University of Southern Queensland
Springfield Campus and
Fraser Coast Campus
Governance and Operational
Procedures
V1.0
# TABLE OF CONTENTS

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>Market Context and Strategy</td>
<td>4</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>5</td>
</tr>
<tr>
<td>Budget Context</td>
<td>5</td>
</tr>
<tr>
<td>Governance Principles</td>
<td>6</td>
</tr>
<tr>
<td>Campus Management</td>
<td>7</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>Campus Committees and Other Forums</td>
<td>8</td>
</tr>
<tr>
<td>Academic Issues</td>
<td>9</td>
</tr>
<tr>
<td>Academic Programs Offerings</td>
<td>9</td>
</tr>
<tr>
<td>Inclusion of New Program Offerings and Majors</td>
<td>10</td>
</tr>
<tr>
<td>Removal of Existing Program Offerings</td>
<td>10</td>
</tr>
<tr>
<td>Three Semester Offering</td>
<td>11</td>
</tr>
<tr>
<td>Theme</td>
<td>11</td>
</tr>
<tr>
<td>Work Integrated Learning</td>
<td>11</td>
</tr>
<tr>
<td>On-Campus Attendance by External Students</td>
<td>11</td>
</tr>
<tr>
<td>Campus Business Processes</td>
<td>12</td>
</tr>
<tr>
<td>Campus Administration and Services</td>
<td>13</td>
</tr>
<tr>
<td>Student Experience</td>
<td>13</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>13</td>
</tr>
<tr>
<td>HR Issues</td>
<td>14</td>
</tr>
<tr>
<td>Student Issue Resolution</td>
<td>14</td>
</tr>
<tr>
<td>Appendices</td>
<td>14</td>
</tr>
<tr>
<td><strong>Campus Budget Model</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Campus Operational Control</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>USQ Campus Head Position Description</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Associate Director Position Description</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Faculty Associate Director Line Management Authority</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>Campus Management Committees and Advisory Forums</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>On-Campus Teaching Mode</strong></td>
<td>31</td>
</tr>
</tbody>
</table>
**Introduction**

The aim of the USQ Satellite Campus Governance and Operational Procedures is to define the governance principles and organisational, financial, operational and reporting procedures and structures to be applied in the running of the USQ Springfield and Fraser Coast campuses, also referred to as USQ satellite campuses, in order to achieve their required business and academic goals and maximise partnership outcomes with the faculties. It applies to both campuses and those faculties and sections of USQ that provide academic and support services to the campuses.

These Procedures supplement USQ corporate policies and procedures. It details those that are additional to these and that are specific to the operations of the Springfield and Fraser Coast campuses. It replaces the previous respective individual USQ Springfield and Fraser Coast Operational and Governance Plans.

There are three main drivers for the Procedures. These are the market context and resultant strategy for the campuses, the budget model for allocation and distribution of funds and the degree of responsibility and accountability attributable to the Campus Heads. These drivers are covered in more detail within the Procedures.

These Procedures are constructed to ensure that the Springfield and Fraser Campus Heads have the resources and control to exercise their responsibilities and meet their accountabilities in achieving the campus business and academic goals. The application of the Procedures, however, is to be undertaken in the spirit of partnership with faculties and other sections, with the Campus Head seeking to maximise short-term returns to the university and faculties, whilst striving for medium and long term growth. In the event that there it is not possible for the Campus Heads and Deans or other key personnel to agree on matters covered in these Procedures, these are to be referred to the VC for adjudication. These procedures are a university governance document and cannot be modified without the authorisation of the VC in consultation with the VCC, although it is anticipated that it will be reviewed bi-annually or whenever there is a significant or material change to its main drivers.

W.J. Lovegrove  
Vice Chancellor and President  
University of Southern Queensland

7 April 2011
Background

1. USQ has three physical campuses at Toowoomba, Fraser Coast and Springfield, a virtual on-line campus and a shared campus at Stanthorpe. The Senior Executive headed by the Vice Chancellor, Deans and Heads of corporate and student service divisions are located at the parent campus in Toowoomba. When the first satellite campus was established at Fraser Coast (then Wide Bay), it ran on an administrative model, whereby business decisions were retained in the various faculties and sections at Toowoomba. The Springfield Campus adopted a different model being that of a separate business unit when it commenced operations in 2006. Under this model, business accountability and decision making authority rests with the Campus Head in a partnership arrangement with the faculties.

2. Importantly, this business unit model does not include campus line management of faculty academic staff in the delivery of academic programs. This requires that a Service Level Agreement (SLA) exists between the faculties and each campus to ensure an agreed understanding of the expectations of what is to be delivered with the faculties exercising their line management authority to make this occur.

3. In 2008, the Fraser Coast Campus moved to a similar model. However, in late 2009, it was decided to move to a common model with Springfield. This was designed to remove any confusion in faculties when dealing across campuses and to accommodate a move to an “actuals” load-based funding model, which has been applied from 2010. This document is the encapsulation of the common model.

Market Context and Strategy

4. Both the Springfield and Fraser Coast campuses cater to students primarily seeking an on-campus educational experience. At both campuses, the majority of students come from the surrounding areas although there are increasing numbers of international students. Both campuses are dependent on their interaction with, and reputation in, their local community. Both campuses also provide support to USQ distance students located in their regions.

5. The Springfield Campus has three major competitor institutions within close proximity, being UQ, QUT and Griffith University, giving potential and existing students a great degree of choice without any need to physically relocate. The Springfield Campus market is also in the Western Corridor which is the fastest growing region of Queensland and is expected to treble in population by 2030.

6. Both campuses have large numbers of low SES and indigenous populations in their catchment areas. Up to one half of their students are first in family and there are also significant numbers of parents, both sole and with partners. Springfield also has significant concentrations of Pacific Islanders in its catchment.

7. There is little if any overlap of catchment areas between Toowoomba and Fraser Coast and only minor overlap between Toowoomba and Springfield, primarily in the Lockyer Valley area. As such, both Springfield and Fraser Coast are required
to conduct Campus specific marketing within their catchments and need to establish their own reputation and value statements within the context of the USQ brand.

8. Given these market contexts, the principles underlying the marketing strategy for both campuses are as follows:

a. **Quality:** To recruit and retain students the campuses must gain a reputation for providing a superior student learning experience through high quality on-campus teaching and materials.

b. **Support:** Given the large proportions of low SES and first in family students, academic; student services and administrative staff must provide high levels of support, service and accessibility to all students.

c. **Academic Programs:** Where opportunities present themselves, program offerings are to be differentiated from those of the competition and are to maximise employment outcomes, flexibility and responsiveness to student needs.

d. **Community Loyalty:** Competitors are highly active within both markets. Hence, community engagement must aim to establish a degree of community ownership and loyalty to USQ.

**Strategic Planning**

9. Strategic planning for the campuses is undertaken as part of the annual University process, which focuses on student load and targets and alignment with the University’s strategic outcomes. The campuses are also required develop their own strategic vision document in conjunction with the VC, which relates more to where they aspire to be in the medium to long term. This not only includes student numbers but also includes the program portfolio mix, signature programs, research strengths, community linkages and facilities. The Campus Strategic Vision may change over time but seeks to provide some clarity over plans and commitments to Campus growth.

**Budget Context**

10. The main revenue generation attributable to both campuses results from the on-campus teaching activities undertaken by the faculties. This revenue is collected centrally by the University. After deducting a set percentage the University allocates the remainder back to the campuses, primarily to cover teaching costs. A core allocation is also made to cover non-teaching activities. The total of these two allocations may not necessarily equate to the actual revenue generated by the campuses, and the ultimate objective is that each campus generates a financial surplus for the University. A detailed description of the Campus Budget Model is attached at Appendix A.
11. The University Budget Model has each faculty funded and operating as a business unit, similar to the campuses except that the majority of their funding relates to teaching load as the Toowoomba campus operations and facilities are funded centrally. Given this, the relationship between the campuses and faculties recognises that the faculties require a share of surpluses attributable to their operations. The Governance Principles are designed to accommodate this.

**Governance Principles**

12. The governance model for the campuses is based on the core principle that decisions required to grow the campuses are best led by the campuses. Due to the dependence upon the provision of program offerings by faculties, these decisions, if of an academic or program nature, will need to be made in cooperation with the faculties.

13. This model requires that the following governance principles apply:

a. **Head of Campus Accountable.** With respect to each campus, responsibility and accountability for the business decisions and outcomes rests with the Campus Head who reports directly to the VC. Faculties will contribute to, but cannot independently make, decisions that affect the business outcomes for which the Campus Head is responsible and vice versa. The Campus Head is also responsible for those activities specifically related to their campus’s interaction with its market and community including the student experience, community engagement and campus related marketing activities.

b. **Operational Control.** The Campus Head has appropriate operational control, as defined in Appendix B, over all staff and resources assigned to the campus.

c. **Faculties Responsible for Academic Quality.** The main faculty responsibilities are the delivery of quality academic programs and courses and a contribution to the application of the campus community engagement plan. Faculties are expected to work with the campus in maximising student satisfaction with their academic experience without compromising academic integrity. Campuses are responsible for providing to faculties the necessary resources to achieve this.

d. **Shared Surplus.** Within the constraints of the USQ budget and finance policies, targets and dividend requirements, the Campus Head is to utilise financial surpluses for growing sustainable campus load revenue in the medium to long terms, while maximizing returns to the university and faculties in the short term.

14. These governance principles along with the principles underlying campus marketing strategy contained in paragraph eight, are operationalised through the management, academic, business and administrative processes and procedures that are outlined in the following sections.
Campus Management

Roles and Responsibilities

15. **Campus Head.** The Campus Head is termed the Director (for USQ Springfield) and Provost (for USQ Fraser Coast). Both Campus Heads have common position descriptions (PDs), an example of which is attached at Appendix C. In time, there is likely to be the need for Deputy Campus Head positions, which would focus on community engagement, academic issues and research support.

16. **Campus Staff.** Supporting the Campus Head will be a Campus Business Manager, Campus Administration Manager (CAM), Campus Head’s Executive Assistant, other staff as required, and Campus Administrative Staff including Student Relationship Officers (SROs).

17. **SROs.** The SROs will have responsibilities for student, campus and faculty support. The SROs are line managed, tasked and deployed by the CAM. If attached to a faculty they are responsive to their Associate Directors (AD), however they are to ensure that campus procedures are adhered to. Faculties will not employ their own administrative staff at the campuses unless authorized by the Campus Head, and this would normally only be for specific and limited project activities. While managed by the Campuses, the SROs will participate in the wider USQ SRO Network and apply corporate policies where appropriate.

18. **Other Staff.** All other staff employed on the campus will belong to and be line managed by their Toowoomba faculty or supporting unit. They are responsive to the Campus Head via their line management and where appropriate, expectations will be defined in an SLA or in other agreed documents such as business plans, written procedures and coordination instructions.

19. **Associate Directors (AD).** Each Dean of a faculty providing academic offerings on a campus is to appoint an AD as their delegate on that campus. ADs are responsible for interfacing with the campus, ensuring the application of university, faculty and campus policies, procedures and plans, and for the development and fulfilment of their SLA. ADs are to be full time and located at their respective campuses. A generic PD for ADs is attached at Appendix D. They are line managed by their faculty but are responsive and accountable to the Campus Head for all operations pertaining to the campus. ADs participate in the campus management processes and are required to act as part of the campus team. The Campus Heads are to participate in the faculty selection process for AD’s and are to have the ability to contribute to their BUILD reviews. ADs are to receive a salary supplement for satisfactorily undertaking their duties, paid for by the campuses.

20. **ADs** are to have the necessary line management authority over all their faculty staff working in the delivery of courses at the campus to fulfil these responsibilities, regardless of internal faculty management structures. The line management authority of ADs is attached at Appendix E. The primary focus of AD is to be teaching quality, but they are also to coordinate the service and community engagement activities of their respective on-campus faculty staff.
21. ADs are to be included in all faculty decision making processes affecting their respective campuses. In the event of the absence of an AD, a suitable academic staff member is to be appointed by the appropriate Dean in an acting role, and this notified to the Campus Head and all other relevant staff.

22. In the absence of the Campus Head, and until the establishment of Deputy Campus Heads, the senior AD will be appointed as the Acting Campus Head with day to day operational issues vesting with the Campus Business Manager. Strategic decisions normally resting with the Campus Head are to be referred to the VC.

**Campus Committees and Other Forums**

23. Management Committees. To assist the Campus Head in the operational management of the campus and ensure that input is gained from all faculties and supporting units represented on campus, committees dealing with management, academic, program and marketing issues are to be formed. These committees differ in structure and role between campuses. Summaries of these committees’ roles and membership are contained at Appendix F. As these committees are the prime means for faculty and section input into management and business decisions, and for cross-faculty awareness, they are to be attended by ADs and section heads, unless a proxy has been previously authorised by the Chair. At no time is a proxy to be sent that is not a member of the faculty or section they are tasked to represent.

24. Student Representative Committee. The Campuses may choose to have a Student Representative Committee (SRC) elected by the students and with a task, amongst others, to represent student issues to the Campus Head. These are to have published rules and be subject to normal USQ election procedures.

25. Community Forums. To ensure that the satellite campuses are engaged with their communities, they are to constitute high level consultative forums involving political, business, education and community leaders. At Springfield this is called the Community Advisory Forum and at Fraser Coast it is the Key Advisory Committee.

26. Heads of Campus Committee. A quarterly Heads of Campus meeting, chaired by the DVC (Scholarship), is to be held with the Campus Heads and Deans to discuss specific issues and strategic directions. This does not preclude individual discussions between the Deans and Campus Head to resolve immediate issues or address faculty-specific planning issues. ADs should be included in or informed of any discussions between the Campus Head and Deans, except for those of a confidential nature.

27. Other committees dealing with business, budget and operational issues may be created as required.
Academic Issues

Academic Programs Offerings

28. Academic programs are offered on campus under the following arrangements:

a. **No Unilateral Alterations.** Program offerings can only be added or removed from the campus through joint agreement between the Campus Head and appropriate Dean. The mutual responsibilities for new offerings are to be contained in a Campus Business Plan. Standard University processes apply for both the inclusion or removal of programs, specialisations, majors and minors.

b. **Portfolio Management.** All program offerings and associated revenues are managed as a portfolio by the Campus Head. This allows risks to be managed by the Campus, particularly during start-up phases, and facilitates the subsidisation of program offerings that provide benefit to the campus in excess of their financial return. Importantly this requires a campus team approach involving all the faculties and the campus. Wherever feasible, individual courses are to be used across faculties to increase delivery efficiency and cross-faculty student interaction.

c. **Agreed Delivery.** Agreed program offerings and courses are to be delivered under the conditions of an annual Service Level Agreement (SLA), agreed between the Campus Head and each Dean.

d. **No Financial Risk to Faculties.** Provided faculties have met the requirements of the SLA and Campus Business Plan, provision of courses is at no financial risk to faculties. All direct staffing and resource costs will be met by the campus budget although indirect costs are met by the faculty unless alternative arrangements are in place.

e. **On Campus Delivery.** Programs and courses will be required to comply with USQ blended mode policies as they are developed. For a program to be offered at a Campus it is to be either in ONC mode or mixed mode, which consists of both on-campus and on-line offerings. The program mode will be determined at the outset in the Campus Business Case complied in conjunction with the faculties. It is critical that the mode does not change without agreement as this will have a significant impact upon student expectations, student trust and in some cases, CRICOS compliance.

i. **ONC Program Offering:** With respect to an ONC program offering, a student must be able to complete all core courses and campus identified specialisations of a program in ONC mode at the campus of offer. The only exception to this is where specific courses can only be taken on-line, regardless of the campus a student is studying at. Additional specialisations that can be done on-line can and should be promoted as such.
ii. **Teaching:** Where courses are taught in ONC mode it is critical that teaching is to be a quality educational experience and is not limited to standard lectures and tutorials and weekly scheduling. It needs to be cognisant of developments in the USQ connected Initiative. Pending a USQ agreed definition of blended teaching the definition of the mode that is to be applied are contained at Appendix G.

f. **Academic Quality.** Faculties are responsible for the quality and relevance of their programs, maintenance of external accreditation where appropriate and the quality of teaching. They are accountable to the Campus Head for the quality of their operations on their campus. SETS data is the main measure for gauging this quality. The Campus Head can require all courses contained in the SLAs to have SETS data gathered, and will review the feedback in conjunction with the appropriate ADs to determine whether the SLA has been delivered to a satisfactory standard. The Campus Head will also have access to other program evaluations, pass and retention rates and other statistical data that may be gathered, although this excludes SELTS (Staff) evaluations. Where remedial action is identified this is the responsibility of the appropriate faculties unless it is identified to be a campus resource issue.

**Inclusion of New Program Offerings and Majors**

29. Where a program offering or major is proposed to be introduced to a campus a Campus Business Case is to be prepared. This is done prior to the preparation of the UPMC Business Case and is designed to gain clear agreement between the campus and faculty as to the structure, costs, risks and joint commitments involved in bringing the program offering on campus. If as a result of the analysis, the Campus Head and appropriate Dean agree to proceed with the program offering, they are to jointly sign the Campus Business Case. This then forms a commitment by both parties as to how it will be introduced and conducted. Given that this occurs, the UPMC Business Case is then developed and progressed by the faculty and the standard university program approval process is followed. Individual courses or minors still need joint agreement, but it is the prerogative of both parties as to whether a business case is required.

**Removal of Existing Program Offerings**

30. The decision to remove an existing program offering is to be done jointly between the appropriate Dean and Campus Head. The exception to this is where either party has consistently failed to adhere to the commitments made in the Campus Business Case or other agreements. Should a program offering or major be proving to be uneconomic or where it cannot be delivered to a quality that would avoid brand damage, the program offering would be considered for removal. Any decision is to be taken in the context of its importance in the campus’s overall portfolio of programs, cross-faculty relevance, potential for growth and program maturity. Should a disagreement exist, it is to be referred to the DVC(S).
Three Semester Offering

31. In agreement with the faculties, the campuses may conduct on-campus teaching in S3. This would normally be to facilitate S3 entry, Head Start, load spreading and fast tracking. Load spreading allows students to undertake a 3,3,2 teaching load to help them manage their studies during the year; while fast tracking allows programs to be completed quicker than through a standard enrolment pattern. Repeating on-campus courses is not normally cost effective; however, the financial benefits of increased retention, increased enrolment through S3 entry and increased enrolment through students seeking this option, can justify S3 teaching for larger cohorts.

32. In conjunction with the faculties, campuses can determine the best methodology for scheduling S3 teaching, including using a compressed mode. This concentrates teaching in blocks prior to and after Christmas, providing an extended period over the holiday break where on-campus attendance is not required.

Theme

33. If the campus has been determined to have a theme, all undergraduate program offerings are to reflect this in conjunction with university requirements, such as USQ Graduate Qualities. Compliance with the Campus Theme is to be addressed in a program’s Campus Business Case. The Springfield Campus is themed to be ‘Community Centred and Career Focussed’.

Work Integrated Learning

34. As part of the ‘Career Focussed’ element of the Springfield Campus theme, all Springfield undergraduate program offerings are to include the option for students to undertake WIL as part of the program offering. There are different forms of WIL and this requirement can be met by ensuring that at least one of the types of WIL as defined by the campus/university model is integrated within the program.

On-Campus Attendance by External Students

35. The Campuses have a policy of supporting all USQ students and welcome external students into the campus. To manage workloads, attendance at lectures and intentions to meet individually with lecturers must be arranged with the campus prior to the visit.

36. In particular, the Springfield campus has strict capacity limitations to meet fire regulations. As a result, the campus must be able to show that it is managing the maximum occupancy on each floor at any time. For this reason, external students may only attend on-campus classes and tutorials after gaining approval. This will not be denied if there is capacity available. External postgraduate students will be permitted to attend one semester of on-campus intensive mode sessions; but, should they wish to continue, they must enrol as on-campus Springfield students.
Campus Business Processes

37. The Campuses are to be incorporated into and are subject to USQ’s normal budget, risk and business procedures. A number of additional Campus specific business procedures are also required to ensure the application of the Governance Principles contained at paragraph 10. These are as follows:

a. **Service Level Agreements.** Faculties and Campuses must have a common understanding of what is expected of each other and the basis for funding transfers. This is contained in an annual SLA, jointly developed between the faculties and Campus Head prior to Semester One each year. The finalised SLA can only be changed by mutual agreement. Should a faculty not deliver a course as specified in the SLA and reasonable attempts have not been made to rectify this, with the approval of the VC the Campus Head may withhold either the staffing costs or load based funding attributable to that course’s offering on that campus, whichever is the greatest. This measure would only be taken as a last resort and after discussions with the appropriate Dean, noting that an internal financial penalty cannot repair any reputational damage that may have occurred. For this reason it is imperative that ADs continually monitor and address issues arising from the delivery of their SLA.

b. **Budget Model.** Campuses are centrally allocated funds through a core allocation to cover non-academic expenses and a teaching load based allocation to cover teaching and other costs. The amount allocated to the Campus, including the percentage of teaching load based income is determined centrally and will vary. This, combined with the principle of portfolio management, will result in a need to vary the proportion of funds transferred to faculties (Minimum Load Based Percentage Return (MLBPR)) and the process for determining this, is contained in the Campus Budget Model at Appendix A. In compliance with the principle of no commercial risk to faculties, they will receive the greater of either the staff costs associated with delivering the SLA or MLBPR amount.

c. **Academic Staff Costs.** Faculties and supporting units will be reimbursed personnel costs for that proportion of their work attributable to campus-related activities. For academic staff this will be grossed up based upon standard workloads of teaching, research and service, unless other ratios are agreed. The Campus lays claim to 50% of the service component it funds for the purpose of localised community and student engagement, marketing (TSXPO, Open Day, school award ceremonies, similar events and associated training), attendance at graduations, campus training and briefings. The campuses do not claim any research workload component but where possible, if research can be related to issues affecting its community or of relevance to surrounding industries, this would be encouraged. Under direction of their parent unit, staff can undertake activities not associated with on-campus teaching such as on-line teaching but this will not be funded by the Campus.
d. **Load Targets and Quotas.** The Campus Heads and relevant Deans will set annual campus load targets as part of the University planning process. This will be done taking into account the campus academic program portfolio, strategic growth objectives, competitor behaviour and campus facility and resource constraints. The Campus Heads and appropriate Deans are to formally approve the campus load targets with the and Quality Office prior to these being used in budget calculations. Given the Campus Head’s accountability for achieving financial (load) targets, they are to mutually set the program OP cutoffs for the Campus. This can never be less than any pedagogical lower limit determined by the faculties and if there is disagreement this is to be resolved by the VC.

**Campus Administration and Services**

**Student Experience**

38. As a key element of the business operations of the campus, the Campus Head is ultimately responsible for the total student experience, being both academic and non-academic. While the academic experience is primarily influenced through the SLA and course evaluation process, the non-academic experience involves multiple services provided from across a broad range of University and non-University providers along with those resources provided by the Campus itself. It is unlikely that there will be equivalency of experience on the different campuses due to differences in infrastructure, cohort demographics and resources, however as a matter of principle and subject to economies of scale, students across at the Fraser Coast and Springfield campuses should have levels of access comparable to that of students on the Toowoomba Campus, to on-site library, ICT, LTSU and student support services including counselling, disability support, careers and indigenous support. This is however, not designed to restrict any additional support initiatives that may be funded at a campus level.

**Facilities Management**

39. Facilities on all campuses are managed by the USQ Facilities Manager. This does not include scheduling, room usage and allocation or commercial operations. Campus-specific solutions may be applied through agreement with the Facilities Manager regarding minor maintenance, minor works, cleaning and security, where these are seen to be more responsive and/or economical.

40. Faculties and support departments will not be charged for the use of facilities by those staff undertaking activities in support of the respective campus.

41. Where major activities involving participant registration fees, e.g. conferences and symposia, the Campus Head reserves the right to charge a facilities cost, covering at least the fixed and variable costs for the use of the facility. If the activity was seen to significantly benefit either the University or Campus, this fee would either be waived in the form of sponsorship or the Campus would be last in line to be paid from any financial surplus.
**HR Issues**

42. The Campus Head is responsible for the line management of those staff directly funded from the campus budget. This includes the administration staff, all SROs, and executive staff. Most other staff will be funded via transfers from the campus budget to a staff member’s parent section or faculty, which retains line management authority. The exceptions to this are ICT and marketing staff, who are corporately funded. Regardless of line management authority, the matrix structure of the campuses requires non-campus line managed staff to be responsive to the Campus Head and accountable for the delivery of agreed services and compliance with campus procedures.

43. Non-campus line managed staff located on campus will have their principal place of work designated as that campus for HR and travel purposes.

44. All non-campus line managed staff are to be recruited, selected and performance managed by their line management unit, with the involvement if appropriate by the relevant campus AD or section head. For academic recruitment, with the exception of ADs, the Campus Head or staff line managed by that position would not normally be involved, except in defined circumstances. The purpose of this is to maintain the separation of business and quality between the campus and faculties.

**Student Issue Resolution**

45. Normal USQ student complaints and issue resolution policies apply to the Campuses. Students also have the right to raise any issues directly with the Campus Head or relevant Dean or AD. They may do this individually or through the Student Representative Council, Student Guild or other appropriate organisation. If the issue is of an academic nature the Campus Head will refer the student to the appropriate AD. If a student issue is of a nature relating to course delivery and raised to the level of the AD, the Campus Head and Dean are to be informed. Students are to be briefed on the appropriate procedures for addressing academic and non-academic issues as part of their orientation program.

**Appendices**

A. Campus Budget Model  
B. Campus Operational Control  
C. Campus Head Position Description  
D. Faculty Associate Director Position Description  
E. Faculty Associate Director Line Management Authority  
F. Campus Management Committees and Advisory Forums  
G. On Campus Teaching Mode
Appendix A

Campus Budget Model

1. Springfield and Fraser Coast campuses are funded centrally and utilize these funds to operate the campus and purchase agreed programs and other support from faculties and parent units in Toowoomba. The model allows for a discretionary component to be used for growing the campus, plus the ability and requirement to return a share of the surpluses to faculties, corporate and other university sections.

2. The model aims to remove financial risk to faculties but allows them to share in surpluses pertaining to their operations. This is enacted through faculties being paid either the staffing cost to deliver their SLA obligations or the minimum load based percentage, whichever is greater. This practice is designed to incentivise faculties to support campus load growth initiatives and quality enhancement while retaining business decision making with the Campus Head. It is appreciated that there are some risks to faculties which are inherent with the hiring of staff, particularly where contracts are longer than teach-out periods or where continuing positions are required to attract appropriate staff members. For this reason, the faculties and campuses work together when formulating new program business cases and plans to manage these risks.

3. The University allocates funds to the campuses in two categories: being a core allocation and a load-based allocation. Details of these are as follows:

   a. **Core Allocation** – The core allocation covers all administrative and non-academic operating costs associated with the campus. This includes staffing costs for campus staff (executive and administrative), non-academic support staff such as student services, outgoings, services, vehicles, library services and collections, IT refresh, campus travel, and rent or facility opportunity costs. ICT and permanent marketing staff are excluded and paid out of corporate allocations. A base level marketing element is included to provide resourcing for Open Day, publications, marketing material and normal semester campaigns. Campuses are not required to fund corporate functions performed at Toowoomba Campus or direct significant capital works but are expected to fund minor maintenance and works.

   The core allocation does not provide any discretionary funding for the purpose of facilitating campus growth. Core allocations are set by the university budgeting process with campuses negotiating their requirements based on a zero based budget calculation. If this is not funded totally it is up to the Campus Head to determine whether services are reduced or discretionary funds from the load based transfer are used to cover the shortfall.

   b. **Load Based Allocation** - In conjunction with the USQ budget process, an initial load estimate for the following year is calculated mid-year. This is to be determined by agreement between the Campus Head, the faculties and the university. Once this is finalized, a preliminary budgetary allocation is made.
to the campus based on a set percentage of load income determined by the Budget Management Committee (BMC). This load allocation is the minimum that will be allocated to the campus regardless of actual load, to allow a degree of planning and funding certainty. For this reason the load-based allocation will be based on predictions somewhere between pessimistic and realistic.

Both campuses operate on an actual load transfer amount in the year of the budget. The University will adjust the transfers upwards should the total portfolio load dollar amount be greater than the initial figure. Should the actual load be less, the University will not decrease the load transfer amount unless there are exceptional circumstances. As the campus manages the funds on a portfolio basis, however, it will adjust individual faculty transfers to reflect actual faculty loads, consistent with the fundamental principle that the minimum transfer to a faculty cannot be less than the SLA staffing costs and any other agreed direct costs.

**Adjusting Faculty Load-Based Transfer Return**

4. Combined with the actual load, the setting of the Minimum Load Based Percentage Return (MLBPR) is the main determinant of whether a faculty receives transfers in excess of its staffing costs. As such, the process for determining it needs to be transparent. It is the responsibility of the Campus Head in negotiation with BMC to set the MLBPR. The MLBPR cannot be set lower than two thirds of the predicted load transfer amount. The goal of setting the MLBPR is to maximize short term returns to the faculties (akin to dividends) whilst ensuring sustainable growth of campus load revenue in the medium to long term.

5. The setting of the MLBPR for a given year requires the preliminary load-based allocation and estimations of teaching and other costs in the prior year. To estimate teaching costs, the Faculty Associate Directors and Campus Business Managers prepare preliminary SLAs. At the preliminary stage, this is done by averaging the cost of faculty courses and multiplying by the total number of faculty courses in the following year, making allowances for salary increases. The campus then identifies the other costs associated with maintaining and growing the business.

6. It must be noted that many costs at Springfield and Fraser Coast are the responsibilities of the campuses, whilst these are funded centrally at Toowoomba. Campus costs are as follows:

   a. **Campus Discretionary Marketing:** In addition to the marketing component in the core allocation, the campuses are required to undertake some discretionary marketing. This includes unforeseen initiatives, the employment of student ambassadors, sponsorships, campus-specific affiliations and memberships, alumni support, conferences and school activities, and the launching of new programs.

   b. **Campus Events:** The campuses are responsible for funding certain corporate and community events, including graduation.
c. **New Program Development:** The campuses may agree to fund the development of new courses, associated staffing, equipment purchases, marketing and other costs associated with the offering of a new program on campus. The respective commitments will be detailed in the Campus Business Case for that program.

d. **Program Direct Costs:** Where there are costs directly attributable to conducting a program or course on campus, these are to be met by the campus. These will include, but are not limited to, consumables, inter-campus travel, and placement costs unless already funded by the university. Indirect faculty or other costs such as the corporate overhead in Toowoomba, are not funded by the campuses, as they have their own overheads to fund. Where appropriate, campus-based faculty activities, such as retreats, training or team building, would also be funded under this category.

e. **Student Experience and Support:** Campuses have a key role in ensuring the non-academic component of the student experience is at a level that maximizes retention. This could include social and sporting activities, entertainment and orientation activities. While the Student Guild has a role to play in this regard, the campuses neither control the Guild’s activities or budget. There are significant differences in the services and facilities provided between the Toowoomba, Springfield and Fraser Coast campuses, raising equity issues that can be addressed utilizing these funds. There may also be support required to provide services such as food on campus and subsidised transport.

f. **Equipment Purchases, Campus/Faculty Initiatives and Minor New Works:** Where programs or the campus require new or replacement equipment or minor new works, and where these have not been funded by the university, but are essential for the ongoing or improved quality of teaching, these funds are to be met by the campus. This equipment is subsequently controlled and maintained by the campus. There may also be specific, non-program initiatives between the faculties and campus designed to enhance the campus that are appropriate for the campus to fund.

g. **Discretionary Component:** The Campus Head will require an amount for discretionary activities and campus initiatives. In normal circumstances, this will normally be less than 5% of the actual load transfer amount. Any uncommitted funds will normally be returned to faculties, corporate or other university sections rather than be rolled over.

7. Once the funding requirements for each of these categories are calculated, they, along with the SLA staffing costs, are deducted from the initial load transfer estimate. This will then give a figure which must be distributed to the faculties. An iterative process is used to determine the MLBPR that would exhaust this amount based on predicted faculty load, again ensuring that faculties receive as a minimum the SLA staffing cost. Where the amount a faculty receives is to be greater than the SLA staffing cost, excluding any previously identified direct transfers, the faculty is deemed to be in surplus.
8. The MLBPR once determined is notified to the USQ Management Accountant, along with the calculations for individual faculty transfers. This is then presented to BMC for endorsement and negotiation if needed. Upon confirmation, these figures are then released to the faculties for their planning purposes. Should the university change its funding advice to the campuses for either the core or load-based allocations, the campuses have the right to recalculate the MLBPR.
Appendix B

Campus Operational Control

1. Operational control for the purpose of this paper entails the Campus Head having the following responsibilities and authorities:

a. Human Resources
   i. Scheduling of teaching and support activities;
   ii. Application of campus specific procedures within the context of the SLAs, OH&S, fire and emergency, other legislative or university policy requirements
   iii. Appropriate tasking of staff.
   iv. Cat IIIi delegate

b. Physical Resources
   i. Usage for both USQ and non-USQ users
   ii. Scheduling
   iii. Equipping
   iv. Maintenance
   v. Security
   vi. Cleaning

c. Financial Resources
   i. Management of the campus budget
   ii. Authorisation of SLA funds transfers
   iii. Commercial payments
   iv. Contractual arrangements in accordance with financial delegations

d. Academic Programs. This will be done in conjunction with faculties.
   i. Market research;
   ii. Proposal development (AD responsibility);
   iii. Campus Business Case development and approval;
   iv. Achievement of Campus Theme;
   v. Monitoring of quality including achievement of SLAs;
   vi. Scheduling; and Prioritisation

e. Campus Operations
   i. Campus-specific process development
   ii. Provision of all on-campus administrative support
   iii. Contract development and management
   iv. Commercial facility usage
   v. Campus events
   vi. Campus marketing activities (in collaboration with USQ marketing)
   vii. Campus community engagement activities

f. Student Experience
   i. Campus orientation for staff and students
   ii. Oversight and direction of student experience activities;
   iii. On-site manager of Guild contract; and
   iv. Identification and addressing of all non-academic campus-specific student issues; and maintenance of consistency with brand and promised academic and non-academic experience.
Appendix C

**USQ Campus Head Position Description**  
(Applicable for Springfield and Fraser Coast)

**Position Title:** Campus Director (Springfield); Provost (Fraser Coast)  
**Division:** Vice-Chancellor  
**Faculty:** Springfield or Fraser Coast  
**Classification:** Executive Remuneration Package

---

**KEY OBJECTIVE**

The Campus Head is a senior leadership position within the University. The Campus Head actively contributes to the achievement of the University’s Vision, Mission and Values through executive management and strategic and operational leadership of the Campus. This includes its physical, financial and human resources; business outcomes; community engagement; student and staff experience; reputation; physical growth and the promotion and practice of excellence in teaching, research and scholarship.

---

**SCOPE OF THE POSITION**

The Campus Head is accountable direct to the Vice-Chancellor for the efficient and effective operation of the Campus. The incumbent will work closely with other senior staff, both at the Campus and in the broader University community, particularly Deans of Faculty and Heads of Sections represented at the Campus and their designated on-campus representatives. Regular liaison with external groups, industry and institutions, as well as the wider community, will also be required. The Campus Head is to ensure that the procedures for the operation and governance of the Campus, as delineated in the USQ Springfield Campus and Fraser Coast Campus Governance and Operational Procedures, are adhered to both at the Campus and across the University.

---

**PRINCIPAL ACCOUNTABILITIES**

1. Responsible to the Vice-Chancellor for the strategic and operational management of the Campus in accordance with the USQ Springfield Campus and Fraser Coast Campus Governance and Operational Procedures and the University’s legislative and policy framework.

2. In conjunction with appropriate USQ faculties and sections, be responsible for the management of the structure of the Campus’s program portfolio, its marketing, delivery, evaluation and continuing improvement.

3. Ensure the promotion and practice of excellence in teaching, research and scholarship within the disciplines offered at the Campus.
4. Ensure that the student non-academic experience is optimised in relation to those matters pertaining to on-campus amenities, activities and support.

5. Accountable for the staffing, financial and other resources of the campus and for the Campus’s business outcomes.

6. Participate as a member of management and advisory committees as required, and engage in appropriate professional and community activities, including representing the University locally and nationally as requested by the Vice-Chancellor.

---

**DUTIES**

1. Manage the resources allocated to the Campus, including:
   - Overseeing the responsible financial management of the Campus including preparation of budgets and allocation of resources.
   - Overseeing management of the physical assets of the Campus including office and teaching spaces and equipment.
   - Overseeing the efficient management of human resource matters at the campus, including recruitment and selection, induction, training and development, performance management, and management of workload allocation of Campus staff and, where appropriate, faculty and other section staff located at and providing agreed services to the Campus.

2. Provide advice on strategic planning issues and contribute to the development and implementation of a strategic plan for the Campus.

3. Establish short and long term goals for the academic and physical development of the Campus, and ensure liaison and consultation with staff at the Toowoomba campus as necessary.

4. Collaborate with the USQ Toowoomba campus in the planning of academic offerings and use of staff and physical resources.

5. Be personally committed to fostering high levels of scholarship by supporting research and other scholarly activity at the Campus.

6. Contribute to the development of courses and programs pertaining to the Campus in conjunction with the relevant Faculty Deans.

7. Foster relationships with students, especially in the areas of admission, enrolment, progression and graduations in consultation with relevant faculties and Student Administration and through engagement with student bodies, such as the Student Representative Committee.

8. In conjunction with SMD, develop strategic and operational marketing plans for the Campus.

9. Liaise with community, other educational establishments, community leaders and local professional bodies to maintain a close, productive relationship with the local community and foster initiatives consistent with the mission statement and goals of the University.
10. Ensure compliance with all University policies, including academic regulations, financial, information technology, human resources and workplace health and safety policies and procedures.

11. Provide opportunities for the participation of academic and general staff in Campus affairs through agreed decision-making and policy-development structures.

12. Maintain awareness and appreciation of the current academic objectives of the Campus.

13. Actively maintain academic standards and promote and encourage high standards of academic excellence in teaching and research.

14. Contribute to continuing policy development across the campus in both educational and administrative matters.

15. Assist the Vice-Chancellor and Deputy Vice-Chancellors to promote the interests and development of the University as a whole.

16. Represent the University on boards and committees appropriate to portfolio areas where required.

17. Participate as a member of the Senior Management team of the University and provide strategic and policy advice to the Vice-Chancellor and Deputy Vice-Chancellors as required on matters affecting or relating to the Campus and the University as a whole.

WORKPLACE HEALTH AND SAFETY
Managers must ensure that the functional areas of the University under their control comply with the Workplace Health and Safety Act, all applicable standards and University policies.

EQUAL OPPORTUNITY
Managers must have a demonstrated commitment and capacity to implement and/or develop equal opportunity policies.

STAFF DEVELOPMENT
Managers must provide leadership in establishing an environment which will enable staff to acquire new skills, knowledge and abilities to assist them in achieving faculty goals and prepare them for career advancement.

KEY SELECTION CRITERIA
QUALIFICATIONS, EXPERIENCE AND DEMONSTRATED SKILLS
Essential

1. Appropriate advanced academic qualifications, reflecting a senior management executive with distinguished professional standing.

2. Demonstrated understanding of higher education pedagogy and a strong interest in the welfare of students and staff and their academic opportunities.

3. Demonstrated success in managing human and financial resources and delivery of project and business outcomes.
4. Significant leadership skills, including the ability to maintain a cohesive and motivated team and experience in a complex management environment
5. Proven high level communication and interpersonal skills, with demonstrated ability to foster good relationships both internally within an organisation, and externally with industry, government and the community.
6. Consultation, negotiation and conflict management skills, including the ability to develop a positive culture.
7. Strategic management skills, particularly strategic thinking, marketing, planning and implementation.

The capacity to foster innovation in all dimensions for the Campus’s operation.

**Desirable**

1. Experience in the distance education environment.
2. An appreciation of issues in higher education worldwide.

**The selection committee will also consider:**

- Teaching experience
- Research experience and publication record
- Experience outside tertiary education
- Professional achievements and contributions
- Scholarship and academic excellence
- Outstanding achievement and recognition as a leading authority in an area relevant to the Campus.
Appendix D

Associate Director Position Description

Position Title: (Faculty) (Fraser Coast campus)
OR
Associate Director (Faculty, Fraser Coast campus)

Division: Deputy Vice-Chancellor (Academic and Global Learning)
Faculty: Fraser Coast

Award Coverage: University of Southern Queensland Certified Agreement 1997 – 1999
Union: National Tertiary Education Industry Union

KEY OBJECTIVES:
Associate Director (Faculty, Fraser Coast campus) acts as chief organisational officer of the faculty at Fraser Coast campus. The principal duties will be to grow faculty presence at Fraser Coast and to establish and maintain collegial links between Toowoomba and Fraser Coast campuses. The position provides the main point of interaction between the Faculty and the USQ Fraser Coast Provost and is responsible for ensuring that the Faculty meets both the Campus operational requirements and the faculty quality requirements. The responsibilities the Faculty has to the USQ Fraser Coast campus will be the subject of a Service Level Agreement (SLA) negotiated between the USQ Fraser Coast Provost and faculty Dean.

SCOPE OF THE POSITION:
The position will report to the Dean, of Faculty and be responsive to the USQ Fraser Coast Provost.

The position will have regular interaction with the Faculty Board, Deputy Dean, Associate Directors, Heads of Departments, Faculty Administration Manager and Finance Manager, Faculty Development Manager, Director of Undergraduate Studies, Director USQ AGSB, USQ Fraser Coast Campus Administration Manager; USQ Fraser Coast Business Manager and other USQ Divisions and Departments. The incumbent also liaises with organisations and individuals in other universities and institutions, government, industry and the general community.

PRINCIPAL ACCOUNTABILITIES:
Associate Director (Faculty, Fraser Coast campus) is responsible for supervising staff and implementing delivering the programs and courses to the appropriate quality as stipulated in the Service Level Agreement.

DUTIES:
1. Develop a strategic plan for the Faculty (Fraser Coast campus) in accordance with the USQ Fraser Coast, faculty and University strategic plan.
2. Develop goals and objectives for the faculty (Fraser Coast) together with strategies for attainment and mechanisms for monitoring and recording progress towards those goals.

3. Contribute to the development of Service Level Agreements.

4. Implement, monitor and rectify the delivery of programs and courses under the Service Level Agreement.

5. Lead, monitor, develop and counsel Faculty staff employed in the delivery of Faculty programs at USQ Fraser Coast.

6. Monitor workloads for Fraser Coast campus faculty staff.

7. Monitor attrition rates amongst Fraser Coast campus students.

8. Monitor course/program pass and completion rates amongst campus students.

9. Approve expenditure of discretionary faculty (Fraser Coast) funds.

10. Foster an informed collegial environment and a strong sense of loyalty and commitment to the broader USQ community amongst faculty Fraser Coast campus staff.

CAMPUS DEVELOPMENT

11. Contribute to the USQ Fraser Coast operational and strategic plans from both a Faculty and corporate viewpoint.

12. Investigate opportunities for programs/courses to be developed / delivered at Fraser Coast campus

13. Build both publicly and privately funded student numbers at Fraser Coast.

14. Advocate Fraser Coast campus interests outside the University.

FACULTY DEVELOPMENT

15. Facilitate promotion and marketing of courses, programmes, research capabilities and services offered by the faculty (Fraser Coast) campus in accordance with overall promotion and marketing policies of the USQ Fraser Coast campus and faculty.

16. Promote staff development, research and consulting activities at Fraser Coast and attract research and development funds to the faculty, Fraser Coast campus.

17. Liaise with Heads of Department and Faculty Administration Manager in relation to all processes of academic staff recruitment, appraisals and absences within University and faculty procedures and guidelines.

18. Provide representation and advocacy within the faculty and University of capabilities, needs and aspirations of the faculty (Fraser Coast) staff and students.

19. Represent faculty (Fraser Coast) in the budget process.
20. Advancement of the reputation of the work of the faculty (Fraser Coast) through interaction with faculty, industry, government and the broader community regionally, nationally and internationally.

OCCUPATIONAL HEALTH AND SAFETY
Managers must ensure that the functional areas of the University under their control comply with the Workplace Health and Safety Act, all applicable standards and University policies.

EQUAL OPPORTUNITY
Demonstrated commitment and capacity to implement and/or develop equal opportunity policies.

STAFF DEVELOPMENT
Provide leadership in establishing an environment which will enable staff to acquire new skills, knowledge and abilities to assist them in achieving faculty goals and prepare them for career advancement.

USE OF EQUIPMENT
During the performance of duties the Associate Director will come in contact with and is expected to operate the following:

- Microcomputer and associated software

Training in the above will be provided.

KEY SELECTION CRITERIA

EDUCATION, EXPERIENCE AND JOB KNOWLEDGE AND SKILLS

Essential

- Completion of a higher degree in a Faculty related discipline.
- Knowledge and experience in the development and operation of tertiary courses.
- Proven expertise in the management of significant human and material resources.
- Experience in the development of productive linkages and networks to support community partnerships, service and engagement by the tertiary sector.
- Leadership: using appropriate methods, skills and styles to move others towards task achievement.
- Teamwork: actions which tend to foster team spirit and build and maintain cooperative and productive relationships both within USQ Fraser Coast and the Toowoomba faculty.
- Communication Skills: communicating effectively in written and oral forms to convey information and gain acceptance of ideas.
- Initiative: taking or originating action to achieve goals
- Planning and Organising: identifying and prioritising steps which need to be undertaken for task completion. Setting and implementing schedules.
Fraser Coast specific

- Initiative and enthusiasm, knowledge of and/or experience in community engagement in private, public and non-government funded agencies or organisations
- Initiative and enthusiasm, and/or experience in working professionally and/or teaching effectively in multidisciplinary teams
- Flexibility in teaching processes including standard lecture and tutorial methods, concentrated workshop methods, scheduling and problem-based learning methods
- Ability to work in a matrixed organization with responsibilities to more than one supervisor.

Desirable

- **Analysis**: perceiving connections and relationships, identifying critical issues, synthesising information, acquiring and comparing data.
- **Creativity**: developing or recognising new, novel, or different ideas, solutions and products. Innovating. Approaching situations from a different perspective.
- **Financial Ability**: understanding financial data. Interpreting and making decisions based on financial information.
Appendix E

**Faculty Associate Director Line Management Authority**

**STATEMENT OF PRINCIPLE REGARDING ASSOCIATE DIRECTOR’S LINE MANAGEMENT AUTHORITY AT USQ SPRINGFIELD AND FRASER COAST CAMPUSES**

(as approved by the Heads of Campus Committee of 18 Feb 2010)

USQ Springfield and Fraser Coast faculty Associate Directors have, in addition to any existing faculty authorities and responsibilities outlined in their position description, the necessary line management authorities over all staff belonging to their Faculty involved in teaching at these campuses, to ensure the following:

a. all applicable University policies and procedures and Faculty and Campus procedures are complied with as appropriate;

b. all authorised University, faculty and campus tasking are undertaken in accordance with applicable workload policies and to acceptable standards, as may be specified in an Service Level Agreement (SLA), with any necessary remediation actions undertaken satisfactorily;

c. the Campus is kept fully informed of all relevant Faculty considerations and is appropriately engaged in any Faculty decision making that has implications for the campus, and vice versa.

d. there is appropriate day to day management of staff workload, performance and support to ensure equitable rights and responsibilities for staff across campuses, and, that tasks are undertaken to maximize outcomes for the campus and faculty.

These day-to-day management authorities are in accordance with the Associate Director’s prime function of being their Dean’s representative at the campus. Where a school or other line management structure exists within a faculty, the exercising of these authorities would be done as the nominee of and in consultation with the appropriate line manager. If a disagreement exists it should be referred to the Dean. Where an Associate Director is not appointed on-campus, a designated on-campus faculty coordinator, possibly supported by Toowoomba based staff under agreement with the Campus Head, will fulfil these functions.

As a flow on from these day-to-day management authorities, Associate Directors are to be given the capability to comment on the BUILD reviews and formulation for faculty staff operating on campus. This will extend to identifying campus based service activities and reporting on activities associated with campus operations.
Appendix F

Campus Management Committees and Advisory Forums

Springfield

1. **Springfield Campus Management Committee.** This committee deals with the day to day operation of the campus and its programs. Committee members are responsible for passing on relevant information to other Springfield staff under their line management. The Committee normally meets fortnightly and its membership consists of the heads of the Campus Head (Chair), Director’s EA (Secretary), BM, ADs, executive members reporting directly to the Campus Head and the heads of each operational section on Campus. Bremer TAFE are an invited member.

2. **Springfield Campus Academic Program and Marketing Committee.** This committee meets on a monthly basis and deals with all campus marketing and program portfolio issues of a business nature. This includes new program proposals, load setting and achievement, OP cutoffs, cross faculty course sharing, facilities, programming, resources and Campus teaching modes. The membership of the Committee is as per Campus Management Committee with the exception of the ICT, student counsellor and major tenant representation. Academic partners may be invited to attend.

3. **Springfield Academic and Research Committee (SARC).** This committee meets on a monthly basis and deals with all Campus academic quality, professional development, teaching support, research and community service issues. It advises the Campus Head on issues relating to its scope. It is chaired by an elected AD or member of the Campus based professoriate. The Chair or delegated AD is also the Campus representative for the University L&T Committee. In particular the SARC is to look at teaching issues arising from the multi campus nature of USQ and where problems arise, develop techniques and procedures to address them. The SARC has executive management of Campus based research seminars and non-faculty specific academic professional development in addition to, or in coordination with that undertaken by LTSU. Membership consists of ADs, two representatives of the Campus based professoriate and heads of operational sections associated with teaching or research support. The Campus Head and Bremer TAFE are invited members.

4. **Springfield Community Advisory Forum.** A USQ Springfield Community Advisory Forum (SCAF) is to be established to provide an interface between local community, government and industry representatives. The Group will advise on issues relating to current operations and the future direction of the Campus. Decisions of the Group will not be binding on USQ but will be given serious consideration in the operational and strategic planning for the campus. The Group would meet quarterly and be composed of:
   a. VC USQ (Chair)
   b. Campus Head (Deputy Chair)
c. Representative Dean from Toowoomba

d. Ipswich Council Mayor

e. Ipswich Council local member

f. Federal and State Members

g. 3x Principals from major secondary schools (Independent, State and Catholic)

h. 2 x local industry representatives

i. other representatives as determined appropriate by the Chair

Fraser Coast

5. **Fraser Coast Senior Leaders Group:** Operationally, the campus is run by the Provost, supported by a key advisory group, comprising the Associate Directors or Campus Faculty Coordinators, the Campus Manager, Executive Officer International, Executive Assistant to the Provost, and the Administration Coordinator Student Support. The main purpose of that group is to offer advice to the Provost. The Terms of Reference will be the same as those for the Vice Chancellors Committee in relation to such matters as unity, confidentiality and commitment to the University. This Committee will normally meet fortnightly.

6. **Fraser Coast Key Advisory Committee:** This committee provides an interface between local community, government and industry representatives. The committee will advise on issues relating to current operations and the future direction of the campus. Decisions of the committee will not be binding on USQ but will be given serious consideration in the operational and strategic planning for the campus. The committee comprises VC USQ (Chair), Campus Provost (Deputy Chair), Secretary (Provost Executive Assistant), representatives from the Fraser Coast Regional Council, local industry representatives and other representatives as determined appropriate by the Chair.

7. **Fraser Coast Academic Program and Marketing Committee:** This new committee would meet on a monthly basis to deal with all campus marketing and program portfolio issues of a business nature, and focus on building business and revenue for the campus. This includes load setting and achievement, OP cut-offs, cross-faculty course sharing, facilities, programming, resources, academic activity, research and consultancy, short programs, and campus teaching modes. The membership of this committee will comprise Provost (or delegate), Business Development Consultant, Campus Manager, Marketing Team, Administration Coordinator Student Support, International Officer, Secretary (Provost Executive Assistant), and Associate Directors (invited to meetings as needed). Other personnel may be invited to meetings, which will be held six times a year or, where necessary, more frequently.
Appendix G

**On-Campus Teaching Mode**

(Note this will be subject to change as USQ blended learning policy is developed)

1. USQ Springfield and Fraser Coast campuses operate in an on-campus delivery mode, although this does not necessarily mean the traditional classroom-based lecture-tutorial model. The priority is to use pedagogical approaches that optimize educational experiences and outcomes. Teaching is to comply with USQ standards and policies.

2. Importantly, all courses offered in on-campus mode are to involve the ability for students to engage with their lecturers, tutors and peers through a physical presence. Students will have the opportunity to access all on-line teaching materials, consistent with the USQ flexi-mode policy, and where lectures are also provided in this manner, they may choose to utilize this option, but it will not be mandated.

3. For a program to be identified as being offered at Springfield or Fraser Coast, all core courses and at least one complete stream of majors or minors must be delivered in on-campus mode. Only those streams offered in on-campus mode can be promoted as being offered on their respective campuses, and other streams, which require study by external modes, must be identified as options only available in this manner. Where distance mode is the only way a core or specialist stream course can be undertaken, regardless of campus or semester, and where this mode is no greater than 12.5% of the total program offering, this will still allow a program to be classed as on-campus.

4. Pending a University wide definition of on-campus teaching standards the following will apply for the Springfield and Fraser Coast campuses:

a. Students enrolled in on-campus courses will normally have the option of attending regular face-to-face physical lectures (or blended workshops) and tutorials, usually equating to three contact hours per teaching week over the semester. To enhance flexibility, on-line recordings will also be provided where feasible and appropriate. Face-to-face physical consulting will normally be available as will the interactions and support associated the course offering’s presence on USQ’s StudyDesk at least to the level of USQ’s minimum standards. Variations to this standard pattern for a course offering, will need to be identified and agreed in the SLA. The relevant AD needs to ensure the Campus Head is aware and has approved of any other variation that should subsequently be proposed. Variations not notified and accepted as justified may impact on the associated funding. Variations are expected to be acceptable if justified on pedagogical grounds.

b. On-campus delivery can cover a range of pedagogies from the traditional lecture-tutorial model through blended workshop style to facilitated adult education. Extensive use of on-line or pre-recorded lectures can be made, provided they are delivered on-campus and supported by an appropriately qualified lecturer to unpack their content and interact with the students. The blended workshop style is used to describe undergraduate teaching that
utilises these resources in a combined lecture and tutorial session. It is important, that regardless of the pedagogy utilized, the professional satisfaction of the on-campus lecturers is also catered for and there is enough freedom for them to customize and own the delivery of their courses. Students are to be able to attend the lecture on campus with a lecturer in either traditional or blended workshop modes, with the possible extra option of accessing lectures on-line.

c. Post-graduate courses that cater solely for students with professional experience are to utilise a facilitated adult education mode. This recognizes that, between them, the students have significant experience and knowledge, and it is the role of the lecturer to use these to complement the materials through case studies, visiting lecturers, group projects, discussions, computer simulations and peer to peer activities.

d. Where a lecture is being telecast live or pre-recorded in front of a class at another campus due to shortage of expertise across campuses, a proportional amount of face-to-face contact such as tutorials or workshops as well as support is to be provided at the campuses where students are required to study that course. Lectures undertaken in this manner must be explicitly approved by the Campus Head.

e. If a program has a CRICOS code, it must meet the on-campus legislative requirements.

5. Where a lecture or tutorial is delivered face-to-face on-campus and the materials are being sourced centrally from the faculty, the lecture/tutorial packages are ideally to be provided to the designated on-campus lecturer/tutor at least one week prior to the commencement of the semester. Where this is not possible, they are to be delivered no later than one week prior to a lecture or tutorial being required to be given. If issues arise relating to this the Campus Head and relevant Dean are to be notified.

6. Scheduling and timing of classes on campus is to comply with published campus procedures, which are to be consistent with USQ policies.