research focussed on the social and behavioural aspects of cancer, covering the continuum of research, prevention, early detection, supportive care, and quality of life. He is also a Board Member of the West Moreton Hospital and Health Service.

GOAL: Being the University of choice across our regions for staff

The University of Southern Queensland aspires to be an employer of choice and foster a workplace where people feel deeply connected to the University's vision, purpose, and place and have the capabilities, motivation, and support to achieve success.

The University's *People Strategy 2021-2025* was finalised in early 2022. It aims to enable the University to build a future-fit workforce in support of the *Strategic Plan 2021-2025*. Reinforced by our core values, the *People Strategy 2021-2025* has been shaped across three connected pillars: People, Purpose, and Place. The People Portfolio priorities for 2022 included: building a high performing workforce that is inclusive and supportive of employee's health and wellbeing (People); harnessing change and workforce planning to ensure we create value for our communities (Purpose); and transforming practice and place through talent mobility, digital transformation, and process simplification (Place).

People: Connected, inclusive and high performing

Diversity and Inclusion Framework

The University launched a new Diversity and Inclusion Framework in 2022, following more than six months of consultation. The Framework is designed to foster a culture that is grounded in relationships and community, mutual respect, diversity and inclusion, and a strong commitment to ethics, integrity, accountability, collaboration, and innovation. The Framework supports all our people to achieve their full potential through the five pillars of diverse and inclusive leadership, enhanced capability, connection, measures and accountability and embedded diversity and inclusion.

First Nations Peoples Workforce Strategy

As of October 2022, the percentage of employees who identify as Aboriginal and/or Torres Strait Islander was 2.83% which is just below the 3% target proposed by the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020. The development of a new First Nations Workforce Strategy was initiated in 2022, with subsequent review and feedback from First Nations staff, the Pro-Vice Chancellor (First Nations Education and Research), and the Vice Chancellor's Executive, with an expected launch in 2023. The forthcoming First Nations Workforce Strategy will continue the positive work done in regard to the First Nations workforce at the University and include a new target of 3.5% of employees who identify as Aboriginal and/or Torres Strait Islander, in accordance with the Universities Australia (UA) proposed targets within the UA Indigenous Strategy 2022-2025.

First Nations Cultural Capabilities Program

The University's First Nations Cultural Capabilities Program was launched at the beginning of 2022 and has been very successful with more than 85% of all University staff participating in the available learning opportunities by mid-year. The program features a mandatory online training

component which all University staff are expected to complete throughout the year, or within the first six months of onboarding. This program is designed to increase the overall First Nations cultural capabilities of staff across the University, with adjunct learning opportunities provided to support the ongoing development of staff in the context of First Nations cultural awareness, safety, leadership, supervision, and will seek to advance the training package further in partnership and consultation with the Office of the Pro-Vice Chancellor (First Nations Education and Research) over the coming years.

Onboarding for First Nations employees

In addition, the First Nations employment processes were evaluated to ensure that University's recruitment and onboarding processes for Aboriginal and/or Torres Strait Islander applicants are culturally safe, relevant and inclusive. As a result, after a rigorous consultation process with First Nations staff and stakeholders, the People Portfolio developed an Aboriginal and Torres Strait Islander Recruitment Guideline which serves as a reference point for stakeholders within the First Nations employment space. This Guideline was designed to assist staff in understanding key terminologies, legislative requirements for developing Identified Positions, community-based and culturally appropriate promotional streams, interview questions, and confirmation of heritage. The aim of the Guideline is to ensure that University staff from all areas and backgrounds develop a greater awareness of the cultural needs, expectations and requirements of potential First Nations employees. The People Portfolio have continued to support two First Nations PhD students in completing the Doctoral degrees in 2021-2022 to further develop a First Nations 'Grow Your Own' Talent Pipeline. This opportunity has been implemented to assist First Nations students in building a potential career in research or teaching research or academic career.

Academic Time Buy-Out Program

The Academic Time Buy-Out Program had three successful applicants this year, with two women in STEM, and one First Nations woman from the School of Education supported through the Program. The Program provides women with a period out of the workplace to complete their PhD/ Doctoral qualification by enabling the work area to backfill either a portion or the entirety of the individual's workload commitments for an agreed period. From 2023, the Time Buy-Out Program will be incorporated formally into the new PhD/ Doctoral Support Program to continue to directly support the University's diversity and inclusion priorities.

Senior Women's Academic Development Program

The Senior Women's Academic Development Program had 10 successful applicants, inclusive of five Level D and five Level C women (including six women in under-represented STEM disciplines). The Program is designed to provide tailored career development support for high potential senior academic women who want to progress their academic careers (through promotion or other avenues) in the next two years. A review of the Program was conducted in 2022 to ensure ongoing best practice for future programs.

Science in Gender Equity Australia (SAGE) Program

Since receiving Athena SWAN Bronze Award accreditation from SAGE Australia in December 2020, the University's SAGE program has continued to make excellent progress in implementing the four-year *Athena SWAN Action Plan 2021-2024* to improve gender equity in Science, Technology, Engineering, Mathematics and Medicine (STEMM disciplines) at the University. In early 2022, the University's SAGE program team was supported by SAGE Australia to review the *Athena SWAN Action Plan 2021-2024* and refocus actions into five key priority areas (known as cygnets) that present barriers for women in STEM. As the University works towards Silver Award accreditation in the SAGE program, the University's five cygnet areas have been identified as: recruitment, onboarding, promotion, the STEMM pipeline, and parental leave. The University's SAGE Athena SWAN Committee, chaired by Deputy Vice-Chancellor (Research and Innovation) Professor John Bell, continues to oversee the SAGE program, which has made the following progress in 2022:

RECRUITMENT

The SAGE and People Portfolio teams worked together to review recruitment processes with a particular focus on removing or minimising unconscious bias. Areas of focus included expanding on the achievement relative to opportunity framework for prospective employees; developing

practical guidelines for hiring managers across the University; and improving the language used in position descriptions and job advertisements through the deployment of Textio, an augmented writing platform and data-informed software tool. Textio reviews the content and tone of documents to identify words that connote gender or age bias, as well as the quality of the written text. Textio training and access is now rolled out to all recruitment panel chairs.

ONBOARDING

The SAGE and People Portfolio teams undertook a qualitative and quantitative review of the University's onboarding program and designed solutions to improve this program by streamlining the onboarding experience for new employees and supervisors. This included the development of centralised and accessible onboarding information on the University's systems, governance, culture and values, employee benefits and more; the introduction of a more personalised approach to welcome new employees into the University; and ongoing evaluation via surveys and reviews to ensure the onboarding program is efficient and effective.

STEMM PIPELINE

Several ongoing initiatives are improving the pipeline of women progressing through STEMM careers at the University. These include:

- Women in STEMM Scholarships: Awarded to Piumika Ariyadasa and Jee Ra App (2021) and Bridget Finlayson and Leyde Briceno Medina (2022).
- Vice Chancellor's Postdoctoral Fellowships for Women in STEMM: Appointments included Dr Tamara Sopek (2021) and Dr Ekta Sharma (2022).
- Research Excellence Award for Women in STEMM: Associate Professor Weena Lokuge (2021) and Professor Sonja March (2022).

The University's SAGE Program team hosts Women in STEMM Monthly Sessions designed for participants to learn useful information about career progression, and to provide a forum to build community, and share knowledge. The sessions achieved strong attendance throughout the year and received positive feedback as a fantastic opportunity for early career researchers or staff who are interested in pursuing a career in STEMM to hear 'pearls of wisdom' from senior leaders.

The SAGE Athena SWAN Committee also endorsed and supported staff attendance at several relevant professional development opportunities and events that demonstrate strong links to actions that aim to develop leadership skills and improve career pathways for women.

Parental Leave: The University's SAGE and People Portfolio teams reviewed existing parental leave processes and invited employees to co-design improved solutions, including a Parental Leave Plan template and accessible resources for employees and their supervisors.

The SAGE Athena SWAN Committee also endorsed and supported staff attendance at several relevant professional development opportunities and events that demonstrate strong links to actions that aim to develop leadership skills and improve career pathways for women.

Capability Development

A multi-pronged approach to capability development was undertaken in 2022 in recognition of the different requirements of employees and the strategic priorities of the University. Focused support was provided to build leadership excellence, develop capability in teams, and enable individuals to access learning resources just-in-time.

The foundations of building leadership excellence this year were the regular strategic workforce discussions undertaken between senior leaders and the newly appointed Senior People Partners. In addition, a cohort of academic and professional leaders were identified to participate in the High Performing Talent Coaching Program, which provided individualised development to build succession depth across the organisation. Alumni from the previous year's cohort were also supported with additional development to continue their positive career trajectory. Further leadership development was offered via the First Nations Employee Coaching Program, Senior Women's Academic Development Program, and the ICT Emerging Leaders Program.

In addition, Management Essentials was opened to all supervisors, managers, and leaders in 2022. Management Essentials is designed to ensure that all professional managers and academic managers at the University have a demonstrated foundational capability to manage people and manage work at the University in support of strategic priorities. Since its pilot in the previous year, approximately 20% of the University's managers have completed the program. In total, 89 employees participated in leadership and management development during 2022.

A new, bespoke team development grant initiative was coordinated by the People Portfolio in 2022. The goal of the program was to provide financial and internal support to enable in-situ teams to develop the competencies, behaviours, and specialist skills required to deliver industry leading education, student success, and quality research.

The program was popular and easily oversubscribed, with a total of 47 team applications submitted. A total of 16 teams were successful in receiving direct financial support for development, in areas such as leadership development, procurement category management, student-focused trauma informed practice, and project management. Of note was the collaborative initiative to support over 200 employees to undertake Lean Six Sigma Yellow Belt Certification to build capability in process improvement. The remaining teams were supported via internal service teams across the University in areas such as team culture and cohesion, research strategic and output, culture and values, learning and teaching quality, service improvement, and leveraging digital technologies.

The foundation of individual people-focused learning that is centrally available to all employees at the University is the open access to a range of online learning opportunities and resources. Six new online courses were developed for employees this year across a range of topics covering committee servicing, conflict of interest, managing underperformance, onboarding, applying for jobs at the University, and managing research careers. Over 4,350 completions of e-learning were completed by employees throughout the year. In addition, all employees have access to LinkedIn Learning. During 2022, 70% of all employees engaged and undertook learning within the online platform for an average duration of 1.5 hours per employee.

Health and Wellbeing

To build awareness around employee wellbeing on campus, a monthly University-wide wellbeing newsletter was developed to provide additional communication on the supports and resources available, recognising the context of broader challenges for employees. In addition, the University's Employee Health and Wellbeing Framework was reviewed and finalised, highlighting the importance of preventative health and wellbeing initiatives which will be implemented over the next 5 years.

The University continued to support the mental wellbeing of employees via the ongoing offering of Mental Health First Aid training. Since the inception of the training in 2018, nearly 400 employees have built their capability in this area. During 2022 the People Portfolio worked closely with the Safer Communities Committee to identify positions that will gain the most benefit from the knowledge, skills, and confidence to help someone who may require assistance. As a result of the new focus, an additional 78 employees attended training in 2022. Overall, the University has 119 current employees with active certification in Mental Health First Aid.

Employee Engagement

The People Portfolio partnered with various areas of the University to promote and encourage an engaged and enabled workplace that is empowered by its values. One of the priority initiatives delivered in 2022 was the continued implementation of pulse team culture surveys. The team culture survey provides team leaders with quantifiable workforce insight, highlights opportunities for improvement, and identifies areas of success for celebration. During 2022, 14 surveys have been undertaken with subsequent team development and employee engagement interventions. Common post-survey activities include team-based discussions focused on understanding and operationalising the University values in a team context and establishing clear behavioural expectations through the articulation of above and below the line behaviours.

Values Champion Awards

To further reinforce the importance of inclusive, values-based behaviours, the University partnered with UniSuper for a fifth consecutive year to present the University's Values Champion Awards. These awards are bestowed on four deserving employees who continually demonstrate their commitment to the values of the University, respect, integrity and excellence, and bring them to life through their daily interactions, performance, and behaviours.

In 2022, the recipients were:

- Associate Professor Amy Mullens, School of Psychology and Wellbeing;
- Katharine Bigby, Student Accommodation;
- Ken Gideon, Alumni; and
- Tahnee Pearse, Library Services.

University Excellence Awards

The University Excellence Awards recognise employee achievements across the categories of Learning and Teaching, Research, Community Engagement and Service, and People, Culture and Values. The recipients of the 2022 Excellence Awards were:

- **Excellence Award for Innovation and Change** – the Academic Integrity Framework Team: Dr Jasmine Thomas, Rian Roux, Dr Renee Desmarchelier, Luke Drury and Daniel Chalker
- **Excellence Award for Values-Based Leadership** – Katharine Bigby, Student Accommodation
- **Excellence Award for Diversity and Inclusion** – Nikki Andersen, Library Services

- **Excellence Award for Diversity and Inclusion (Highly Commended)** – Professor Amy Mullens, School of Psychology and Wellbeing
- **Excellence Award for Research** – Professor Tek Maraseni, Centre for Sustainable Agricultural Systems
- **Excellence Award for Early Career Research** – Dr Melissa Taylor, School of Nursing and Midwifery
- **Excellence Award for Early Career Research (Highly Commended)** - Associate Professor Min Hong, Centre for Future Materials
- **Ronel Erwee Award for Excellence in Postgraduate Research Supervision** – Associate Professor Rasheda Khanam, School of Business
- **Vice-Chancellor's Excellence Award for Women in STEM** – Professor Sonja March, Centre for Health Research
- **Excellence Award for Service to Research** – Sarah Hunt, Office of the DVC (Research and Innovation)
- **Excellence Award for University Teaching** – the Introductory Statistic Education Team: Associate Professor Rachel King and Taryn Axelsen, School of Mathematics, Physics and Computing
- **Excellence Award for STEM Disciplines Teaching** – Dr Bryenn Birch, School of Engineering
- **Excellence Award for HASS Disciplines Teaching** – Dr Lauren Humby, School of Law and Justice
- **Excellence Award for University Educational Leadership** – Dr Katie Burke and Dr Melissa Fanshawe, School of Education
- **Excellence Award for Community Engagement and Service** – Dr Melissa Forbes, School of Creative Arts

The University's peer recognition program, Say Thanks and Recognise Success (STARS) has continued to grow. In 2022, an average of 128 STARS were received by employees per month. This was double the average recorded in the previous year. The top three reasons were 'Going above and beyond', saying 'Thank You', and 'Providing excellent service'. The program has had a strong impact on recognition culture at the University and is a valued method of recognising colleagues and supporting social connection.

Purpose: Client driven, empowered, and creating value for communities

Workforce Planning

The new Senior People Partner roles have been established and filled within the People Portfolio, with partner engagement now occurring across the University through distinct portfolios. These roles have been developed to

provide strategic advice and support across the full suite of human resource activities, with a particular focus on workforce planning and supporting senior leaders. The Senior People Partners have provided comprehensive data and analytics through new monthly People Overview reports for each work area, affording an opportunity for engagement around workforce management and planning activities. Key activities for the Senior People Partners over the course of 2022 have included supporting work areas at a strategic level, for example the implementation of the Early Retirement Scheme and a number of organisational change initiatives and assisting in the resolution of complex employee matters.

The University conducted an Australian Taxation Office (ATO) approved Early Retirement Scheme in mid-2022. This planned workforce transformation program provided the opportunity to re-generate the workforce with the necessary talent and capability to deliver the University's strategic priorities, whilst also driving ongoing improvements in organisational capability and efficiencies through optimising services and staffing.

The University accepted 70 eligible applicants through this program who exited the University on or before 30 June 2022.

The University of Southern Queensland Enterprise Agreement 2018-2021 reached its nominal expiry date on 30 June 2021 and remained in force pending the approval of a replacement Enterprise Agreement. The University issued a Notice of Employee Representational Rights to its Employees on 24 March 2021, which remained accessible to all employees via the University's staff portal throughout 2021 and 2022. During the year, the University engaged in informal discussions with the National Tertiary Education Union in relation to its log of claims, which was provided to the University on 4 July 2022. The University established a steering committee to oversee the University's strategic decisions and bargaining approach during the enterprise bargaining round. The University also established its enterprise bargaining team to work closely with the steering committee to achieve the University's strategic initiatives during enterprise bargaining negotiations. The University formally commenced negotiation for a replacement Enterprise Agreement in December 2022.

Organisational Change

The University undertakes organisational unit reviews and organisational change as part of the ongoing cycle of planning development and business improvement.

Reviews undertaken in 2022 are detailed below.

Student-Facing Services Review

The Student Facing Services review came into effect on 4 July 2022 following an external functional review of student-

facing business processes within the Students Portfolio, Library Services, and Academic Program Support functions. Consultation occurred from January to April 2022, with employee feedback informing a new structure, which centralised all student support teams within the Portfolio. The new structure will enable considerable process improvement over the next two years and provide further opportunities to build on the one-stop-shop for student support, monitor individual student progression through their program, and establish a comprehensive proactive student success advising team. These initiatives will optimise the student experience and continue to build on our student-centred approach by delivering coordinated experiences within a quality and excellence framework.

Health Services Review

With considerations of long-term suitability and the core business needs of the University, the Vice-Chancellor's Executive endorsed the recommendation to cease the Health Services operations with alternative arrangements for the provision of Health Services to students, staff, and the community negotiated with local health service providers. The centre ceased operations on 30 April 2022.

First Nations Education and Research Portfolio Review

A review of the First Nations Education and Research Portfolio commenced in March 2022 with the focus to support the implementation of initiatives in the Blueprint: A Blueprint for Future Strategic Directions for First Nations Education and Research. As part of the process the College for First Nations transitioned from the Academic Division and the First Nations Research Alliance and Murri Engagement Team were created to form the Portfolio. These teams have three clear focuses in supporting First Nations Education, Research and Engagement. The new structure of the First Nations Education and Research Portfolio became effective from 12 September 2022.

Domestic Student Recruitment Review

The review of Domestic Student Recruitment focused on the refinement of domestic student acquisition for the University by outlining two distinct functions, Educational Outreach which sits within the Academic Division and Sales and Student Recruitment. This change activity was done in parallel with the Student Facing Services Review in the Academic Division. The review led to the establishment of the Sales and Student Recruitment workgroup within the Engagement Portfolio and came into effect on 25 July 2022. The Sales and Student Recruitment team has a clear sales focus to recruit students the team will be a beneficial addition to the University by seeking to increase:

- the market share from the high yield school leaver segment;
- leadership and strategic oversight of student acquisition; and
- sales capability and accountability against load targets.

Academic Division – Academic Affairs Review

As part of the University's continuing cycle of planning development and business improvement, key changes to the Academic Division executive leadership structure came into effect from 31 January 2022. This included the establishment of two key leadership roles of Provost and Deputy Vice-Chancellor (Academic Affairs) to support the University's vision and lead implementation key implementation activities under the *Strategic Plan 2021-2025*, *Education Plan 2022-2025*, and *Research Plan 2021-2025*. The two roles work closely together to ensure an efficient and focussed approach to the leadership and transformation of the University's academic portfolio and student experience. The changes also included the disestablishment of the Executive Dean positions. 2022 saw the roll out of a new Academic Affairs leadership structure as the University continued to enhance synergies across its 12 Schools. This has positioned the Schools to collaborate in meeting growth areas across the portfolio and strengthen performances in teaching and research. The Deputy Vice-Chancellor (Academic Affairs) is supported in providing academic leadership by the Dean (Academic), Associate Dean (Health Partnerships), Associate Dean (Learning and Teaching), Associate Dean (Research) and the 12 Heads of School. The Executive Director (Professional Services) reports to the Deputy Vice-Chancellor (Academic Affairs) and oversees professional support services to all Schools. These consist of work streams for technical support, academic program support and business operation services.

International Office Review

A review of the University's International Office was undertaken after the significant changes including a decrease in international students which have taken place as a result of the COVID-19 pandemic. The proposal sought to streamline responsibilities and refresh titles within the team to refocus on post-COVID recovery in the international higher-education sector in line with the refreshed Internationalisation Strategy (2022 –2025). Consultation began in August 2022 and the final plan was approved with an effective date of 31 October 2022.

Place: Engaged and enable workplace

Digital Transformation and Innovation

The People Portfolio focused heavily on system improvement, process simplification, and project innovation throughout 2022. Several core University systems were integrated with the human resource management working platforms by

designing, building, and implementing automation into existing processes. This work was achieved in collaboration with system owners and developers as well as integral business and ICT stakeholders. Automation has enhanced user experiences and increased accuracy through elimination and minimisation of data entry requirements. The results achieved throughout the year include an approximate saving of 1,563 hours annually and 40 process steps. In addition, Single Touch Payroll (Phase Two) was implemented successfully to ensure required fortnightly reporting was provided to the Australian Taxation Office.

In July 2022, the University procured a new, purpose-built workplace relations case management software, Advocate GME, to replace the Avanti Service Manager module used by the People Portfolio since 2017. Advocate GME is fully configurable with its sister-software, Advocate, procured by the University for use by the Student's Portfolio in 2021. The procurement of these programs enables the University to manage complaints and concerns between Students and Employees more accurately and effectively through increased collaboration and allows more accurate reporting and management of risk to the University and its Employees and Students.

The People Portfolio, building on its work in 2021 to document approximately 190 standard operating procedures, reviewed all existing people process to identify innovation, digitisation, automation, and process simplification opportunities. An improvement roadmap was developed and used to guide innovation efforts within the People Portfolio, resulting in the simplification of approximately 46 processes during the year. These improvements released approximately 2,500 thousand hours of capacity via the reduction of approximately 200 process steps.

One of the key innovation projects delivered, in partnership with the University's SAGE Program team, was the comprehensive review and improvement of the employee onboarding experience at the University. The current landscape was holistically reviewed and assessed against industry standards, sector benchmarking, evidence-based practices, and data-driven insights. Key improvement themes were identified leading to the development of nine solutions in partnership with process owners and a diverse consultation network. The improvements to the employee onboarding experience promote a sense of community, instil employee confidence, provide decision validation, and communicate critical information for a new employee to transition successfully into the organisation. A key part of the improved experience is the ongoing evaluation of the impact of onboarding activities, which will commence for all new employees at the start of 2023.

Talent and Career

The ongoing sourcing of talent remains crucial in meeting the workforce requirements of the University. Recruitment continued to be a challenge across the sector in 2022 due to the prevailing economic and labour market conditions. There were 152 new commencements throughout the year. The talent management function within People Portfolio continued to explore the ideal behavioural elements required in candidates and how those aligned to the University's values and strategic priorities. Several new strategies were trialled, including early candidate engagement as well as the rigorous promotion of the University to current and future employees, with a strong focus on the ongoing benefits of not only the opportunities within the University, but the benefit of living locally and linking to our local communities to ensure the longevity of a highly engaged workforce. The University is in a unique position, leveraging our connectedness, belonging and sense of place, to lead innovation and excellence in our chosen fields. People Portfolio is undertaking the development of tailored Employee Value Propositions to attract, grow and retain exceptional people who are invested in our vision and purpose.

During 2022, several mission-critical leadership roles were recruited, including a new Dean (Students), Executive Director (iLAUNCH), Chief Financial Officer, and Head of School for both the School of Agriculture and Environmental Science, and the School of Spatial Science and Built Environments. Targeted campaigns were also designed and delivered to stand up iLAUNCH, and approaches were also used to support recruitment in organisational change and other targeted campaigns, such as the maturation of the Allied Health programs offered by the University.

There were 55 applications received for academic promotion this year (six more than in 2021). Overall, male application rates were lower than female application rates, apart from applications for Level C, with 54% of applications from male employees. Applications from female employees for Level D increased in 2022, with 59% of applications from female employees (an increase of 18% from 2021). These positive outcomes reflect several pipeline-building development activities that have been invested in over the last four-years with the long-term aim of ultimately increasing women at senior academic levels. The overall success rate for academic promotion applications in 2022 was 75%, which was 9% higher than the 2021 success rate.

A range of improvements were also made to the University's academic promotion processes in 2022, including a streamlined 6-point rating scale and a revised set of performance descriptors. The minimum individual weighting

for Teaching and Research increased to 20% to better reflect Teaching and Research positions. In parallel, the Level B Academic Promotion process was reviewed to digitise the process to keep pace with best practice across the sector. As a result, an online promotion application and approval process was implemented enabling academic employees to apply to Level B online at any time throughout the year.

The 2022 Academic Development and Outside Studies Program received 24 applications, 16 of which were approved. A strategic review of the Program was also completed, and the program was realigned to strategic priorities and the future needs of the University's academic workforce. The title of the program changed to the Academic Professional Development Program with the former PhD category moved to a new separate PhD/Doctoral Support Program (which now includes a 'post-confirmation of candidature' category). The separation of the PhD/Doctoral Support Program in its own category reflects the University's aspirations to lift the capability and qualifications of its workforce.

Study Assistance continues to reflect the changing nature of work and careers, with declining applications received for undergraduate study, and increasing number of applications for postgraduate and doctoral studies in 2022. The number of new applications for postgraduate study seems to have plateaued with increased interest for doctoral studies for professional employees becoming evident. As a result of the support for the Study Assistance program over the last 12 months, 90 employees have been assisted in working toward and completing their studies and enhancing their career development and prospects at the University.

Health, safety and wellbeing

In 2022, the University progressed the rollout of the University's *Safety Strategy 2020-2022* to the University community with the delivery of two key modules of SafeTrak, the new fit for purpose safety information management system. The incident and hazard management module encourages positive safety culture through active management of identified workplace health and safety risks with benchmarked root cause analysis tools, providing organic learning opportunities for leaders. The safety risk assessment module furthered the quality and integrity of safety risk assessments through collaborative online peer review, hazard identification guides and development of a growing library of endorsed safety risk assessment templates. Online and in person campaigns, accessible published resources and interactive online training supported uptake and engagement of initial SafeTrak modules. Other modules, including the biosafety, certifications, audit, event and field trip modules will provide operational value to the University community.

Leader-led safety observations continued to progress to connect University leaders with the University community at a local level. The ongoing development and analysis of lead indicators continued to provide insight into positive behaviours demonstrating consistency in performance and growth for new risk management areas, such as biosafety approvals. Development progressed on Work Health and Safety Management System guidelines for confined spaces, electrical safety, and operational templates and high-risk operational work units made significant advancements in the rollout of Chemwatch, the University's chemical management system. The University continued to operationalise the Biosafety Framework with a focus on higher risk activities requiring support and endorsement from the Institutional Biosafety Committee.

During 2022, the University's workers compensation premium and average claims costs were significantly lower than the higher education industry rate and the average claims cost respectively. Musculoskeletal injuries (including trips, slips and falls) were the University's most common type of injury and a common theme within higher education. Learning reviews continued during the year to inform built environment outcomes and drive educational initiatives.

A review of the Safety Strategy 2020-2022 identified multiple achievements across the three pillars of a leader-led safety culture, proactive safety risk management and a focus on safety performance and compliance: all contributing to the objective of being a University of choice for staff across our regions.

GOAL: Maintaining our capacity for investment into our future

Reducing Our Carbon Footprint

The University continues to seek to reduce its carbon footprint and is committed to this through key results indicators in the Strategic Plan 2021-2025. A formalised carbon reduction strategy is proposed as part of a University Sustainability Strategy project commenced in 2022. The opportunities for energy efficiencies span across infrastructure such as energy, built environment, research and teaching activities, as well as enterprise operations. Investment in improved systems to provide robust data for environmental decision making has occurred to inform reduction strategies.

For 2022, an increase in carbon emissions reflected the growth in on campus activities following a disrupted year in 2021 due to COVID-19 restrictions. Indirect emissions resulting from purchased electricity represent the largest source of greenhouse gas emissions for the University. Scope 1 emissions (direct emissions that are within the University's control), were negatively impacted due to failure of a boiler system in May 2022 and the subsequent reliance on diesel fuel resulting in a 36% increase in emissions.

Environmental Key Performance Indicators - 2022

Waste, energy, and water consumption are the key performance indicators for the University's sustainability performance. In 2022, targeted efforts were made towards maturity of the collection and analysis of data enabling real time reporting and trend analysis. Fault finding ability and response times have improved resulting in efficiencies.

There has been an overall reduction of 16% in total waste in 2022 compared to 2021 and across quite a number of waste streams. Much of the reduction has been attributed to landfill waste which demonstrates that there are improved waste management behaviours occurring across campuses.

The University's total energy consumption was greater in 2022 by 3% than 2021 figures. This is on trend and is to be expected with the previous two years being largely disrupted due to reduced on campus activity resulting from the COVID-19 pandemic. There has been a downward trend in purchased electricity costs since 2015 with the exception of 2022 where the amounts bounced back to be on trend with 2019 figures (pre-COVID-19). The reduced electricity expenditure demonstrates the impact of renewable energy generation on campus as solar panels have increased over time.

The University's solar array continued to offset grid electricity consumption, however solar energy generation was down 15% from 2021. The decline is attributed to the overall reduction in UV exposure due to the La Nina weather event. The Mount Kent Observatory was a new addition to solar generation for the University, increasing the University's solar array by 10kW. While there is a continued focus on investing in clean energy, grid electricity continues to be the main source of energy across the University with the Toowoomba campus consuming 64% of grid electricity.

There has been a reduction in total potable water consumption in 2022 compared to the five years previous. Much of the reduction is attributed to the Toowoomba campus, with three years of regular rain reducing the need for potable water and the use of harvested rainwater.

The University's sustainability data illustrates strong performance and with maturity in analysis and reporting achieved in 2022, further opportunities for efficiencies across waste, energy and water can be realised in the future.

COVID-19 pandemic response

The COVID-19 pandemic presented one of the highest safety risks to the organisation throughout 2022. Queensland Government restrictions impacted University operations at varying times throughout the year due to isolation requirements, mask requirements, and, particularly early in 2022, encouragement to work from home. Despite the Government enforced restrictions easing across the calendar year, proactive safety measures continued to be promoted to minimise the likelihood of transmission of the virus during university activities. These measures included:

- Ongoing maintenance of the University's *COVID Safe Plan*.
- Ensuring ready access to pandemic supplies – hand sanitisers, antibacterial wipes, masks.
- Normalising and promoting mask wearing, physical distancing, and positive hygiene practices.
- Development of risk management plans with controls for COVID-19, both for university activities and for vulnerable individuals (students and staff).
- Reducing density in open office arrangements.
- Rapid Antigen Test (RAT) availability for the University community.
- COVID-19 Special Leave for staff.
- Enhanced cleaning routines.
- Exploration of opportunities to improve ventilation into buildings and air quality (CO₂) testing units deployed to areas of concern.

Positive COVID-19 cases, close contact isolations, and symptomatic individuals increased absenteeism or work from home arrangements across the organisation throughout the year however work units adapted well to ensure business continuity during the disruption. Like most organisations in Australia, the University moved towards a business-as-usual approach to managing the COVID-19 response towards the end of 2022.

Campus development

Campus Master Planning

The *Campus Master Plan* for the University's three physical campuses was released in May 2022. It articulates the role of the physical estate in enabling the teaching, research and learning activities of the University, and focuses on the role each campus plays in contributing to strategic objectives. As well as identifying campus narratives, the *Campus Master Plan* outlines how the physical campuses will meet the needs of students and staff in the future and provide engaging and welcoming spaces for the community. The *Campus Master Plan* will inform capital planning going forward, including development of next generation learning, teaching, and research facilities.

As well as the finalisation of the *Campus Master Plan*, an updated *Conservation Management Plan* for the Ipswich Campus was completed, documenting the historical significance of the site and buildings in relation to previous use as a mental health facility. This document will inform future development on the site and ensure the heritage status of the site is respected.

University of Southern Queensland infrastructure

With the release of the *Campus Master Plan* in 2022, activity focused on planning for projects to support identified strategies in the Plan as well as completion of minor projects across the campuses. Key capital projects commenced and completed in 2022 include:

- A \$4.9M refurbishment of the Bobbie Brazil Building (B Block) at Toowoomba campus. The project delivered an engaging new art gallery and function room at the entry to the campus, setting the tone for creating a welcoming and connected campus. The upper level of the building was refurbished to provide a contemporary and collaborative office environment. The second stage of the project is due for completion in early 2023 with a refurbishment of the B Annexe. This area will be designed to complement the recently completed areas of the Bobbie Brazil Building and will provide opportunities for engagement with the University's heritage collection.

- Upgrades were completed at both McGregor and Concannon Colleges to provide additional self-catering options for students. This work saw the conversion of two former commercial kitchens at the colleges into self-catering kitchen spaces increasing flexibility of accommodation offering to meet demand. A smaller project to refurbish a house adjacent to Concannon College was commenced expanding the variety of student accommodation offering for the University.
- A planning and feasibility assessment commenced for a new Advanced Engineering building at Toowoomba campus. The proposed building will create new, world-class collaborative engineering teaching and research space, will link the main Toowoomba campus with the Agriculture Science and Engineering Precinct, and provide a catalyst for future campus space consolidation. An outcome of the construction of this building will be the vacation of the existing Engineering Building. Opportunities will be considered to upgrade this building leading to the retirement of other end of life assets on the campus.
- Planning is underway on the Ipswich campus to support the introduction of new health focused programs including the development of a new building to facilitate these programs. In the short term, relocation of the current café into the Library and the redevelopment of the former café space into health focused technical teaching space will occur, contributing to the vibrancy of the campus.

Strategic Asset Management Plan

The *Strategic Asset Management Plan* was completed in 2022, resulting in a blueprint that will guide physical asset maintenance activities, inform *Campus Master Plan* initiatives, and contribute to realisation of strategic objectives moving forward. A key component of the Strategic Management Plan has been a condition audit of existing building stock, which will lead to improved decision making around investment. The *Strategic Asset Management Plan* is intended to see ongoing improvements to asset management practices by aligning with best practice principles.

With the Plan finalised, the focus now shifts to delivery. Work has commenced on implementation of the improvement objectives identified within the Plan. This includes the development of a total asset management plan to establish the next layer of planning required, including the development of business-as-usual asset condition monitoring, maintenance plans and renewal and operating budgets.

Strengthening security systems capability

Development of the Physical Security Policy and suite of accompanying procedures was completed in 2022. This suite of documents outlines the University's approach to protecting the University community and its tangible assets through a range of physical security controls. Also developed in 2022 was a Physical Security Risk Register to aid in the monitoring of physical security threats to the organisation by enabling a consistent review of local, national, and global security events. The risk register incorporates controls for a variety of disruptive events and informs an ongoing risk rating for operational risks.

Also in 2022, the University refreshed its Crisis Management Framework, developed a *Master Business Continuity Plan*, a *Crisis Communication Plan* and an *IT Disaster Recovery Plan* to ensure there was a well-structured and scalable approach to managing business disruption and deliver a high level of confidence in recovery capabilities.

A number of community safety initiatives were undertaken throughout the year including:

- A safe pathway project for residents at student accommodation on the Toowoomba campus, through increased pathway lighting and increased closed-circuit television (CCTV) coverage.
- Delivery of the Australian National Security preparedness training module Escape.Hide.Tell.
- Release of a positive security culture video for University community members encouraging behaviours that support a shared approach to physical security measures.

The fundamental tools developed in 2022 provide a solid foundation for the continuous improvement of physical security infrastructure and culture at the organisation.

Integrated planning

The *Strategic Plan 2021-2025* is brought to life through the Integrated Planning Framework as it is cascaded through a set of core business and enabling strategies. 2022 saw the refresh of several of the core and enabling strategic including the *Education Plan 2022-2025*, *Research Plan 2021-2025*, *Engagement Plan*, *First Nations Blueprint*, *People Strategy* and *Campus Master Plan*. The Integrated Planning Policy and Procedure was also reviewed, resulting in new policies and procedures for Integrated Planning and Enterprise Risk Management. Supporting the annual operational cycle of integrated planning, a new digital planning site was created.

Ensuring informed decision-making

Data for strategic decision making at the University is provided through the 'Information Centre' – an online portal housing data dashboard across various topics. The expansion of the Information Centre continued in 2022 to provide greater accessibility to data related to staff, First Nations students, research and finance.

Supporting evaluation of progress against the *Strategic Plan 2021-2025*, the Measuring Our Success Report was also launched in 2022. The Report provides quantitative and qualitative analyses against 22 key result indicators that underpin achievement of the six performance areas highlighted within the *Strategic Plan 2021-2025*:

- Growing our student population and broadening participation in higher education;
- Being the University of choice across our regions (for staff and students);
- Delivering an outstanding student experience and outcomes;
- Growing the quality and quantity of research outcomes;
- Contributing to the sustainable development of our communities; and
- Maintaining our capacity for investment into our future.

For each area and indicator, the Report provides a clear understanding around what prior year results show, an indication of whether the trend demonstrates we are on track to meet the 2025 targets and what actions are being taken to support positive year-on-year performance progression.

Service improvement

In 2022, the Service Improvement team captured, reviewed and analysed over 440 processes across the Enterprise Services Division, creating a program of work to target improvement in areas of strategic importance. The Service Improvement roadmap includes a series of collaborative, customer-focussed projects to be delivered across the next two years. In 2022, one project was completed with a further 22 projects underway across the Division. Areas of focus include People Portfolio, Facilities Management, and Finance and Business Services.

To grow and evolve ongoing service improvement capability, the Service Improvement Champions Network was also launched in 2022. This network comprises a cross-disciplinary group of staff who undertake relevant training and work-based learning in order to lead service improvement discussion and coordination within their teams, liaise with the central Service Improvement team, and assist in the implementation of improvement initiatives at a local level.

ICT infrastructure

Evolving the University's infrastructure to support enterprise resilience has been a key focus area for 2022. This has included completion of a new backup and recovery technology deployment, which has been complemented with revised incident response and recovery processes. A number of recovery exercises, simulated and real, have been undertaken to test infrastructure and process and improve staff skills and familiarity. A major upgrade of the Ipswich Campus network core commenced during the year, which will result in the replacement of end-of-life equipment to improve network speed between buildings, enhanced network security and position the campus network for future enhancement. Digital collaboration capability has continued to be extended with upgrades and enhancement of teaching spaces and meeting with upgraded user interfaces and connectivity, which are integrated with cloud-based collaboration application suites facilitating multi-site hybrid capability for flexible teaching, research collaboration and engagement and efficient internal collaboration.

Major ICT projects

During 2022, extensive updates and configuration were undertaken in enterprise systems to support the introduction in 2023 of the Flexible Academic Calendar. These updates will facilitate the flow of information and configuration through supporting systems to provide efficient use and access to the new teaching periods. Other projects included the acquisition of a new curriculum management system, the launch of a new online safety system, and the Research Information Systems Enhancement Project, which are all detailed in earlier sections of this Report. New User Interfaces were rolled out across the University's entire digital ecosystem to facilitate the transition to the refreshed branding. These have been progressively rolled out to minimise user impact while taking the opportunity to optimise usability and functionality to complement the new corporate look and feel.

Strategic data use

Development of Enterprise Information Management capability continues to mature during the year, with the implementation of sensitivity labelling capability for data both in document and email forms. This classification of data by creators improves the ability of automated systems to identify and warn of unintended or accidental release of misuse of data. Workshops to map the University's data estate have been undertaken to assist in development of our future data maturity roadmap and identify high value opportunities for analytics and opportunities for strategic investment in underpinning technology. Use of big data aggregation, collation and reporting to support key business functions continues to be develop growing capability in academic integrity and student support. This is focussed data backed early identification and intervention of issues hampering student progression and success.

Cyber security

Investment continues in mitigating cyber security threats and vulnerability. 2022 saw continued expansion and use of external threat intelligence allowing for the implementation of real world informed protective and preventative controls before they are experienced in our environment. Combining this combining with continuous refinement of controls and control configuration based on data collected within our environment has allowed for the introduction for significant automation in response capability reducing time to respond and time spend on mitigating known common security threats. Phishing detection and ongoing user awareness campaigns combined with upgrades and enhancements to multi-factor authentication have provided strong data evidence on the effectiveness allowing for continued improvement of the control environment.

Cyber security governance has continued to be enhanced providing critical information across the University community and sharing of information on cyber threats, foreign interference, regulatory changes, best practice, and control performance.

2022 Summary of Financial Performance

2022 continued to be challenged by the pipeline impact of the COVID-19 pandemic which had business impacts domestically and internationally ranging from disruption of supply channels through to the direct impact on our students. Management continued to focus efforts on responsible financial management of all University activities balanced with targeting and strategic investment in key priorities consistent with our mission.

The Statement of Financial Position remained strong albeit sustaining a marginal decrease in cash and cash investments of \$13.2m (-6.6%) driven largely by the planned deficit result, coupled with an increase in net assets of \$28.7m (3.7%). Liquidity remains healthy, maintaining a strong current ratio of 2.2. Debt remains very low, with overall borrowings representing 0.1% of total equity.

Statement of Comprehensive Income

Despite the continued volatility and challenge in the operating environment, the University's operating result was a deficit of \$15.5m which was an improvement on the 2022 original budget approved deficit of \$25.0m.

Total income was \$327.0m and was \$0.7m (0.2%) higher than the 2022 original budget of \$326.3M however it was \$94.8m lower than 2021 due to the extraordinary investment returns received in 2021 from the in-specie dividend from Education Australia Ltd. The main variances in income compared to the prior year are outlined below.

Income from Australian Government financial assistance was lower than 2021 by \$8.3m. This is primarily due to the continuation of transitional arrangements for the Job-Ready Graduates package which sees the transition funding decreasing each year over the 2021-2023 funding period (-\$1.8m) and reduced student contributions through the new funding cluster structure and lower domestic enrolments (-\$2.7m). Additionally, the Research Block Grants returned to base levels in 2022 following the one-off \$5m injection from the Commonwealth in response to COVID-19 through 2021.

Fees and Charges was an area which continued to be significantly impacted by the pipeline effect of COVID-19 however, once borders opened and international students could return to campus, student load performed better than expected (\$0.5m above budget), offsetting the decline in domestic student load. As a result, income from international students was \$5.3m less than 2021 which is an improvement

on the \$9.5m decline from 2021 to 2021. Income from domestic full fee-paying students remained static compared to 2021. The closure of Omnia Books and Beyond in 2022 contributed to a reduction to other fees and charges of \$2.0m. Overall Fees and Charges were \$6.5m less than 2021.

Revenue from consultancies and contracts was \$1.0m lower than 2021, primarily in contract research however, this is offset by a \$2m increase in research grant income from Australian Government sources. Other income was \$0.5m lower than 2021 primarily as a result of donations and bequests being lower having received a large one-off donation in 2021. Investment income benefited from increasing interest rates on fixed term investments and as a result was \$1.7m higher than 2021.

Total expenses were consistent with 2021 (\$0.1m higher) and \$5.5m (1.6%) lower than the 2022 original budget. These movements were driven by the following major categories:

Employee related expenses decreased by \$12.9m (5.3%) compared to 2021 despite an administrative salary increase for staff (2.0%). The overall result has been primarily driven by a challenging talent recruitment environment leading to delays in appointments, delays to project start dates and continued focus on vacancy management. Overall employee expenditure in 2022 was \$19.1m (7.8%) less than the 2022 original budget.

Depreciation and Amortisation costs saw a minor increase to both the 2021 actuals (\$0.4m) and the 2022 original budget (\$0.6m). The increase in costs reflects the combination of asset additions, disposal and movement in the valuation of the carrying amount of depreciable assets.

Other Expenses increased by \$12.7m (-15.8%) on 2021 expenditure and \$9.7m (-12.0%) against the 2022 original budget. The main variances in other expenses compared to the prior year are outlined below.

- Travel, entertainment and staff recruitment costs were \$2.7m higher than 2021 as travel restrictions lifted and the University returned to pre-COVID-19 levels of travel both internationally and domestically and significant recruitment activities that took place for key positions include for the iLAUNCH hub.
- Research expenditure and grants contributions were \$2.6m higher than 2021 due to increased research grant revenue received.
- Scholarship expenses were \$1.8m higher than 2021 and include increased research stipends, equity scholarships and the school leaver's excellence scholarships.
- Professional and consultancy fees were \$1.8m higher than 2021 due primarily to key external reviews on business processes, specialist advice for the acquisition of Union Institute of Languages Pty Ltd and feasibility, design and project management fees for capital projects.
- Information technology expenses were \$1.1m higher than 2021 due to significant increases in systems licencing costs and the replacement of critical hardware.
- Insurance expenses were \$1.1m higher than 2021 due to significant premium increases in the insurance market globally.
- Agent commissions were \$0.9m higher than planned due to the increase in commencing international student numbers as borders reopened earlier than originally anticipated.

Statement of Financial Position

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

Net Assets increased by \$28.7m (3.7%) driven primarily by a \$50.1m increase to property, plant and equipment values and a reduction to the employee provisions of \$14.3m due mainly to the finalisation of the Early Retirement Scheme that was offered at the end of 2021. This is offset by a reduction to cash and investment assets of \$13.2m and a \$26.2m reduction to value of the IDP Education shares due to the sale of 25% the portfolio coupled with a drop to the share price.

Institutional Performance

PERFORMANCE INDICATOR	2018	2019	2020	2021	2022
Student Enrolments and Load					
Total Students	25905	25670	25649	24824	22448
[a] Total Student Enrolments	26318	26063	26079	25230	22728
Total Student Load	14016	13655	13969	13442	12084
Enrolments - Commencing Students	10331	10475	10139	9737	8443
Enrolments - All Undergraduate	20746	20617	20373	19779	17877
Enrolments - Higher Degree Research	818	871	924	961	630
Enrolments - Higher Degree Coursework	4754	4575	4782	4490	4221
Postgraduates as % of Total Students	21%	21%	22%	22%	21%
Load - All Undergraduate	11363	11152	11288	10800	9824
Load - All Postgraduate	2653	2503	2681	2642	2261
[b] Market Share and Student Demand					
UniSQ Share of Queensland Providers enrolments	10.0%	9.7%	9.8%	9.6%	*
UniSQ Share of Australian Distance Education enrolments	7.0%	6.5%	5.3%	4.3%	*
UniSQ Share of International Student enrolments (Australian Providers)	0.6%	0.6%	0.5%	0.4%	*
UniSQ Share of Australian graduations	1.1%	1.0%	1.1%	1.0%	*
UniSQ Share of International Distance Education enrolments	11.2%	8.7%	2.3%	0.8%	*
UniSQ Share of Queensland provider Distance Education enrolments	39.7%	37.3%	30.9%	21.6%	*
[c] Client Satisfaction and Teaching Quality					
[d] Overall Course Satisfaction (score/5)	3.90	4.00	4.05	4.08	4.1
[#] Australian Graduate Survey					
[e] CEQ: % Good Teaching Scale Satisfaction	85.9%	87.3%	86.9%	87.2%	*
[e] CEQ: % Generic Skills Scale Satisfaction	94.2%	95.7%	96.1%	95.8%	*
[e] CEQ: % Graduate Qualities Scale Satisfaction	95.7%	96.5%	97.6%	96.6%	*
[e] CEQ: % Overall Rating Satisfaction	91.1%	91.6%	91.1%	90.4%	*
[f] GDS: % Graduates in Full-Time Study	8.4%	8.8%	9.9%	8.7%	*
[g] GDS: % Graduates in Full-Time Employment	79.9%	80.3%	80.6%	85.1%	*
[h] GDS: Median Starting Salary (undergraduate)	69400	70700	72000	75000	*
[i] GDS: % Graduates Seeking FT Employment	18.3%	18.0%	16.9%	12.6%	*
Student Performance					
[j] Student Retention	78.6%	80.3%	78.9%	77.2%	*
[k] Course Progression rate	78.4%	79.2%	80.5%	77.8%	*
Student Completions	4003	3681	3949	4162	*

Institutional Performance cont'd

PERFORMANCE INDICATOR	2018	2019	2020	2021	2022
Flexibility					
% Enrolments Internal	11.9%	11.9%	10.0%	10.7%	9.0%
% Enrolments External	66.9%	66.0%	67.9%	67.5%	68.7%
% Enrolments Multi-Modal	21.2%	22.0%	22.1%	21.8%	22.3%
Web-Based Subjects Offered	1033	1055	1057	1053	1027
Web-Based Student Enrolments in Courses	64455	62086	65894	63629	60145
Enrolment Trends					
Enrolment Density (= Ratio of Enrolments to Load)	1.85	1.88	1.84	1.85	1.86
Median Age of Students	29	29	30	30	30
Research and research higher degrees					
Research Completions – PhD + Research Masters	84	104	108	135	*
Staff					
[m] Staff FTE – Academic (FT & FFT)	591	587	592	563	570
[m] Staff FTE – General (FT & FFT)	897	896	866	907	920
Casual Staff FTE	285	281	258	329	329
Student Staff Ratio (EFTS:FTE)	21.1	20.7	20.7	18.8	16.4
% Academic Staff with PhD	67%	68%	67%	71%	76%
% Academic Staff with Higher Degree	85%	86%	85%	88%	90%
Staff Separation Rate (%)	8%	7%	4%	4%	9%
Mean Age of Staff – Academic	50	50	50	50	50
Mean Age of Staff – General	43	44	44	44	45
% Academic Staff who are Female	51%	53%	53%	54%	55%
% Senior Staff who are Female	26%	32%	32%	39%	39%
% Staff covered by Collective Bargaining Agreements	96%	96%	96%	96%	95%
[n] Health and Safety					
[o] Lost Time Injury Frequency Rate (LTIFR)	5.29	4.17	2.67	4.09	1.14
Occupational Disease Rate	0.0%	0.0%	0.0%	0.0%	0.0%
[p] Lost Work Day Rate	39.53	8.61	12.69	25.58	1.60
Fatalites	0	0	0	0	0
[q] New Workers Compensation Claims	40	24	20	24	11
[r] Average Days to Return to Work	11.21	9.00	2.67	4.09	7.00
[s] Average paid Days	18.29	20.60	2.5	35.69	6.00
Internationalisation					
Market Breadth 1: Number Countries Serviced	90	96	90	81	76
Market Breadth 2: # Countries Accounting for 80%	11	11	11	13	11
International Student Load	1933	1863	1807	1313	1147

Institutional Performance cont'd

PERFORMANCE INDICATOR	2018	2019	2020	2021	2022
Equity and Multiculturalism					
Females as % of Total Students (Domestic)	57.8%	58.2%	58.8%	59.1%	59.9%
Females as % of Commencing Students (Domestic)	59.2%	59.0%	60.1%	61.8%	62.2%
% of Females in Engineering (Domestic)	9.9%	9.9%	11.5%	12.3%	13.1%
Enrolments - Indigenous Students	3.2%	3.5%	3.8%	3.9%	4.3%
Indigenous Student Progression (Pass Rate Parity)	82.8%	86.6%	85.3%	80.9%	*
[t] Enrolments - People with Disabilities	1741	1737	1928	2301	2308
% of Students Socioeconomically Disadvantaged	28.6%	28.4%	27.3%	27.0%	27.1%

* 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.
- [#] The survey data reported here is collected in following year, e.g., 2021 relates to 2022 GOS survey results
- [c] Client satisfaction is from data taken from UniSQ'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 UniSQ graduates conducted by UniSQ.
- [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 valid respondents that broadly agreed with the items on the 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. Valid responses requires at least 4 of the items in each scale to be included in BMOA calculations.
- [f] These are Australian graduates in further full-time study.
- [g] This is the number of Australian graduates in full-time employment as a percentage of those available for full-time employment.
- [h] The median starting salary of Australian undergraduates who with a starting salary not excluded as outlier by SRC.
- [i] The number of Australian graduates in part-time employment who are seeking more hours or unemployed and seeking full-time employment 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
- [m] FTE refers to Full-Time staff Equivalents.
- [n] All system rules are applied, reported and recorded in respect with the Work Health and Safety Act 2011 (QLD) and Workers Compensation and Rehabilitation Act 2003 (QLD)
- [o] LTIFR = (number of injuries x 1 000 000) / total hours worked
- [p] Lost work day rate = (total lost work days/total hours worked) x 200000
- [q] New statutory claims: The number of new statutory claims that have been registered during a given financial year, irrespective of the claimants' accident dates
- [r] Average days to first return to work: The average number of days taken to secure any form of return to work, where the return occurs within the reporting period. Only time loss claims are included in this calculation
- [s] Average paid days: The number of paid days (partial or total) on a statutory claim divided by the number of new statutory claims, in a given financial year
- [T] enrolments are based on all students including domestic and international
- Note: Some data may have changed slightly from the previous Annual Report due to back dated student withdrawals or similar. If you require additional information, please contact the Editor.

General Statistics

STUDENT LOAD (EFTSL)*	2020	2021	2022
Attendance			
On Campus	4310.0	3994.3	3242.7
External/Online	9659.1	9447.4	8841.7
Commencement Status			
Commencing	5002.1	4938.3	4311.0
Continuing	8966.9	8503.3	7773.4
Discipline Area			
Agriculture, Environmental and Related Studies	90.3	92.0	158.2
Architecture and Building	36.0	28.6	30.0
Creative Arts	849.0	793.0	662.3
Education	2285.4	2348.4	2183.5
Engineering and Related Technologies	1478.5	1406.6	1271.1
Health	2725.7	2599.6	2521.0
Information Technology	882.3	690.1	657.8
Management and Commerce	1285.8	1038.8	863.4
Natural and Physical Sciences	1645.9	1494.9	1323.1
Society and Culture	2424.1	2553.1	2251.0
Mixed Field Programmes	266.3	396.6	163.0
Program Level			
Higher Degree Research	556.0	613.8	405.1
Higher Degree Coursework	1707.8	1674.3	1556.0
Other Postgraduate	415.0	353.4	298.9
Bachelor	9407.4	9015.3	8407.1
Other Undergraduate	575.9	635.0	604.0
Enabling	1198.0	1052.5	726.8
Cross-institutional	25.9	20.8	13.8
Non-Award	83.1	76.6	72.8
Funding Source			
Commonwealth Funded	11098.9	11030.3	10109.8
Domestic Fee-paying	674.3	660.1	532.4
International	1802.8	1312.2	1146.9
Research Training Program	393.1	439.1	295.3
TOTAL STUDENT LOAD	13969.0	13441.7	12084.4

Note:

* Figures show the EFTSL for the full year, based on annual submissions to The Department of Education, Skills and Employment (DESE) before 2021. 2021 figures show the EFTSL for the full year, based on the 2021 Load and Monitoring data from University systems.

STUDENT ENROLMENTS*	2020	2021	2022
Gender			
Female	14815	14514	13321
Male	10792	10256	9071
Indeterminate/Unspecified	42	54	56
Attendance Mode			
On Campus – Toowoomba	3843	3605	3236
On Campus – Springfield	2097	1922	1541
On Campus – Ipswich	2291	2531	2247
External / Online	17418	16766	15424
Commencement Status			
Commencing	10103	9702	8414
Continuing	15546	15122	14034
Field of Education			
Agriculture, Environmental and Related Studies	15	29	97
Architecture and Building	116	93	88
Creative Arts	3134	2809	2102
Education	4065	4164	3918
Engineering and Related Technologies	3662	3511	3274
Health	4063	4203	4133
Information Technology	960	873	890
Management and Commerce	3253	2584	2065
Natural and Physical Sciences	1975	1983	1529
Society and Culture	3736	3816	3704
Non-Award	536	674	562
Mixed Field Programmes	134	85	86
Program Level			
Higher Degree Research	921	959	628
Higher Degree Coursework	3450	3326	3203
Other Postgraduate	1304	1131	1002
Bachelor	14950	14740	13787
Other Undergraduate	1415	1501	1479
Cross-institutional	164	123	83
Enabling / Non-award	3445	3044	2266
International			
Offshore	451	341	213
On-campus	1997	1571	1507
Australian	23201	22912	20728
Indigenous			
Indigenous	886	900	888
Non-Indigenous	24763	23924	21560
TOTAL STUDENT ENROLMENTS	25649	24824	22448

* Figures show the headcount of students for the full year, based on annual submissions to The Department of Education, Skills and Employment (DESE) before 2021. 2021 figures show the headcount of students for the full year, based on the 2021 Load and Monitoring data from University systems.

General Statistics cont'd

STAFF (FTE)	2020	2021	2022
ALL STAFF			
Gender			
Female	1002	1063	1077
Male	714	736	741
Classification			
Academic Staff	795	820	828
General Staff	921	978	991
Current Duties Term			
Tenured	1138	1138	1007
Limited Term	320	331	483
Other Term			
Casual	258	329	329
TOTAL STAFF	1716	1799	1819

ACADEMIC STAFF

Faculty			
Faculty of Business, Education, Law and Arts	335	358	355
Faculty of Health, Engineering and Sciences	250	270	282
Open Access College	34	36	38
College for First Nations	18	17	17
Non-faculty	157	140	136
Level			
Above Senior Lecturer	151	151	157
Senior Lecturer (C)	137	142	148
Lecturer (B)	255	246	242
Lecturer (A)	253	281	281
TOTAL ACADEMIC STAFF	795	820	828

Notes:

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

Financial Statements

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UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Comprehensive Income
for the year ended 31 December 2022

	Note	2022 \$'000	2021 \$'000
Revenue and income from continuing operations			
Australian Government financial assistance			
Australian Government grants	2.1	184,547	188,068
HELP-Australian Government payments	2.1	72,797	77,533
State and local government financial assistance	2.2	5,739	4,284
HECS-HELP student payments		7,937	6,647
Fees and charges	2.3	41,270	47,834
Royalties, trademarks and licences		30	79
Consultancy and contracts	2.4	7,662	8,682
Other revenue and income	2.5	3,303	3,811
Investment income	3	3,312	84,812
Gain on disposal of assets		358	-
Total revenue and income from continuing operations		326,955	421,750
Expenses from continuing operations			
Employee related expenses	4	225,442	238,295
Depreciation and amortisation	11,12	18,152	17,795
Repairs and maintenance	5	7,689	6,258
Borrowing costs		122	158
Impairment of assets		185	629
Loss on disposal of assets		-	1,007
Other expenses	6	90,908	78,220
Total expenses from continuing operations		342,498	342,362
Net result from continuing operations		(15,543)	79,388
Items that will not be reclassified to profit or loss			
Loss on equity instruments designated at fair value through other comprehensive income (FVOCI)	17(a)	(13,260)	(38,995)
Gain on revaluation of property, plant and equipment	17(b)	57,528	15,453
Total other comprehensive income		44,268	(23,542)
Total comprehensive income		28,725	55,846

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UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Financial Position
as at 31 December 2022

	Note	2022 \$'000	2021 \$'000
ASSETS			
Current assets			
Cash and cash equivalents	7	29,055	81,168
Receivables	8	26,729	26,792
Contract assets	8	17,005	6,573
Inventories		112	343
Other financial assets	9	158,500	119,000
Other non-financial assets	10	12,537	11,112
Total current assets		243,938	244,988
Non-current assets			
Other financial assets	9	51,816	76,055
Property, plant and equipment	11	631,063	577,264
Intangible assets	12	9,141	1,522
Other non-financial assets	10	456	1,065
Total non-current assets		692,476	655,906
Total assets		936,414	900,894
LIABILITIES			
Current liabilities			
Trade and other payables	13	20,081	21,800
Borrowings	14	1,002	771
Provisions	15	37,985	50,263
Other liabilities		929	1,031
Contract liabilities	13	52,506	34,885
Total current liabilities		112,503	108,750
Non-current liabilities			
Trade and other payables	13	926	1,603
Borrowings	14	5,437	3,321
Provisions	15	7,797	9,674
Contract liabilities	13	480	-
Other financial liabilities	16	3,000	-
Total non-current liabilities		17,640	14,598
Total liabilities		130,143	123,348
Net assets		806,271	777,546
EQUITY			
Reserves	17	316,489	272,221
Retained earnings		489,782	505,325
Total equity		806,271	777,546

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Changes in Equity
for the Year Ended 31 December 2022

	Note	Reserves \$'000	Retained Earnings \$'000	Total \$'000
Balance at 1 January 2021		295,763	425,937	721,700
Net result		-	79,388	79,388
Loss on equity instruments designated at FVOCI	17(a)	(38,995)	-	(38,995)
Gain on revaluation of property, plant and equipment	17(b)	15,453	-	15,453
Total comprehensive income		(23,542)	79,388	55,846
Balance at 31 December 2021		272,221	505,325	777,546
Balance at 1 January 2022		272,221	505,325	777,546
Net result		-	(15,543)	(15,543)
Loss on equity instruments designated at FVOCI	17(a)	(13,260)	-	(13,260)
Gain on revaluation of property, plant and equipment	17(b)	57,528	-	57,528
Total comprehensive income		44,268	(15,543)	28,725
Balance at 31 December 2022		316,489	489,782	806,271

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Cash Flows
for the Year Ended 31 December 2022

	Note	2022 \$'000	2021 \$'000
Cash flows from operating activities			
Australian Government grants		266,891	273,426
OS – HELP (net)	28(g)	(55)	-
State Government grants		5,764	4,052
Local Government grants		13	94
HECS - HELP student payments		7,958	6,539
Receipts from student fees and other customers		49,441	63,624
Interest received		1,327	1,604
Dividends and distributions received		2,846	7,486
Payments to suppliers and employees		(341,462)	(316,440)
Finance costs		(122)	(158)
GST received/(paid)		(365)	900
Net cash provided by/(used in) operating activities	26	(7,764)	41,127
Cash flows from investing activities			
Receipts/(payments) for financial assets		(28,924)	19,692
Proceeds from sale of property, plant and equipment		555	674
Payments for property, plant and equipment		(10,463)	(23,940)
Payments for intangible assets		(132)	(307)
Payment for acquisition of subsidiary	22(c)	(1,730)	-
Net cash used in investing activities		(40,694)	(3,881)
Cash flows from financing activities			
Repayment of lease liabilities		(218)	(103)
Repayment of borrowings		(3,436)	(1,530)
Net cash used in financing activities		(3,654)	(1,633)
Net increase/(decrease) in cash and cash equivalents		(52,113)	35,613
Cash and cash equivalents at the beginning of the financial year		81,168	45,555
Cash and cash equivalents at the end of the financial year	7	29,055	81,168

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UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements

for the Year Ended 31 December 2022

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 (the University) is a Higher Education Provider established under the *University of Southern Queensland Act 1998* and is a statutory body as defined in the *Financial Accountability Act 2009*.

The University of Southern Queensland is domiciled in Australia with a principal address of West Street, Toowoomba, Queensland.

a) Basis of preparation

These annual financial statements represent the audited general purpose financial statements of the University. They have been prepared on an accrual basis and comply with the Australian Accounting Standards and other authoritative pronouncements of the Australian Accounting Standards Board. The University applies Tier 1 reporting requirements.

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 2019* issued pursuant to the *Financial Accountability Act 2009*
- *Australian Charities and Not-for-profits Commission Act 2012*

The University is a not-for-profit entity and the 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 requirements.

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Date of authorisation of issue

These financial statements were authorised for issue by the University Council on 17 February 2023.

Historical cost convention

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

Critical accounting estimates

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

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

Revenue recognition

Judgement is required to review and assess grant and consultancy contracts, particularly those relating to research activities, to determine if revenue is recognised in accordance with AASB 15 *Revenue from Contracts with Customers* (AASB 15) or with AASB 1058 *Income of Not-for-profit Entities* (AASB 1058). Refer note 2.

Useful lives of property, plant and equipment

An asset's useful life is an assessment of the period of time an asset is expected to be available for use by the University. Factors such as expected usage, physical wear and tear and technical and commercial obsolescence are considered. Assets are depreciated annually over their useful life, so any increase/(decrease) in life will result in a lower/(higher) depreciation expense recognised in the Statement of Comprehensive Income. Refer note 11.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Fair value of financial assets

The fair value of financial assets, such as listed and unlisted shares, must be estimated for recognition, measurement and disclosure purposes. An increase/(decrease) in fair value would result in an increase/(decrease) in net assets and in equity only, with no effect on the operating result. Refer note 9.

Fair value of property, plant and equipment

The fair value of land, buildings and infrastructure assets must be estimated for recognition, measurement and disclosure purposes. An increase/(decrease) in fair value would result in an increase/(decrease) in net assets and equity only, with no effect on the operating result. Refer note 11.

Employee provisions

Employee provisions for unused annual and long service leave are estimated by applying probability percentages to leave balances at the end of the reporting period, estimating future wage increases and on-costs and applying discount rates to determine a present value. Changes to any of these variables would increase/(decrease) employee benefits expense in the Statement of Comprehensive Income. Refer note 15.

The Provision for Early Retirement Scheme raised in the previous year was estimated using current employee payroll information, historic trend data for similar schemes and management judgement as to probable future expenditure obligations. An increase/(decrease) in employee benefits expense will occur if actual payments in the current year were higher/(lower) than provisioned for. Refer note 15.

b) Income Tax

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

c) Goods and Services Tax (GST)

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

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

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

d) Controlled entities

The University acquired a subsidiary, UIL Holdings Pty Ltd, in December 2022. Given the timing of the purchase, the impact of the adoption of AASB 10 *Consolidated Financial Statements* in 2022 was considered immaterial. The assets and liabilities of the subsidiary have been consolidated into the University's Statement of Financial Position. Refer to note 22 for additional information on the acquisition.

e) Joint venture

The University is a 50% joint venture partner with the Queensland Department of Employment, Small Business and Training in the Queensland College of Wine Tourism (QCWT). Due to the immaterial effect of applying the provisions of AASB 128 *Investments in Associates and Joint Ventures*, 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.

f) Comparative amounts

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

g) Rounding of amounts

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

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

h) New accounting standards and interpretations

New accounting standards issued but not yet mandatory for the 31 December 2022 reporting period, have been assessed as having no material implications for the University and no election has been made to early adopt any of these standards.

Note 2.1 Australian Government financial assistance including Australian Government loan programs

	Note	2022 \$'000	2021 \$'000
(a) Commonwealth Grant Scheme and Other Grants			
Commonwealth Grant Scheme (CGS)		139,125	142,456
Indigenous, Regional and Low-SES Attainment Fund (IRLSAF)		12,969	12,702
National Priorities and Industry Linkage Fund (NPILF)		4,793	4,750
Indigenous Student Success Program		2,584	2,102
Higher Education Disability Support Program		126	158
Total Commonwealth Grant Scheme and Other Grants	28(a)	159,597	162,168

The Australian Government subsidises tuition costs for higher education students across a wide range of discipline areas and qualification levels through the CGS. CGS revenue is recognised in accordance with AASB 15 over time as courses are delivered to students.

The IRLSAF provides the University with grant monies to support activities that promote equality of opportunity in higher education, for groups in the population with lower participation and attainment rates. Revenue is recognised in accordance with AASB 15 over time as the tailored activities are delivered to students.

NPILF grants are provided to support University engagement with industry to produce job-ready graduates. Income is recognised in accordance with AASB 1058 when received.

Receipts under the remaining programs are recognised as income in accordance with AASB 1058 when received.

	Note	2022 \$'000	2021 \$'000
(b) Higher Education Loan Programs (HELP)			
HECS-HELP		60,490	63,229
FEE-HELP		9,950	11,812
SA-HELP	28(h)	2,357	2,492
Total Higher Education Loan Programs	28(b)	72,797	77,533

HELP programs provide loans to students to assist with the payment of contributions to course fees (HECS-HELP), tuition fees (FEE-HELP) and student services and amenities fees (SA-HELP). Revenue is recognised in accordance with AASB 15 over time as courses are delivered and services provided to students.

	Note	2022 \$'000	2021 \$'000
(c) EDUCATION Research			
Research Training Program (RTP)		7,808	6,030
Research Support Program (RSP)		4,439	9,432
Total EDUCATION Research	28(c)	12,247	15,462

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

RTP grants are provided to universities to support training of students undertaking research doctorate and research masters courses. RSP grants are provided to support the general costs of university research activities. Income is recognised under both programs in accordance with AASB 1058 when received.

	Note	2022 \$'000	2021 \$'000
(d) Other capital funding			
Linkage Infrastructure, Equipment and Facilities grant		56	-
Total other capital funding	28(e)	56	-

	Note	2022 \$'000	2021 \$'000
(e) Australian Research Council (ARC)			
Discovery Projects		993	1,183
Linkage Projects		235	27
Special Research Initiatives		39	42
Total Australian Research Council	28(f)	1,267	1,252

The ARC is the primary non-medical research funding agency of the Australian Government. Grants are allocated through national competitions to support both fundamental and applied research. Discovery Projects support fundamental, 'blue-sky' research while the aim of Linkage Projects is to promote national and international research partnerships.

Management have judged that performance obligations are satisfied as the research is performed and access to research findings is available to granting bodies. Revenue for ARC funding is therefore recognised in accordance with AASB 15 over time as costs are incurred on the research activities.

	2022 \$'000	2021 \$'000
(f) Other Australian Government financial assistance		
Non-capital		
Commonwealth research	10,613	8,593
Other Commonwealth	767	593
Total other Australian Government financial assistance	11,380	9,186

The Australian Government provides other research and non-research grants to the University. Where grant agreements contain sufficiently specific performance obligations, revenue is recognised in accordance with AASB 15 over time as costs are incurred on the grant activities. Otherwise, income is recognised in accordance with AASB 1058 when invoiced or received.

Total Australian Government financial assistance	257,344	265,601
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Note 2.2 State and local government financial assistance

	2022 \$'000	2021 \$'000
Non-capital		
State Government research grants	5,063	3,558
Local Government research grants	13	94
Other State Government grants	663	632
Total State and local government financial assistance	5,739	4,284

State and local governments across Australia provide other research and non-research grants to the University. Where grant agreements contain sufficiently specific performance obligations, revenue is recognised in accordance with AASB 15 over time as costs are incurred on the grant activities. Otherwise, income is recognised in accordance with AASB 1058 when invoiced or received.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Note 2.3 Fees and Charges

	Note	2022 \$'000	2021 \$'000
Course fees and charges			
Fee paying onshore overseas students		27,044	31,732
Fee paying offshore overseas students		4,665	5,329
Continuing education		104	98
Fee paying domestic postgraduate students		2,257	2,410
Fee paying domestic undergraduate students		309	164
Fee paying domestic non award students		37	30
Other domestic course fees and charges		144	166
Total course fees and charges		34,560	39,929
Other non-course fees and charges			
Student services and amenities fees (SSAF)	28(h)	977	1,078
General sales and services		638	799
Residential colleges sales		1,924	1,457
Bookshop sales		204	2,287
Other sales		2,967	2,284
Total other fees and charges		6,710	7,905
Total fees and charges		41,270	47,834

Course fees and charges relate to undergraduate programs, graduate and professional degree programs and continuing education. Revenue is recognised in accordance with AASB 15 over time as courses are delivered to students.

SSAF are paid by students as a contribution for non-academic student services and amenities, such as sporting and recreational activities, employment and career advice and food services, provided by the University. Revenue is recognised in accordance with AASB 15 over time as the services and amenities are provided.

Other sales and services are generally recognised in accordance with AASB 15 at the point in time when the goods or services are provided.

Note 2.4 Consultancy and contracts

	2022 \$'000	2021 \$'000
Consultancy	1,240	1,236
Contract research	6,422	7,446
Total consultancy and contracts	7,662	8,682

Consultancy services are provided to a variety of external parties seeking the knowledge and expertise of University staff. Where consultancy contracts contain sufficiently specific performance obligations, revenue is recognised in accordance with AASB 15 over time as costs are incurred on the activities. Otherwise, income is recognised in accordance with AASB 1058 when invoiced or received.

Contract research services are provided to non-government entities, generally industry bodies and international organisations, for specific research activities. Where management have judged that performance obligations are satisfied as the research is performed and access to research findings is available to granting bodies, revenue is recognised in accordance with AASB 15 over time as costs are incurred on the research activities. Otherwise, income is recognised in accordance with AASB 1058 when invoiced or received.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Note 2.5 Other revenue and income

	2022	2021
	\$'000	\$'000
Discounts received	66	74
Donations and bequests	625	1,375
Facilities hire	382	433
Global Learning Programs	134	76
Non-government grants	6	13
Rebates, subsidies and recoveries	457	836
Sale of intellectual property	874	-
Scholarships and prizes	-	3
Other	759	1,001
Total other revenue	3,303	3,811

Donations and bequests represent funds voluntarily given to the University (a registered Deductible Gift Recipient) by a donor. Income is recognised immediately on receipt in accordance with AASB 1058.

All other revenue is generally recognised in accordance with AASB 15 at the point in time the transaction is completed.

Note 2.6 Unsatisfied performance obligations

Unsatisfied performance obligations represent contracted services the University has promised to provide to students and customers which are satisfied as the services are provided over the contract term. The amount allocated to unsatisfied performance obligations at the end of the reporting period has been based on the remaining time on the contract (student tuition) and on remaining costs to be incurred (research and consultancy agreements).

Unsatisfied performance obligations are expected to be satisfied within the following periods:

	Within 1 year \$'000	1 to 5 years \$'000	Total \$'000
Total unsatisfied performance obligations	52,506	480	52,986

Note 2.7 Reconciliation of revenue and income

	Note	2022 \$'000	2021 \$'000
Total Australian Government financial assistance including Australian Government loan programs	2.1	257,344	265,601
Total State and local government financial assistance	2.2	5,739	4,284
HECS-HELP student payments		7,937	6,647
Total fees and charges	2.3	41,270	47,834
Total royalties, trademarks and licences		30	79
Total consultancy and contract fees	2.4	7,662	8,682
Total other revenue and income	2.5	3,303	3,811
Total		323,285	336,938
Total revenue from contracts with customers as per AASB 15		284,850	294,460
Total income of not-for-profit as per AASB 1058		38,435	42,478
Total		323,285	336,938

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Note 3 Investment income

	2022	2021
	\$'000	\$'000
Interest	3,113	1,285
Dividends	453	83,377
Trust distributions	150	317
Unrealised gain/(loss) on financial assets at fair value through profit or loss (FVPL)	(404)	(167)
Net investment income	3,312	84,812

Interest income is earned on funds invested at call and on short term deposit. Refer notes 7 and 9. Income is recognised as it accrues.

Dividend income is recognised when the right to receive payment is established (generally when shareholders approve the dividend), it is probable that the economic benefits associated with the dividend will flow to the entity and the amount of the dividend can be measured reliably, unless the dividend clearly represents a recovery of part of the cost of the investment. Franking credits applicable to a dividend are recognised as income in the same period as the dividend is recognised.

In 2021, the University received two dividend distributions from Education Australia Limited; the first as an in-specie distribution of shares in listed company IDP Education Limited and the second as cash. Both distributions included fully franked imputation credits. These distributions were determined not to be a recovery of part of the cost of the investment and were subsequently recognised as income.

Trust distributions are received from the University's investment in a managed fund. Refer note 9. Distributions and associated franking credits are recognised as income in the period the distribution is declared.

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Note 4 Employee related expenses

	2022	2021
	\$'000	\$'000
Academic		
Salaries	83,012	90,026
Contributions to funded superannuation and pension schemes	14,581	14,346
Payroll tax	5,353	5,256
Worker's compensation	189	203
Long service leave	757	1,420
Annual leave	7,431	7,254
Total academic	111,323	118,505
Non-academic		
Salaries	84,875	90,039
Contributions to funded superannuation and pension schemes	15,109	14,790
Payroll tax	5,538	5,362
Worker's compensation	189	203
Long service leave	359	1,517
Annual leave	8,049	7,879
Total non-academic	114,119	119,790
Total employee related expenses	225,442	238,295

Employee related expenses in 2021 included \$10M in costs provisioned for an Early Retirement Scheme that concluded in June 2022. Refer note 15.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Note 5 Repairs and maintenance

	2022	2021
	\$'000	\$'000
Buildings	3,856	1,999
Other	3,833	4,259
Total repairs and maintenance	7,689	6,258

Note 6 Other expenses

	2022	2021
	\$'000	\$'000
Advertising, marketing and promotional expenses	4,729	4,476
Cleaning materials and services	3,331	3,005
Commissions	2,176	988
Cost of goods sold	2,532	3,384
Information technology expenses	11,048	9,986
Non-capitalised equipment	5,426	6,544
Printing, copying and stationery	866	756
Professional and consultancy fees	10,374	8,556
Research expenditure and grants contributions	5,056	2,458
Scholarships, grants and prizes	10,302	8,471
Special Payments - ex gratia payments (i)	477	-
Teaching materials and services	12,375	12,142
Telecommunications	1,001	979
Travel, entertainment and staff recruitment and development	6,687	4,006
Utilities and services	7,049	6,556
Other (ii)	7,479	5,913
Total other expenses	90,908	78,220

(i) Payments on termination of employment

(ii) During the year, the following fees were paid for services provided by auditors engaged by the University:

Audit of financial statements		
Fees paid to the Queensland Audit Office	200	198
Other audit services	14	3
Total paid for audit and review services	214	201

Note 7 Cash and cash equivalents

	2022	2021
	\$'000	\$'000
Cash at bank	2,757	1,596
Cash on hand	18	33
Deposits at call	26,280	79,539
Total cash and cash equivalents	29,055	81,168

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

For the purposes of the Statement of Cash Flows, cash and cash equivalents include cash on hand, cash in operating bank accounts and deposits held at call with financial institutions with 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.

Note 8 Receivables and contract assets

	Note	2022 \$'000	2021 \$'000
Current			
General and student receivables			
General receivables		12,464	4,894
Student receivables		391	432
Less: allowance for expected credit loss		(180)	(76)
Total general and student receivables		12,675	5,250
Other receivables			
Net GST receivable		1,940	1,547
Other receivables		29,118	26,568
Total other receivables		31,058	28,115
Total current receivables		43,733	33,365
Contract assets (included in receivables)		17,005	6,573

General and student receivables are due for settlement within 30 days of the date of invoicing and recognised at fair value. Due to their short term nature, transaction value less an allowance for expected credit losses (ECL's) reasonably approximates fair value.

The allowance for ECL's is calculated using a simplified impairment approach. As an alternative to tracking credit risk, a loss allowance based on lifetime ECL's at each reporting date is calculated. A provision matrix has been established, based on historical credit loss experience and adjusted for forward-looking factors specific to the receivables and the economic environment.

Other receivables includes a franking credit receivable of \$22.8M (2021: \$25.0M) relating to the divestment of Education Australia Limited. The franking credit claim is currently under review by the Australian Taxation Office.

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

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UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

Note 9 Other financial assets

	Note	2022 \$'000	2021 \$'000
Current			
Financial assets at amortised cost			
Term deposits (maturities between 90 days and 12 months)		158,500	119,000
Total current other financial assets		158,500	119,000
Non-current			
Financial assets at FVPL			
Managed funds		7,820	6,141
		7,820	6,141
Investments in equity instruments designated at FVOCI			
Shares in unlisted corporations		6,668	6,414
Shares in listed corporations		37,328	63,500
		43,996	69,914
Total non-current other financial assets		51,816	76,055
Movement in equity instruments at FVOCI			
Opening balance		69,914	55,805
Additions - shares in listed company		-	53,104
Disposals - shares in listed company		(12,658)	-
Revaluation	17(a)	(13,260)	(38,995)
Closing balance		43,996	69,914

Financial assets are classified at initial recognition at amortised cost, FVPL or FVOCI. The classification depends on the University's business model for managing financial assets and their contractual cash flow characteristics.

Financial assets at amortised cost

The University invests funds in term deposits to assist with the management of cashflows for planned operating, financing and investing activities and as a reserve for future strategic initiatives. As these assets provide cashflows of principal and interest on specified dates, they are classified as financial assets at amortised cost.

Subsequent measurement uses the effective interest rate method with interest recognised in the Statement of Comprehensive Income as it accrues. Impairment losses are recognised if there is a difference between contractual and actual cashflows.

Financial assets at FVPL

The University invests in the Queensland Investment Corporation's (QIC) Long Term Diversified Fund to provide returns on endowment funds held to provide scholarships to students. Funds accumulate by re-investing quarterly distributions. As cash flows are other than principal and interest, this asset is classified as a financial asset at FVPL.

Subsequent measurement is at fair value with any net changes recognised in the Statement of Comprehensive Income. Income from distributions, and associated franking credits, are recognised when declared.

Financial assets at FVOCI

The University holds long term investments in unlisted companies AARNet Pty Ltd and Education Australia Ltd and in listed company IDP Education Ltd. These assets are not held for trading purposes and provide cash flows that are other than principal and interest. An irrevocable election has been made to classify these assets as financial assets at FVOCI.

Subsequent measurement is at fair value with any net changes recognised in OCI. Payment of dividends, and associated franking credits, are recognised as income when declared, unless the payments are considered a recovery of the cost of the financial asset, in which case, the amounts are recorded in OCI.

Refer note 19(c) for further information on the University's valuation techniques.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

De-recognition

Financial assets are de-recognised when the rights to receive cash flows from the asset have expired or have been transferred and the University has transferred substantially all the risks and rewards of ownership of the asset.

Note 10 Other non-financial assets

	2022	2021
	\$'000	\$'000
Current		
Prepayments	12,537	11,112
Total current other non-financial assets	12,537	11,112
Non-current		
Prepayments	456	1,065
Total non-current other non-financial assets	456	1,065

A prepayment is recognised as an asset when payments for goods or services have been made in advance of the University obtaining the right to access those goods or services. These generally relate to memberships, subscriptions, maintenance contracts and software licences.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
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Note 11 Property, plant and equipment

	Note	Work in progress \$'000	Land \$'000	Buildings \$'000	Infrastructure \$'000	Heritage & cultural assets ¹ \$'000	Leasehold improvements \$'000	Plant & equipment ² \$'000	Right-of- use assets \$'000	Total \$'000
At 1 January 2021										
Cost		5,826	-	-	-	-	2,185	55,800	538	64,349
Valuation		-	43,331	610,375	56,924	2,439	-	-	-	713,069
Accumulated depreciation		-	-	(172,608)	(13,809)	-	(332)	(35,954)	(17)	(222,720)
Net book amount		5,826	43,331	437,767	43,115	2,439	1,853	19,846	521	554,698
Year ended 31 December 2021										
Opening net book amount		5,826	43,331	437,767	43,115	2,439	1,853	19,846	521	554,698
Revaluation gain/(loss)	17(b)	-	418	15,622	(588)	1	-	-	-	15,453
Additions		17,353	-	-	-	244	-	6,379	385	24,361
Disposals/write downs		-	-	-	(557)	-	-	(209)	-	(766)
Transfers		(20,864)	-	18,500	775	-	-	1,552	-	(37)
Depreciation charge		-	-	(10,048)	(1,465)	-	(83)	(4,736)	(113)	(16,445)
Closing net book amount		2,315	43,749	461,841	41,280	2,684	1,770	22,832	793	577,264
As at 31 December 2021										
Cost		2,315	-	-	-	-	2,185	60,073	924	65,497
Valuation		-	43,749	644,879	57,324	2,684	-	-	-	748,636
Accumulated depreciation		-	-	(183,038)	(16,044)	-	(415)	(37,241)	(131)	(236,869)
Net book amount		2,315	43,749	461,841	41,280	2,684	1,770	22,832	793	577,264

¹ Art works

² Computer equipment, motor vehicle and general plant and equipment

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

	Note	Work in progress \$'000	Land \$'000	Buildings \$'000	Infrastructure \$'000	Heritage & cultural assets ¹ \$'000	Leasehold improvements \$'000	Plant & equipment ² \$'000	Right-of- use assets \$'000	Total \$'000
Year ended 31 December 2022										
Opening net book amount		2,315	43,749	461,841	41,280	2,684	1,770	22,832	793	577,264
Revaluation gain/(loss)	17(b)	-	9,400	42,630	5,476	22	-	-	-	57,528
Additions		6,127	-	-	-	7	-	4,596	3,142	13,872
Disposals/write downs		-	-	-	-	-	-	(190)	-	(190)
Transfers		(3,848)	-	2,375	210	8	-	988	-	(267)
Depreciation charge		-	-	(10,232)	(1,550)	-	(83)	(5,053)	(226)	(17,144)
Closing net book amount		4,594	53,149	496,614	45,416	2,721	1,687	23,173	3,709	631,063
As at 31 December 2022										
Cost		4,594	-	-	-	-	2,185	64,862	4,066	75,707
Valuation		-	53,149	703,443	62,773	2,721	-	-	-	822,086
Accumulated depreciation		-	-	(206,829)	(17,357)	-	(498)	(41,689)	(357)	(266,730)
Net book amount		4,594	53,149	496,614	45,416	2,721	1,687	23,173	3,709	631,063

¹ Art works

² Computer equipment, motor vehicle and general plant and equipment

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
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Classes of property, plant and equipment

Work in progress

Work in progress consists of building, infrastructure, leasehold improvement and plant and equipment assets that are being progressively acquired or constructed but have not been completed at the end of the reporting period. Assets are recognised to the extent of progress payments made to date.

Contracts for capital acquisitions or construction works that have not been completed at year end are disclosed as commitments for capital expenditure in note 24.

Land, buildings, infrastructure and heritage and cultural assets

These assets are measured at fair value, based on periodic, but at least triennial, valuations by external independent valuers, less subsequent accumulated depreciation if applicable. As at 31 December 2022, Independent valuers performed a comprehensive valuation of land, building and infrastructure and a desktop valuation of heritage and cultural assets.

Increases in fair value arising on revaluation are recognised in OCI and accumulated in reserves as the property, plant and equipment revaluation surplus (refer note 17(b)). To the extent that the increase reverses a decrease previously recognised in the Statement of Comprehensive Income, the increase is first recognised in the Statement of Comprehensive Income. Decreases that reverse previous increases of the same asset class are also recognised in OCI to the extent of the remaining reserve attributable to that asset class. All other decreases are recognised in the Statements of Comprehensive Income.

Leasehold improvements and other property, plant and equipment

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

Right-of-use assets

Right-of-use assets represent the University right, as a lessee, to use an asset over the term of a lease. These assets are initially measured at cost, being the present value of the remaining unpaid lease payments. Subsequent measurement is at cost less any accumulated depreciation and impairment losses, adjusted for any re-measurement of the lease liability.

The University has elected to measure a class of right-of-use assets arising under concessionary (peppercorn) leases at cost in accordance with AASB 16 *Leases*.

Recognition thresholds

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

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

Depreciation

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

For each class of depreciable asset, the following useful lives, applicable to both reporting periods, are used to calculate depreciation:

Category	Useful life (years)
Buildings	7 - 300
Infrastructure	13 -210
Plant & equipment	10
Vehicles	5
Computer equipment	5

UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements

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

Impairment

At the end of each reporting period, assets measured at cost are assessed for indicators of impairment, such as physical damage, obsolescence and adverse market conditions. If indicators exist, the recoverable amount of the asset (fair value less costs of disposal) is estimated. If the recoverable amount exceeds the assets carrying amount (cost less accumulated depreciation and impairment losses) an impairment loss is recognised in the Statement of Comprehensive Income.

No plant and equipment assets were found to be materially impaired in 2022.

De-recognition

An item of property, plant and equipment is de-recognised 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 recognised in the Statement of Comprehensive Income in the year the item is de-recognised.

Note 12 Intangibles

		Software costs	Goodwill	Total
	Note	\$'000	\$'000	\$'000
At 1 January 2022				
Cost		19,053	-	19,053
Less accumulated amortisation and impairment		(17,531)	-	(17,531)
Net book amount		1,522	-	1,522
Year ended 31 December 2022				
Opening net book amount		1,522	-	1,522
Additions	22	126	8,500	8,626
Amortisation charge		(1,007)	-	(1,007)
Closing net book value		641	8,500	9,141
At 31 December 2022				
Cost		17,939	8,500	26,439
Less: accumulated amortisation and impairment		(17,298)	-	(17,298)
Net book amount		641	8,500	9,141

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Software costs

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

Expenditure on development activities, relating to the design and testing of new or improved products, are recognised as intangible assets when it is probable that the project will be completed, generate future economic benefits and its costs can be measured reliably. Capitalised expenditure comprises all directly attributable costs, including costs of materials, services, direct labour and an appropriate proportion of overheads. Expenditure on research activities related to software development are expensed in the period they are incurred.

Software is amortised from the point at which the asset is ready for use on a straight-line basis over a 5 year estimated useful life with zero residual value.

At the end of each reporting period, software costs are assessed for indicators of impairment, such as obsolescence and changes in usage. If indicators exist, the recoverable amount of the asset is estimated. If the recoverable amount exceeds the assets carrying amount, an impairment loss is recognised in the Statement of Comprehensive Income. No intangible assets were found to be materially impaired in 2022.

UNIVERSITY OF SOUTHERN QUEENSLAND
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Goodwill

Goodwill represents the excess of the consideration transferred in the acquisition of a subsidiary, over the fair value of the Group's share of the net identifiable assets of the acquiree at the date of acquisition. Goodwill acquired in business combinations is not subject to amortisation. Instead, goodwill is tested for impairment annually, or more frequently if events or changes indicate impairment may exist and carried at cost less accumulated impairment. When an entity is disposed, the gain or loss on the disposal will include the carrying amount of goodwill relating to that entity.

Note 13 Trade and other payables and contract liabilities

	Note	2022 \$'000	2021 \$'000
(a) Trade and other payables			
Current			
OS-HELP liability to Australian Government	28(g)	289	343
Trade payables		6,766	6,892
Accrued expenses and other creditors		13,026	14,565
Total current trade and other payables		20,081	21,800
Non-Current			
Trade payables		926	1,603
Total non-current trade and other payables		926	1,603
(b) Contract liabilities			
Australian Government		35,740	23,655
Other		17,246	11,230
Total contract liabilities		52,986	34,885
Current		52,506	34,885
Non-current		480	-

OS-HELP is an Australian Government loan scheme to assist undergraduate students to undertake part of their study overseas.

Trade and other payables represent liabilities for goods and services provided to the University prior to the end of the financial year, which are unpaid. The amounts are generally paid within 30 days of the date of the invoice.

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

Note 14 Borrowings

	2022 \$'000	2021 \$'000
Current		
Unsecured loans - Queensland Treasury Corporation (QTC)	594	576
Lease liabilities	408	195
Total current borrowings	1,002	771
Non-current		
Unsecured loans - Queensland Treasury Corporation (QTC)	2,104	2,699
Lease liabilities	3,333	622
Total non-current borrowings	5,437	3,321
Total borrowings	6,439	4,092

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2022

The University's borrowings consist of:

- loans from the QTC used to install a sustainable energy solution across the three Campuses, repayable at a fixed interest rate over 10 years; and
- land, office premises, motor vehicle and equipment leases.

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

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.

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.

Note 15 Provisions

	2022	2021
	\$'000	\$'000
Current provisions expected to be settled within 12 months		
Employee benefits		
Annual leave	13,602	14,234
Long service leave	3,295	3,557
Early Retirement Scheme (ERS)	-	10,000
Total within 12 months	16,897	27,791
Current provisions expected to be settled after more than 12 months		
Employee benefits		
Annual leave	2,577	2,317
Long service leave	18,511	20,155
Total after more than 12 months	21,088	22,472
Total current provisions	37,985	50,263
Non-current		
Employee benefits		
Long service leave	7,797	9,674
Total non-current provisions	7,797	9,674
Total provisions	45,782	59,937

Annual leave liabilities are recognised at the remuneration rates expected to apply at the time the leave is taken and include related on-costs for superannuation, workers compensation and payroll tax.

Long service leave liabilities are measured at the present value of the estimated future cash outflows by the employer, resulting from employees' services provided up to the reporting date. The calculation considers estimated future increases in wage rates, including on-costs, and the University's experience with staff leave taking history. The estimated future cash outflows are discounted using Commonwealth Government bond rates which most closely match the estimated future outflows.

The ERS was approved by the ATO in March 2022 and all scheme payments were made to eligible employees by 30 June 2022.

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

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Note 16 Other financial liabilities

	Note	2022 \$'000	2021 \$'000
Non-Current			
Other financial liabilities at FVPL			
Contingent consideration	22	3,000	-
Total within 12 months		3,000	-

The contract for the acquisition of a subsidiary in December 2022 included additional consideration payments in 2024 and 2025, contingent on employment and performance earn-out conditions being met.

Contingent consideration for the acquisition of shares in a subsidiary are classified, at initial recognition, as financial liabilities at FVPL.

Financial liabilities are derecognised when the obligation under the liability is discharged, cancelled or expires.

Note 17 Reserves

	Note	2022 \$'000	2021 \$'000
(a) Other financial assets at FVOCI			
Balance – 1 January		16,810	55,805
Net loss on fair value revaluation	9	(13,260)	(38,995)
Balance – 31 December		3,550	16,810
(b) Property, plant and equipment revaluation surplus			
Balance – 1 January		255,411	239,958
Net gain on fair value revaluation	11	57,528	15,453
Balance – 31 December		312,939	255,411
Total reserves		316,489	272,221

Note 18 Financial Risk Management

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

(a) Market risk

(i) Foreign exchange (currency) risk

Foreign exchange risk represents the potential for loss from fluctuating foreign currency rates. To mitigate this risk, where possible, the University negotiates international contracts and charges overseas student in Australian dollars. Management does not consider the financial impact of foreign exchange risk to be material.

(ii) Price risk

Price risk represents the risk that the value of other financial assets, being University funds managed by QIC and the shareholding in a listed company (refer note 9) could fluctuate as a result of market movements. Management regularly monitors these investments and will make recommendations for action as required.

(iii) Cash flow interest rate risk

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

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

31 December 2022	Carrying amount \$'000			Interest rate risk +/- 1%	
	Total	Maturity < 1 year	Maturity > 1 year	Result \$'000	Equity \$'000
Financial assets					
Cash and cash equivalents	29,055	29,055	-	550/(550)	550/(550)
Receivables	43,733	43,733	-	-	-
Term deposits	158,500	158,500	-	1,392/(1,392)	1,392/(1,392)
Other financial assets	51,816	-	51,816	-	-
	283,104	231,288	51,816	1,942/(1,942)	1,942/(1,942)
Financial liabilities					
Payables	21,008	20,082	926	-	-
Borrowings	6,439	1,002	5,437	-	-
Other financial liabilities	3,000	-	3,000	-	-
	30,447	21,084	9,363	-	-
Total inc/(dec)				1,942/(1,942)	1,942/(1,942)

31 December 2021	Carrying amount \$'000			Interest rate risk +/- 1%	
	Total	Maturity < 1 year	Maturity > 1 year	Result \$'000	Equity \$'000
Financial assets					
Cash and cash equivalents	81,168	81,168	-	634/(634)	634/(634)
Receivables	33,365	33,365	-	-	-
Term deposits	119,000	119,000	-	1,320/(1,320)	1,320/(1,320)
Other financial assets	76,055	-	76,055	-	-
	309,588	233,533	76,055	1,954/(1,954)	1,954/(1,954)
Financial liabilities					
Payables	23,403	21,800	1,603	-	-
Borrowings	4,092	771	3,321	-	-
	27,495	22,571	4,924	-	-
Total inc/(dec)				1,954/(1,954)	1,954/(1,954)

(b) Credit risk

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

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

(c) Liquidity risk

Liquidity risk represents the risk that the University may have insufficient funds to meet its short term financial obligations. The University manages liquidity risk by maintaining a balance between continuity of funding, flexible deposits and accessibility to loan facilities when required.

As the tables above indicate, the University maintains a significant excess in the carrying value of financial assets over financial liabilities. Management therefore do not consider liquidity to be a material risk to the financial performance or position of the University.

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Note 19 Fair value measurements

Fair value is the price that would be received to sell an asset or pay to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value measurement of non-financial assets is based on the highest and best use of the asset by market participants.

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

(a) Fair value measurement

The carrying value, less impairment provision where applicable, for all financial assets and financial liabilities approximate their fair values. Due to the short term nature of current receivables and payables, their carrying values are assumed to approximate their fair values.

(b) Fair value hierarchy

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

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

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

Fair value measurements at 31 December 2022

	Note	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Financial assets					
Financial assets at FVPL	9	7,820	7,820	-	-
Equity investments at FVOCI	9	43,996	37,328	-	6,668
Total financial assets		51,816	45,148	-	6,668
Non-financial assets					
Land	11	53,149	-	-	53,149
Buildings	11	496,614	-	-	496,614
Infrastructure	11	45,416	-	-	45,416
Heritage and cultural collection	11	2,721	-	2,721	-
Total non-financial assets		597,900	-	2,721	595,179

Fair value measurements at 31 December 2021

	Note	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Financial assets					
Financial assets at FVPL	9	6,141	6,141	-	-
Equity investments at FVOCI	9	69,914	63,450	-	6,464
Total financial assets		76,055	69,591	-	6,464
Non-financial assets					
Land	11	43,749	-	-	43,749
Buildings	11	461,841	-	-	461,841
Infrastructure	11	41,280	-	-	41,280
Heritage and cultural collection	11	2,684	-	2,684	-
Total non-financial assets		549,554	-	2,684	546,870

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Notes to the Financial Statements

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

Financial assets at FVPL (level 1) – units in an unlisted managed fund have been valued using the unit redemption price on the last day of the year.

Equity investments at FVOCI (level 1) – shares in a listed public company have been valued using the quoted price on the last trading day of the year.

Equity investments at FVOCI (level 3) – shares in unlisted public companies have been valued on a cost approach.

Land (level 3) – valued on a market approach (direct comparison) adjusted for a discount to the rate per square metre to acknowledge the specialised nature and use of the University's land.

Buildings and infrastructure (level 3) – given the limited comparable sales of these specialised use assets, a market approach is not available. Valuations were therefore undertaken using a current replacement cost approach. This approach estimates the replacement cost of the asset utilising market data and cost guides available on current construction costs, then 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 based on using inputs that are observable for the similar 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.

Note 20 Key management personnel disclosures

(a) Names of responsible persons and executive officers

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

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

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Council member	Position	Appointed/(ceased)
Mr John Dornbusch	Chancellor	
Professor Geraldine Mackenzie ¹	Vice-Chancellor	
Professor Grant Daggard ¹	Chair, Academic Board	(20/05/2022)
Professor Jane Summers ¹	Chair, Academic Board	21/05/2022/ (30/06/2022)
Associate Professor Fernando Padro ¹	Chair, Academic Board	01/07/2022
Professor Pauline Collins ¹	Academic staff member	
Miss Rachel Hennessy ¹	Non-Academic staff member	
Mr John Dowling	Student member	(16/12/2022)
Ms Emma Baillie	Student member	17/12/2022
Ms Heidi Dugan	Graduate of the University	
Ms Rachel Barlow	Governor-in-Council member	
Mr Chris Bazley	Governor-in-Council member	
Mr Brett Delaney	Governor-in-Council member	
Assistant Commissioner Charysse Pond APM	Governor-in-Council member	
Aunty Lorraine Hatton OAM	Governor-in-Council member	
Mr George Fox AM	Additional member and Deputy Chancellor	

¹ Council members who were also University employees.

Executive Officers	Position	Appointed/(ceased) as a KMP²
Professor Geraldine Mackenzie	Vice-Chancellor	
Professor John Bell	Deputy Vice Chancellor (Research and Innovation)	
Mr Athol Kerridge	Chief Financial Officer	(10/07/2022)
Mr Cliff Kaye	Chief Financial Officer	11/07/2022
Mr Michael Thomas	Deputy Vice-Chancellor (Enterprise Services)	
Professor Karen Nelson	Provost	
Professor Barbara de la Harpe	Executive Dean, Faculty of Business, Education, Law and Arts	(29/01/2022)
Professor Glen Coleman	Deputy Vice-Chancellor (Academic Affairs)	
Professor Ren Yi	Pro-Vice-Chancellor (International)	
Mr Shawn Walker	Pro Vice-Chancellor (Engagement)	
Professor Tony Dreise	Pro Vice-Chancellor (First Nations Education and Research)	

² Appointed/(ceased) dates reflect the commencement/cessation in the KMP role and may not necessarily reflect employment service dates.

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(b) Remuneration of Council members and Executives

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

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

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

	2022	2021
Remuneration of Council members (excl. Vice-Chancellor)		
\$ Nil - \$ 14,999	2	2
\$ 15,000 - \$ 29,999	-	2
\$ 30,000 - \$ 44,999	3	3
\$ 45,000 - \$ 59,999	1	-
\$ 60,000 - \$ 74,999	2	2
\$ 90,000 - \$104,999	1	1
\$105,000 - \$119,999	1	1
	10	11

Remuneration of Executives (incl. Vice-Chancellor)		
\$ 30,000 - \$ 44,999	1	-
\$ 90,000 - \$104,999	-	1
\$105,000 - \$119,999	-	1
\$165,000 - \$179,999	1	-
\$195,000 - \$209,999	1	-
\$255,000 - \$269,999	-	1
\$345,000 - \$359,999	-	1
\$360,000 - \$374,999	1	1
\$375,000 - \$389,999	1	1
\$390,000 - \$404,999	1	2
\$405,000 - \$419,999	-	1
\$420,000 - \$434,999	2	1
\$450,000 - \$464,999	1	1
\$465,000 - \$479,999	1	-
\$690,000 - \$704,999	1	-
\$705,000 - \$719,999	-	1
	11	12

(c) Key management personnel compensation

	\$'000	\$'000
Short-term employee benefits	3,888	4,206
Post-employment benefits	591	613
Other long term benefits	84	94
Termination benefits	-	-
Total	4,563	4,913

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Short-term employee benefits include monetary benefits such as salaries, allowances and leave entitlements paid and accrued during the entire year or for that part of the year during which the employee occupied the specified position and non-monetary benefits such as the provision of motor vehicle and other non-cash fringe benefits. Note that performance bonuses are not paid to Executives of the University.

Post-employment benefits include employer superannuation contributions.

Other Long-term benefits include long service leave paid.

Termination benefits include redundancy payments as provided for within individual contracts employment. Contracts of employment may also provide for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.

(d) Loans to key management personnel

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

(e) Other transactions with key management personnel

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

Note 21 Related parties

(a) Key management personnel

Disclosures relating to Council members and Executive officers are set out in note 20.

(b) Subsidiaries

For additional information on interest in subsidiaries, refer note 23.

(c) Transactions with related parties

The following transactions occurred during the year with the QCWT (refer note 1(e))

	2022 \$'000	2021 \$'000
Sale of goods and services	21	12
Purchase of goods and services	-	1
Joint Venture capital contribution	375	375

(d) Loans to/from related parties

The following transactions occurred during the year with a private company wholly owned by the University's subsidiary

	2022 \$'000	2021 \$'000
Loan to related party		
Beginning of year	-	-
Loans advanced	2,859	-
Interest received	-	-
End of year	2,859	-

Note 22 Business combinations

(a) Summary of acquisition

In December 2022, the University acquired 100% of the issued capital of UIL Holdings Pty Limited (UILH), thereby obtaining control. UILH is a non-trading holding company that owns 100% of the issued capital of the Union Institute of Language – Springfield Campus Pty Ltd, an English language education provider for international students.

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The acquisition supported the University's international strategy, as set out in the University's 2021-2025 Strategic Plan, to create a robust, sustainable and diversified international student cohort by strengthening foundation pathways.

(b) Purchase consideration

	\$'000
Amount settled in cash	2,283
Contingent consideration (note 16)	3,000
Total purchase consideration	5,283

(c) Outflow of cash to acquire subsidiary, net of cash acquired

	\$'000
Cash consideration	2,283
Less: cash balance acquired	(553)
Outflow of cash	1,730

(d) Fair values of identifiable assets and liabilities of subsidiary at acquisition date

	\$'000
Cash and cash equivalents	553
Trade and other receivables	56
Property, plant and equipment (right of use asset)	3,142
Other non-financial assets	99
Trade and other payables	(3,003)
Lease liabilities	(3,142)
Contract liabilities	(813)
Employee provisions	(109)
Total identifiable net assets acquired	(3,217)
Goodwill arising on acquisition (note 12)	8,500
Total purchase consideration	5,283

The acquisition method of accounting is used to account for the acquisition of subsidiaries by the University. At the acquisition date, the purchase consideration and the identifiable assets and liabilities acquired are measured at their fair values. The excess of the consideration over the net identifiable assets and liabilities acquired is recognised as goodwill.

Note 23 Subsidiaries

The University controls the following subsidiaries:

Name of entity	Country of incorporation and principal place of business	Principal activity	Ownership interest	
			2022	2021
University of Southern Queensland (South Africa) Pty Ltd	South Africa	Incorporated 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	100%	100%
UIL Holdings Pty Limited	Australia	English language education provider for international students	100%	-

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Note 24 Commitments for Expenditure

Capital expenditure commitments

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

	2022	2021
	\$'000	\$'000
Property, plant and equipment		
– within one year	7,332	6,172
Total property, plant and equipment expenditure commitments	7,332	6,172
Intangible assets		
– within one year	-	133
Total intangible asset expenditure commitments	-	133
Total commitments	7,332	6,305

Property, plant and equipment commitments include \$5.2M in building upgrade works (2021: \$1.7M).

Note 25 Monies held in trust

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

Note 26 Reconciliation of net result to net cash provided by operating activities

	2022	2021
	\$'000	\$'000
Net result for the period	(15,543)	79,388
Non-cash items		
Depreciation and amortisation	18,152	17,795
Net (gain)/loss on sale of non-current assets	(358)	1,007
In-specie dividend distribution	-	(53,104)
Asset impairment	-	95
Unrealised movement in FVPL	404	167
Change in operating assets and liabilities		
(Increase) / decrease in receivables and contract assets	(10,312)	(20,803)
(Increase) / decrease in inventories	231	656
(Increase) / decrease in other non-financial assets	(717)	200
Increase / (decrease) in trade and other payables	(2,542)	(1,639)
Increase / (decrease) in provisions	(14,265)	10,714
Increase / (decrease) in other liabilities and contract liabilities	17,186	6,651
Net cash provided by operating activities	(7,764)	41,127

Note 27 Events occurring after the end of the reporting period

No other matters or circumstances have arisen since the end of the reporting period which could significantly affect the operations or financial position of the University.

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Note 28 Acquittal of Australia Government financial assistance

Note 28(a) EDUCATION – CGS and Other EDUCATION Grants	Note	Commonwealth Grant Scheme #1		Indigenous, Regional and Low-SES Attainment Fund #2		National Priorities and Industry Linkage Fund		Indigenous Student Success Program	
		2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Financial assistance received in CASH during the reporting period (total cash received from the Australian Government for the programs)		138,192	144,244	12,956	12,702	4,793	4,750	2,433	2,102
Net adjustments		933	(1,788)	13	-	-	-	151	-
Revenue and income for the period	2.1(a)	139,125	142,456	12,969	12,702	4,793	4,750	2,584	2,102
Surplus/(deficit) from the prior year		-	-	-	-	-	-	-	-
Total funding available during the year		139,125	142,456	12,969	12,702	4,793	4,750	2,584	2,102
Less expenses including accrued expenses		(139,125)	(142,456)	(12,969)	(12,702)	(4,793)	(4,750)	(2,584)	(2,102)
Surplus/(deficit) for reporting period		-	-	-	-	-	-	-	-

Note	Higher Education Disability Support Program #3		Total	
	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Financial assistance received in CASH during the reporting period (total cash received from the Australian Government for the programs)	126	158	158,500	163,956
Net adjustments	-	-	1,097	(1,788)
Revenue for the period	126	158	159,597	162,168
Surplus/(deficit) from the prior year	-	-	-	-
Total funding available during the year	126	158	159,957	162,168
Less expenses including accrued expenses	(126)	(158)	(159,957)	(162,168)
Surplus/(deficit) for reporting period	-	-	-	-

#1 Includes the basic CGS grant amount and Transition Fund loading.

#2 Includes the Higher Education Participation and Partnership Program, regional loading and enabling loading.

#3 Includes Additional Support for Students with Disabilities

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

	Note	HECS-HELP #4		FEE-HELP		SA-HELP		Total	
		2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Cash payable/(receivable) at beginning of year		2,102	832	1,387	981	138	15	3,627	1,828
Financial assistance received in CASH during the reporting period		61,033	64,499	10,348	12,218	2,365	2,615	73,746	79,332
Cash available for the period		63,135	65,331	11,735	13,199	2,503	2,630	77,373	81,160
Revenue and income earned	2.1(b)	60,490	63,229	9,950	11,812	2,357	2,492	72,797	77,533
Cash payable at end of year		2,645	2,102	1,785	1,387	146	138	4,576	3,627

#4 Australian Government payments only, no student contributions

Note 28(c) Education Research Programs

	Note	Research Training Program		Research Support Program		Total	
		2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Financial assistance received in CASH during the reporting period (total cash received from the Australian Government for the programs)		7,808	6,030	4,439	9,432	12,247	15,462
Net adjustments		-	-	-	-	-	-
Revenue for the period	2.1(c)	7,808	6,030	4,439	9,432	12,247	15,462
Surplus/(deficit) from the prior year		-	-	-	-	-	-
Total funding available during the year		7,808	6,030	4,439	9,432	12,247	15,462
Less expenses including accrued expenses		(7,808)	(6,030)	(4,439)	(9,432)	(12,247)	(15,462)
Surplus/(deficit) for reporting period		-	-	-	-	-	-

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

	Total domestic students		Total overseas students	
	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Research Training Program fees offsets	5,056	4,157	-	15
Research Training Program stipends	2,249	1,827	503	31
Research Training Program allowances	-	-	-	-
Total support	7,305	5,984	503	46

Note 28(e) Other capital funding

	Linkage Infrastructure, Equipment and Facilities grant		Total	
	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Financial assistance received in CASH during the reporting period (total cash received from the Australian Government for the programs)	56	-	56	-
Net adjustments	-	-	-	-
Revenue for the period	56	-	56	-
Surplus from the prior year	40	40	40	40
Total funding available during the year	96	40	96	40
Less expenses including accrued expenses	(40)	-	(40)	-
Surplus for reporting period	56	40	56	40

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Note	Discovery Program		Linkage Program		Special Research Initiatives			Total
	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000	2022 \$'000	
Financial assistance received in CASH during the reporting period (total cash received from the Australian Government for the programs)	993	1,183	235	27	39	42	1,267	1,252
Net adjustments	-	-	-	-	-	-	-	-
Revenue for the period	993	1,183	235	27	39	42	1,267	1,252
Surplus from the prior year	589	628	135	309	44	10	768	947
Total funding available during the year	1,582	1,811	370	336	83	52	2,035	2,199
Less expenses including accruals	(1,474)	(1,222)	(182)	(201)	2	(8)	(1,654)	(1,431)
Surplus for reporting period	108	589	188	135	85	44	381	768

Note	2022 \$'000	2021 \$'000
Note 28(g) OS – HELP		
Cash received during the reporting period	148	-
Cash spent during the reporting period	(203)	-
Net cash received	(55)	-
Cash surplus from the prior year	344	344
Cash surplus for reporting period	289	344


Note 28(h) Student Services and Amenities Fee		
Unspent/(overspent) revenue from prior period	816	1,226
SA-HELP revenue earned	2,357	2,492
Student services and amenities fees direct from students	977	1,078
Total revenue expendable in period	4,150	4,796
Student services expenses during period	(4,150)	(3,980)
Unspent student services revenue	-	816

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 2022 to 31 December 2022 and of the financial position as at 31 December 2022 in accordance with prescribed accounting standards and conform with the Guidelines for Australian Higher Education Providers issued by the Australian Government Department of Education;
 - (iii) the amount of Australian Government financial assistance expended during the reporting period was for the purposes for which it was intended, and the University of Southern Queensland has complied with applicable legislation, contracts, agreements and program guidelines in making expenditure;
 - (iv) the University of Southern Queensland charged Student Services and Amenities Fees strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act;
 - (v) at the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due; and
 - (vi) the financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

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J DORNBUSCH
Chancellor

Date – 17 February 2023



G MACKENZIE
Vice-Chancellor

Date – 17 February 2023



C KAYE
Chief Financial Officer

Date – 17 February 2023

INDEPENDENT AUDITOR'S REPORT

To the Council of the University of Southern Queensland

Report on the audit of the financial report

Opinion

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

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2022, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2022, 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 summaries of significant accounting policies and other explanatory information, and the management certificate given by the Chancellor, Vice-Chancellor and Chief Financial Officer.

Basis for opinion

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

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

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

Key audit matters

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

Valuation of specialised buildings (\$496.6 million)

Refer to Note 11 the financial statements.

Key audit matter	How my audit addressed the key audit matter
<p>Buildings (comprising primarily of specialised buildings) were material to the University at balance date and were measured at fair value using the current replacement cost method that comprises:</p> <ul style="list-style-type: none"> • gross replacement cost, less • accumulated depreciation. <p>The University performs comprehensive revaluation of all of its buildings every 3 years, or whenever a material variation is expected to have occurred, with desktop valuations conducted in the intervening period. The university engaged an external valuation expert to perform a comprehensive valuation in 2022.</p> <p>The University derived the gross replacement cost of its buildings at balance date through using unit prices that required significant judgements for:</p> <ul style="list-style-type: none"> • identifying the components of buildings with separately identifiable replacement costs • developing a unit rate for each of these components, including: <ul style="list-style-type: none"> ○ estimating the current cost for a modern substitute (including locality factors and on-costs), expressed as a rate per unit (e.g. \$/square metre) ○ identifying whether the existing building contains obsolescence or less utility compared to the modern substitute, and if so estimating the adjustment to the unit rate required to reflect this difference. <p>The measurement of accumulated depreciation involved significant judgements for forecasting the remaining useful lives of building components.</p> <p>The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.</p>	<p>My audit procedures included, but were not limited to:</p> <ul style="list-style-type: none"> • Assessing the competence, capability and objectivity of the valuation specialist. • Assessing the adequacy of management's review of the valuation process. • Obtaining an understanding of the methodology used and assessing the design, integrity and appropriateness using common industry practices. • Evaluating the relevance, completeness, and accuracy of source data used to derive unit rates for the: <ul style="list-style-type: none"> ○ modern substitute ○ adjustment for excess quality or obsolescence. • Assessing the ongoing reasonableness of the asset useful lives by: <ul style="list-style-type: none"> ○ reviewing management's annual assessment of useful lives ○ assessing the appropriateness of useful lives where assets were disposed of prior to the end of their useful lives ○ reviewing assets with an inconsistent relationship between condition and remaining life. • Performing reasonableness tests to confirm depreciation is calculated in accordance with the University's accounting policies and industry standards.

Other information

Other information comprises the information included in the University of Southern Queensland's annual report for the year ended 31 December 2022, but does not include the financial report and my auditor's report thereon.

The Council is responsible for the other information.

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

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

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

Responsibilities of the entity for the financial report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards, and for such internal control as the Council determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Council is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

Auditor's responsibilities for the audit of the financial report

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. This is not done for the purpose of expressing an opinion on the effectiveness of the entity's internal controls, but allows me to express an opinion on compliance with prescribed requirements.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

From the matters communicated with the Council, I determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

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Report on other legal and regulatory requirements

Statement

In accordance with s. 40 of the *Auditor-General Act 2009*, for the year ended 31 December 2022:

- I received all the information and explanations I required.
- I consider that, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.

Prescribed requirements scope

The prescribed requirements for the establishment and keeping of accounts are contained in the *Financial Accountability Act 2009*, any other Act and the Financial and Performance Management Standard 2019. The applicable requirements include those for keeping financial records that correctly record and explain the entity's transactions and account balances to enable the preparation of a true and fair financial report.



Bhavik Deoji
as delegate of the Auditor-General

24 February 2023

Queensland Audit Office
Brisbane

Annual Report Compliance Checklist

Summary of requirement	Basis for requirement	Annual report reference
Letter of compliance	• A letter of compliance from the accountable officer or statutory body to the relevant Minister/s	ARRs – section 7 Page 1
Accessibility	• Table of contents	ARRs – section 9.1 Page 2
	• Glossary	Page 120
	• Public availability	ARRs – section 9.2 Inside front cover
	• Interpreter service statement	<i>Queensland Government Language Services Policy</i> ARRs – section 9.3 Inside front cover
	• Copyright notice	<i>Copyright Act 1968</i> ARRs – section 9.4 Inside front cover
• Information Licensing	<i>QGEA – Information Licensing</i> ARRs – section 9.5 Inside front cover	
General information	• Introductory Information	ARRs – section 10 Pages 3-7
Non-financial performance	• Government's objectives for the community and whole-of-government plans / specific initiatives	ARRs – section 11.1 Pages 22–25
	• Agency objectives and performance indicators	ARRs – section 11.2 Pages 26–70
	• Agency service areas and service standards	ARRs – section 11.3 Pages 26–70
Financial performance	• Summary of financial performance	ARRs – section 12.1 Page 72
Governance – management and structure	• Organisational structure	ARRs – section 13.1 Pages 8–9
	• Executive management	ARRs – section 13.2 Pages 10–12
	• Government bodies (statutory bodies and other entities)	ARRs – section 13.3 Pages 13–15
	• Public Sector Ethics	<i>Public Sector Ethics Act 1994</i> ARRs – section 13.4 Page 20
	• Human Rights	<i>Human Rights Act 2019</i> ARRs – section 13.5 Page 20
	• Queensland public service values	ARRs – section 13.6 n/a
Governance – risk management and accountability	• Risk management	ARRs – section 14.1 Page 18
	• Audit committee	ARRs – section 14.2 Page 18
	• Internal audit	ARRs – section 14.3 Page 17
	• External scrutiny	ARRs – section 14.4 Page 19
	• Information systems and recordkeeping	ARRs – section 14.5 Page 19
	• Information Security attestation	ARRs – section 14.6 n/a

Governance – human resources	• Strategic workforce planning and performance	ARRs – section 15.1	Pages 59–66
	• Early retirement, redundancy and retrenchment	Directive No.04/18 <i>Early Retirement, Redundancy and Retrenchment</i> ARRs – section 15.2	Page 63
Open Data	• Statement advising publication of information	ARRs – section 16	Inside front cover
	• Consultancies	ARRs – section 33.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 33.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 33.3	https://data.qld.gov.au
Financial statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	Page 78–113
	• Independent Auditor’s Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	Pages 114–117

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*

Glossary of Terms

For a complete list of University of Southern Queensland terms, please refer to the Definitions Dictionary in the University's Policy and Procedure Library at <https://policy.usq.edu.au/definitions>

AWARD PROGRAM: A sequence of study which leads to an academic qualification granted by the University and conferred by Council.

ASSESSMENT: The process of evaluating the extent to which Students have achieved the objectives of a course.

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

COUNCIL: The governing body of the University.

COURSE: A discrete element of a program, normally undertaken over a single Teaching Period, in which the Student enrolls, and on completion of which the Student is awarded a grade.

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.

ON-CAMPUS COURSE: A course, the delivery of which includes regular on-campus activities such as lectures, tutorials, workshops or laboratory/practical sessions. Other course communication, provision of learning materials and handling of assessment is normally online. Students can be expected to attend a formal examination at a University approved examination site.

ONLINE COURSE: A course, for which the delivery, course communication, provision of learning materials and handling of assessment are online. Students can be expected to attend a formal examination at a University approved examination site.

STUDENT: A person who is admitted to an Award Program or Non-Award Program offered by the University and is:

- currently enrolled in one or more courses or study units; or
- not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.

The University at a Glance

Senior Executive

Vice-Chancellor

Professor Geraldine Mackenzie

Provost

Professor Karen Nelson

Deputy Vice-Chancellor (Academic Affairs)

Professor Glen Coleman

Deputy Vice-Chancellor (Research and Innovation)

Professor John Bell

Deputy Vice-Chancellor (Enterprise Services)

Michael Thomas

Pro Vice-Chancellor (Engagement)

Shawn Walker

Pro Vice-Chancellor (First Nations Education and Research)

Professor Tony Dreise

Pro Vice-Chancellor (International)

Professor Ren Yi

Chief Financial Officer

Cliff Kaye

Statistics

STAFF	2021	2022
Academic	820	828
Professional	978	991
FINANCIALS*		
Total Revenue (\$'000)	423,883	326,955
Total Assets (\$'000)	900,894	936,414
Total Equity (\$'000)	777,546	806,271
STUDENT NUMBERS		
Female	14514	13321
Male	10256	9071
Indeterminate/Unspecified	54	56
STUDENT CATEGORIES		
Domestic (headcount)	22912	20728
International (headcount)	1912	1720
Undergraduate (load)	10800	9824
Postgraduate (load)	2642	2261

*Draft unaudited financial statements

The Annual Report is published by the Office of the Vice-Chancellor

Copies of the Annual Report or translation services may be obtained by contacting the Office of the Vice-Chancellor on +61 7 46 31 2168.

The Annual Report is also available online at <https://www.unisq.edu.au/about-unisq/governance-leadership/plans-reports>

ISBN: 1039-68.36

The University of Southern Queensland is a registered provider of education with the Australian Government (CRICOS Provider No. QLD 00244B NSW 02225M)

Campus Locations

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Internet: <https://www.unisq.edu.au/>

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West Street

Toowoomba Queensland 4350

Australia

Springfield

Sinnathamby Boulevard

Springfield Queensland 4300

Australia

Ipswich

11 Salisbury Road

Ipswich Queensland 4305

Australia

Queensland College of Wine Tourism (QCWT)

22 Caves Rd

Stanthorpe Queensland 4380

Australia

The University of Southern Queensland acknowledges the traditional custodians of the lands and waterways where the University is located. Further, we acknowledge the cultural diversity of First Nations peoples and pay respect to Elders past, present and future.

UNIVERSITY OF SOUTHERN QUEENSLAND

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