Regional engagement
The University of the Sunshine Coast (USC) is a part of the Regional Universities Network which defines engagement as leveraging assets (staff, students and facilities) through core activities (learning and teaching, research and service) to produce economic, social, cultural, environmental and individual ‘value’ outcomes for regional areas.

In a new era of unpredictable Federal funding, young universities like USC need to remain relevant to their surrounding communities in order to connect with the next generation of learners. USC has a strong sense of place and a unique identity as an integral part of this dynamic, diverse area of Australia. This offers engagement opportunities which can be harnessed to enhance the quality of our academic outcomes and strengthen our national and international competitiveness.

Our capacity to meet the needs of our community is dependent on a deep understanding of our region, the creation of mutually beneficial relationships and goodwill built through community interaction over substantial periods of time. USC is uniquely placed to deliver an integrated contribution to our region and the examples in this publication show we are achieving that goal.

The sustainability of universities and their advancement is not as certain as it was in the past. Engagement activities, properly structured and applied, offer a very important opportunity to ensure relevance and corporate and financial success into the future.

Professor Greg Hill
Vice-Chancellor and President

USC’s approach to engagement
The primary mission of universities revolves around knowledge — learning, teaching, the creation and testing of new discoveries through research. How that occurs within universities and the extension beyond themselves has been a matter of significant change over recent years. Universities needed to evolve their activities to engage with external stakeholders to maintain relevance and to provide true ‘value-add’ to the communities that fund and support them.

The University of the Sunshine Coast is recognised as a leading institution in Australia in this transformation process. This is based firmly on partnership arrangements with stakeholders and with a common purpose in addressing contemporary issues, advancing opportunities and, at the end of the day, progressing our community, wider society and economy in new and innovative ways.

This 2014 edition provides some examples of those activities. They highlight the diversity and innovative approaches being taken and particularly the number of staff at all levels at USC who are deeply committed to such activities.

Professor Mike Heffernan
Pro Vice-Chancellor (Engagement)
Ever growing, USC is endowed with extensive state-of-the-art grounds, meeting spaces, sports facilities, art and science facilities. To stay relevant to the Sunshine Coast community, USC facilitates access to these facilities for Sunshine Coast residents, businesses and students.

(Hart, Northmore & Gerhardtet 2009:14)
Help for chronic wounds

The Wound Solutions Clinic provides Blue Care clients with access to specialist care for chronic wounds previously resistant to treatment, while providing clinical practice opportunities for USC students and facilitating research to improve wound-healing.

USC and iconic not-for-profit service provider Blue Care teamed up to form the Wound Solutions Clinic which is staffed by a multidisciplinary team of professionals specialising in wound management.

Health Workforce Australia (HWA) funding, as an Australian Government initiative, helped make the dream a reality. This service is unique on the Sunshine Coast. Prior to its inception a majority of patients with chronic wounds had to travel to Brisbane to receive specialist care.

Clients can self-refer or be referred to Blue Care by their GP or community nurse. They have complex wounds that, in some cases, have not healed in years. Professionals attend to clients at the USC Sippy Downs campus in space fitted out with funds provided by HWA.

Aside from Nursing students, Occupational Therapy (OT) and Nutrition students also attend the clinic as part of their clinical practice requirements, gaining invaluable hands-on skills. Expert OT Clinical Trainers (also funded by HWA) participate, teach and supervise the OT students.

The multi-disciplinary clinic brings local residents on campus where they can be involved in research into wound-healing and improvement in quality of life, representing important community engagement. Having access to potential research participants also benefits USC researchers.

OUTCOME: In the first three months, over 20 clients accessed the clinic, 90% of whom reported improvement in their wounds within 10 weeks. In total, 23% had a wound that was fully healed within 5 to 10 weeks. The clinic now services up to 12 clients a day, and hours have been extended to accommodate the growing demand. The Wound Solutions Clinic won the Living Values Category at the 2014 Blue Care Innovations Awards.

"Not only am I getting wound care but I feel like I am contributing to something"
Wound Clinic patient
From nurse to educator

The Nurse to Educator (N2E) learning experience challenges novices to use their new skills to assist students, develop curriculum, and implement education-focused transformation projects.

The name of this project encapsulates the transition from novice to expert educator for learners who are engaged in professional development.

A collaboration between USC and Central Queensland University, N2E uses short videos showcasing a role model in action coupled with interviews with the educator discussing their ideas and career. Visitors to N2E can participate in an online discussion by posting comments, sharing their own experiences of adopting the examples, and uploading their own educational tools and resources. N2E community is self-sustaining based on practical and evidenced examples of good practice.

N2E also facilitates a similar transition for nurses—who identify themselves primarily as clinicians. The transition to educator is possible when they take on new roles in their health service organisations, or within the higher education sector. Nurses and nurse educators are passionate about their profession but are often time poor. The N2E platform provides quick and easy access to practical, time-saving examples of cutting edge pedagogical tools.

The vision for the N2E program is to be an engaging online resource and an interactive workshop for the learning and support needs of nurse educators, wherever they are located and at whatever stage of professional development they have reached.

OUTCOME: N2E represents the results of a symposium for nurse educators held in 2013. In addition to the online resource, the first N2E paper has been published. The next step is the development of a national program based on N2E.

“The N2E platform provides a space for nurses to access a community and a set of inspirational and practical tools to assist them to move from nurse to educator”
Associate Professor Christian Jones

Images: (Facing page) Nurses explore and share their skills using a variety of workshop methods; (above) Professor Christian Jones leads the Engage Research Cluster.

PUBLIC ACCESS TO FACILITIES
Keeping locals mentally healthy

Established in 2008, USC’s Psychology Clinic is an integral part of the scientist-practitioner program which is the foundation of postgraduate training.

It offers the community a wide range of effective mental health services which are supported by research evidence. The services offered include a range of therapeutic interventions for the common, and not-so-common, mental health issues in the community, as well as psychological assessment for children, adolescents and adults.

Individuals are usually referred to the Psychology Clinic by their GP, other health professionals (such as paediatricians) or school personnel (teachers and guidance officers). However, individuals can also walk in and access help without a referral. An appointment is then made as soon as possible with a postgraduate psychology intern who is supervised by an experienced clinical psychologist who also lectures and researches clinical psychology at USC.

The Psychology Clinic offers its services free of charge, even for intellectual and other cognitive assessments conducted in the clinic. Apart from short breaks in the middle and end of the year, services are available year-round during business hours including one night a week. The clinic also established a strong relationship with the children’s charity, SunnyKids, to deliver outreach clinics in selected primary schools in the region.

OUTCOME: USC’s Psychology Clinic enables the Sunshine Coast community to access mental health services at no charge and provides an advanced training environment for postgraduate students specialising in clinical psychology.

“USC’s Psychology Clinic enables approximately 90–100 individuals to obtain high quality, individualised treatment for a wide range of mental health problems every year”

Professor Mary Katsikitis
Building capacity to aspire

My Tertiary Education Day (MyTED) encouraged primary school students from Gympie priority schools to consider tertiary education opportunities using interactive (eBook) technology.

MyTED used a three-phase framework for investigating the aspirations of Year 4 students for participation in higher education. Phase 1 involved 80 students, from two Gympie schools, who participated in four lessons delivered by the MyTED team in their classrooms. The lessons started with students participating as co-researchers to investigate the aspirations of others and themselves using Photovoice to take photographs of objects that represent their aspirations. Parents also participated by using Photovoice to describe their aspirations for their children.

Phase 2 focused on capacity-building. Students listened to stories from USC staff who had a non-traditional pathway to university outlining the barriers and enablers to their success. They then interacted with the MyTED eBook about the life of Edwina the kangaroo and her pathway to university. This phase culminated with an excursion to the USC campus to which parents were invited.

Phase 3 involved another Photovoice opportunity where students further investigated their aspirations in light of their enhanced knowledge of a tertiary environment.

Results of the investigation informed the development of a multi-strategic outreach project for primary schools and publication of the eBook. The eBook focuses on literacies, particularly digital literacies. This component supports students in their language development and provides a resource for future outreach projects.

OUTCOME: The aspirations of Year 4 students to attend tertiary education were awakened as evidenced by the changes in their aspirations from the beginning to the end of the project. Positive relationships were also established between the schools in the Gympie region and the University of the Sunshine Coast.

“Students cannot aspire to attend tertiary education if they are not aware of the opportunities available to them”

Dr Uwe Terton and Dr Ruth Greenaway
Creating and transferring knowledge is a central dimension of public engagement. Whether through publications, community research projects, online portals or collaborative projects, USC seeks to share its wealth knowledge with the wider community.

(Hart, Northmore & Gerhardtet 2009:14)
Measuring sustainability indicators on the Sunshine Coast

In late 2012, academics from the Sustainability Research Centre (SRC) undertook research to provide the first comprehensive report on sustainability indicators for the Sunshine Coast region.

Commissioned by the Sunshine Coast Regional Council, this project built on earlier assessment of Australian cities by the Australian Conservation Foundation as part of the Sustainable Cities Index. The finished report examines 20 indicators across environmental, social, economic and governance dimensions of sustainability. This range of indicators includes national measures of air and water quality, biodiversity, health, safety and well-being. It also includes indicators of particular significance to the Sunshine Coast region such as fish stocks and renewable energy sources.

The report communicates the status of each indicator using a traffic light system to highlight those with a positive status (green), those areas of concern (amber), and where action is necessary (red).

Issues with positive status included economic diversity, safety, health, water use, renewable energy, air quality, and well-being. For example, 92% of respondents to a regional survey reported a high level of happiness and well-being.

Issues assessed as ‘of concern’ included transport, population density, employment, volunteerism, food production, waste, fish stocks, and education.

Most importantly, a total of four areas—biodiversity, climate change, cost of living and engagement—were designated as red and in need of attention. Dr Thomsen explained that these areas span the four pillars of the quadruple bottom line and need to be addressed to ensure regional sustainability.

OUTCOME: The Sustainability Indicators Report has established a benchmark for future monitoring of the region’s performance. It was launched on World Environment Day 2013, is accessible from the USC website, the Sunshine Coast Council website and the Sustainable Sunshine Coast website.

“This report represents a timely opportunity for the Sunshine Coast community to reflect on future goals and aspirations”

Dr Dana Thomsen

Images: (facing page) Water quality on the Sunshine Coast is measured. (above left) The Sunshine Coast Sustainability Indicators report, 2012; (above right) View of the Sunshine Coast from Cotton Tree.
Keeping children safe online

A new computer game developed by University of the Sunshine Coast researchers is proving a popular way to help keep children safe from child sexual abuse.

Orbit is a free child sexual abuse prevention program for children aged 8–10, consisting of a computer game, lesson plans, information for parents, and other resources. Since its launch in October 2013, teachers and parents from around Australia and the world have signed up to use Orbit with their children.

The space-themed, interactive game which can be found at www.orbit.org.au features a range of activities that help build confidence, well-being and problem-solving skills. A teacher explains how much her students enjoyed Orbit: "[The students] loved it! They didn’t want to get off it, and then they’d pest me to get on it!"

Orbit is different from other child sexual abuse prevention programs. It helps children understand the barriers to telling about abuse which include overcoming the influence of the abuser(s) and their power, pressure and control; and fears about what will happen if they tell. A nine-year-old boy explains what he learned from Orbit: "Orbit is helping you be more brave in things you weren’t before. [Orbit] teaches you to tell a parent."

Orbit was created by University of the Sunshine Coast researchers in partnership with the Telstra Foundation, Queensland Police Service, the Daniel Morcombe Foundation, Sunshine Coast Services Against Sexual Violence Inc. and Curious Bear.

OUTCOME: Since launching in October 2013, teachers from more than 100 schools across Australia and the world have signed up for Orbit. More than 750 users are now playing.

“Orbit addresses child abuse and neglect which cost the Australian community tens of billions of dollars each year and results in emotional, psychological and social impacts for those who are abused”

Colleen Stieler-Hunt

Images: (Facing page) Launching Orbit to its key market; (above) Bottom row, left to right: Chief Superintendent Debbie Platz (Queensland Police Service), Cr Mark Jamieson (Mayor, Sunshine Coast), The Hon Mal Brough MP; Associate Professor Christian Jones (University of the Sunshine Coast), Kris Carver (Telstra), Superintendent Maurice Carless (Queensland Police Service). Top row, left to right: Denise Morcombe OAM (Daniel Morcombe Foundation), Bruce Morcombe OAM (Daniel Morcombe Foundation), Hon Jarrod Bleijie MP (Member for Kawana)

PUBLIC ACCESS TO KNOWLEDGE
It is well known that injuries, regardless of severity, are caused by multiple decisions, actions and conditions that interact with one another in a way that enables adverse events.

The ‘led outdoor’ activity sector includes organisations that operate under the banners of outdoor education, school camps, adventure tourism, outdoor recreation and outdoor therapy. In this sector, there are many things outside of the participants, instructors and the activity environment that can contribute to injuries. These include, to name only a few, things related to procedures, risk management systems, training programs, policy and legislation, recruitment and staffing. It is critical for injury prevention efforts that organisations understand how these factors play a role in injury incidents. Unfortunately, the data systems required to generate this in-depth understanding do not currently exist in the led outdoor sector.

The Australian Research Council (ARC) Linkage grant funded the Understanding and Preventing Led Outdoor Accidents Database (UPLOAD) project representing a collaboration between academia and the led outdoor sector. It produced a novel incident-reporting and learning system where, following incidents, organisations are able to identify far more causal factors than just ‘slippery terrain’, ‘participants fooling around’, and ‘poor instructor judgment’ to understand how the wider system contributed to the incident.

UPLOADS will help uncover what else played a role—days, weeks, even years before the incident. Only through this form of analysis can the sector develop informed interventions that will truly prevent injury.

OUTCOME: UPLOADS was developed and tested collaboratively with 15 led outdoor activity providers across Australia over six months. A national trial will begin in July 2014. So far, almost 40 organisations have agreed to participate.

“UPLOADS enables organisations to easily collect and analyse exhaustive data surrounding injuries and their causes, allowing them to optimise safety management”

Professor Paul Salmon

Images: (Facing page) Led outdoor activities are often inherently risky. (Above) Team learning to understand and prevent outdoor accidents.

PUBLIC ACCESS TO KNOWLEDGE
One of USC’s greatest assets is its student cohort. Student engagement is focused on harnessing that capacity for community benefit, whether it be learning in collaboration with not-for-profit organisation, or guiding other students through their learning journey.

(Hart, Northmore & Gerhardtet 2009:14)
Chroma256 was developed to explore relationships to colour in an international context, a simple idea with a complex outcome: part culture, research and personal expression.

The project involves design students in Australia, South Africa, India, Germany, Turkey, Ecuador, China and the United States undertaking the same colour project with the outcome being exhibited at USC. The project and exhibition had a number of components, each designed to solicit a colour response so that the outcome from each country could be compared.

The purpose of the project was to create an awareness of the complexity of our relationship to, and use of, colour and to explore whether a standardisation is occurring due to computer-based technologies and in the teaching of design. Is digital technology creating a cultural space that requires a particular kind of conformity? Is technological sophistication masking cultural simplicity/homogeneity?

The range of designs and the differences in colour response reflected a sense of cultural diversity and each country had a different aesthetic but with deepening of colour across age groups. The project created an awareness among the students involved that not everyone sees the world in the same way and that we should be more sensitive to this when designing for an international audience.

The exhibition was held at the USC gallery early in 2014 and will tour to Stuttgart and Johannesburg. A book (ISBN: 978-0-9804744-9-7) was published in conjunction with the exhibition.

"Digital technology is a techno-cultural space with standardised colour but the project showed a diversity of colour sensibility globally"

Kevin Todd

Images: (facing page) 1. Colour wheel (left) and mapped China colours for children (centre) and elderly (right) 2. Student Designs 3. USC Gallery view; (above) Designer Kevin Todd
New York comes to USC

In 2013, a group of 12 pre-service teachers from the State University of New York (SUNY) Fredonia Campus undertook a Sunshine Coast study tour and four USC pre-service teachers volunteered as ‘Aussie Ambassadors’ for the nine-week duration.

Acting as Sunshine Coast hosts, the four students (Ashleigh Ebenezer, Christina Gwinn, Ashlea Bonnell and Jourdan Linthorne) were charged with aiding the transition of their SUNY Fredonia teaching peers into USC and Queensland schools. Along the way, they developed productive personal links and relationships and shared international discussions about curriculum and pedagogy.

The Aussie Ambassadors attended tutorials with their SUNY peers, took them on excursions to Brisbane and Australia Zoo and hosted a number of social events, including a very successful Australia Day celebration. The Ambassadors continued supporting their SUNY peers during the five-week practical teaching placement in Kingaroy, visiting a number of times to maintain professional and personal links.

The success of this personalised connection has been far-reaching. Many of the New York pre-service teachers have maintained professional and personal links to their mentor teachers in Kingaroy; one of the Ambassadors was hosted in New York by a member of the SUNY study tour and strong online links have also continued between the USC and SUNY pre-service teachers, particularly via social media.

The significant level of collaborative learning between pre-service teachers, teacher mentors and the wider school community has been invaluable for all those involved.

OUTCOME: Both State University of New York and USC pre-service teachers have benefitted from a greater understanding of pedagogy and curriculum processes in the respective countries and the strong links developed between USC and the Kingaroy school community will see the Aussie Ambassadors undertake their final professional experience placement in Kingaroy schools.

“Professional collaboration between these early career teachers has been sustained and positive”

Kenneth Young

Images: (facing page) Julie Ticco meets the locals at Australia Zoo; (above) Collin Thompson, Julie Ticco, Jourdan Linthorne and Shawn Byrns enjoy the Sunshine Coast
With a wealth of highly skilled academics, individual staff engage with each other, community groups and other institutions, building partnerships which benefit and strengthen the university.

(Hart, Northmore & Gerhardt et al. 2009:14)

**DIMENSION 4** Faculty engagement

**VOLUNTEERING | SOCIAL ENGAGEMENT | ADVISORY BOARDS**

**PUBLIC LECTURES | ALUMNI SERVICES**

Image (facing page): Sunshine Coast Council Economic Development group in collaboration with USC academics and the Innovation Centre in creating opportunities in the region.
An abundance of talent

Since small beginnings in 2013, USC Singers has grown from a membership of 20 to over 80 staff, student and community members in two choirs.

The USC choral ensembles are non-auditioned and open to anyone from the Sunshine Coast region. Staff come from all areas of the university including security, human resources, marketing, faculties, administration, and the executive. Current student members range from first year to postgraduate and from Australians to internationals.

The choir works to the highest standards of artistic expression, follows the traditions of the choral art form while providing an important creative outlet for its members. This ensemble enriches staff and students in their aesthetic education and equips them for their future careers. The choir also supports the creative environment of the Sunshine Coast community by working with local and international composers through performances and commissions.

It’s not just about expression though. The choir performs an annual series of at least two concerts in broadly accessible venues with a wide variety of works from Bach, Mozart, Whitaker, and Australian composers such as Morton, Leek and Hopkins. Currently, the group is commissioning a new composition work for USC which will be premiered in November 2014.

Choir coordinator and director Janet Wyvill said this is one of few opportunities for USC staff, students and community members to join together in one creative project.

OUTCOME: USC Singers has increased well-being for staff and students who, in their busy work lives, have a creative outlet and can increase their self-awareness and sense of well-being each week.

“USC Singers allows a diversity of participants to work towards the same goals”

Dr Janet Wyvill
Science Outreach at the Australian Synchrotron

Dr Margaret Marshman and Prof Roland De Marco took high school teacher Neil Gordon, two students from Nambour State High School and another from Helensvale State High School to the Australian Synchrotron in Melbourne.

Inside a Synchrotron, high energy electrons travel in a circular orbit at almost the speed of light to produce intense beams of light. These are filtered off to experimental work stations. Scientists at the different work stations investigate human tissue, plants, metals (and more) at the molecular level.

The group was given a tour of the facility by beamline scientist Dr Bruce Cowie. They then participated in the cutting edge experiments of Roland De Marco and his team. Roland video-conferenced back from the Synchrotron to students at the school, engaging the entire class in the experience.

This project enabled teacher Neil Gordon to develop a curriculum based on the context of the Australian Synchrotron. “The visit has inspired me to plan a two-term Year 10 science unit called ‘Big Science,’” he said. “I feel so lucky to have been granted so much access and time from a busy yet friendly and encouraging team of scientists. “Being able to be at the sharp end of scientific research, experiencing firsthand the excitement and tension involved in preparing to utilise beam time for a real life project is something I, and the students, will remember for ever.”

OUTCOME: High school teacher Neil Gordon composed a unit of work which has excited his students and will continue to inspire Year 10 students for years to come.

“It’s just made me more excited to get into physics”

Student Ryan Marshman

FACULTY ENGAGEMENT
Not everyone finds it easy to gain a tertiary education and
USC focuses on improving equality and diversity in the student
population. This is particularly important as a regional
university wishing to meet the needs of a wide geographic and
demographic population.

(Hart, Northmore & Gerhardtet 2009:14)
East Coast Encounter: re-imagining 1770

East Coast Encounter is a major touring exhibition which re-imagines encounters between Aboriginal people and James Cook and his crew in 1770.

Cook’s voyage has become central to national historical narratives. This exhibition, curated by Dr Lisa Chandler and John Waldron, re-imagines this seminal journey. It uses Indigenous and non-Indigenous perspectives to imaginatively explore moments of contact between two world views. It also brings these events into the present by incorporating artists’ reflections on their relevance today, and their responses to visiting significant contact locations and meeting with Indigenous communities.

Engagement with traditional owners, communities and places connected with the historical encounter has been central to the development of the exhibition and inform the final works. A song passed down by the Badtjala people from K’gari or Fraser Island, which tells of Cook’s passing of Indian Head on the island, is a significant inclusion in the exhibition.

East Coast Encounter includes work by artists, writers and performers. It opened at the Australian National Maritime Museum in Sydney in May 2014 during Reconciliation Week and tours to galleries in NSW and Queensland until mid-2017. This project has been assisted by the Queensland Government through Arts Queensland and the Australian Government through the Australia Council for the Arts.

By presenting this shared story from diverse perspectives, the exhibition aims to promote cultural dialogue and reconciliatory understanding.

OUTCOME: In addition to the major touring exhibition, this project resulted in an accompanying publication of essays, poetry, song and images from the exhibition and a DVD by renowned Australian journalist Jeff McMullen recording the artists’ encounters.

“This is such an important shared story and it seemed timely to present a fresh examination of these historical events and their ongoing impact”

Dr Lisa Chandler

Images: (facing page) COOK, Michael, Undiscovered #4, 2010 (detail) Courtesy of Andrew Baker Art Dealer & Dianne Tanzer Gallery + Projects; (above) Lisa Chandler with Peter Hudson’s Cook & Banks at the ECE exhibition at the Australian National Maritime Museum
Valuing cultural protocols and literacy

Led by Dr Anne Drabble, the Embracing Culture: Enhancing Literacy Development (ECELD) project team of six students used technology and new experiences to develop strong cultural literacy and raise aspirations of regional Indigenous students.

For the second year running, staff and students at Cherbourg State School, in regional Queensland, have welcomed a team of Education students from USC in the ECELD project. Generously funded by the Higher Education Participation Partnerships Program (HEPPP), Cherbourg students enhanced their literacy by using iPads to confidently take photos, make audio recordings and create texts. When the students were creating poetry about ‘beaches’ using the App Book Creator, it was apparent they were experiencing difficulty understanding the vocabulary and meaning of events in the story books about beaches because it was an unfamiliar context for them.

Many of them had never seen the ocean and their cultural literacy about beaches was more consistent with the Cherbourg Creek.

To support the students’ learning, the ECELD team organised a day out to the Sunshine Coast. The group visited USC, and heard stories about what it was like to be a university student. They then headed to Mooloolaba Beach to experience first-hand the context that they were learning about. When they returned to Cherbourg, the students were able to create exciting poems about their new experiences: salty sea water, white sandy beaches and bumpy waves.

OUTCOME: Cherbourg students developed literacy skills while the ECELD team advanced their teaching capabilities and extended their knowledge about cultural protocols essential for living and teaching in Indigenous communities.

“This project provides USC Education students with authentic opportunities to develop strong literacies around culture, community and pedagogy”

Dr Anne Drabble
Encouraging economic regeneration and enterprise in social engagement

Situated in the centre of a vibrant part of the country, USC is perfectly placed to build industry relationships and strengthen the existing social and economic fabric of the region, generating social cohesion and building new possibilities.

(Hart, Northmore & Gerhardt 2009:14)

Image (facing page): USC alumni raise funds for student bursaries via ‘Graduate Walk’ to be unveiled in 2016 for USC’s 20th anniversary celebrations
A passion for prawns

Examining the social capital, leadership, network structure and function of East Coast Trawl Fishery (ECTF) allowed an understanding of fishery-related stakeholder challenges, issues and opportunities that influence fishery management, industry co-operation and engagement.

East Coast Trawl Fishery (ECTF) is one of Australia’s largest networks consisting of numerous small businesses and independent fishers who harvest, process and market some of the world’s finest seafood. They cover Queensland’s vast east coast from the Torres Strait in the north to the New South Wales border in the south. This geographically dispersed and environmentally diverse coastline is also home to some disparate communities who are socially, economically, environmentally and politically impacted.

Prompted by this inequality, an industry-driven project was developed to alleviate the problem. Using in-depth interviews with fishery stakeholders, findings show that looser networks with informal ‘leaders’ were preferred to structured, membership-based networks and formal leadership. The nature of the industry disfavours widespread co-operative behaviour. Trust, unity, collective action and valuable human capital, in the form of skills and knowledge, is not collectively recognised or drawn upon.

Unearthing these preferences will facilitate further research aimed at achieving better communication throughout the industry, enabling the industry to better seize opportunities. This work is part of a collaborative project between the Australian Seafood Cooperative Research Centre (CRC) and USC. It received funds from the Australian Government’s CRC Program, the Fisheries R&D Corporation and other CRC participants.

Images: (Facing page) Long-time East Coast Trawl Fishers, Bill and Joanne Henebery; (above) Dr Vikki Schaffer

OUTCOME: Identifying the imbalance in levels of social capital allowed the development of a method to engage informal ‘leaders’ through an interactive communication tool.

“Engaging informal leaders may facilitate broad fishery input to decision making and aid the development and utilisation of social capital”

Dr Vikki Schaffer

ENCOURAGING ECONOMIC REGENERATION AND ENTERPRISE IN SOCIAL ENGAGEMENT
Hello Sunday Morning www.hellosundaymorning.org successfully encourages Australians to reduce their alcohol use. This project investigated why it is so successful in engaging its members.

Hello Sunday Morning (HSM) is an Australian web-based alcohol reduction online community that has been lauded by the National Cooperative Research Centre for Young People, Technology and Wellbeing as an exemplary and innovative health promotion initiative. HSM was created by Chris Raine, USC graduate and Queensland’s Young Australian of the Year. Hello Sunday Morning’s innovative program encourages any individual to take a break from drinking and reinvent the drinking culture around them. “By sharing their story, each person’s stand is a unique and essential contribution to a better drinking culture,” Chris Raine said.

This program has been successful in engaging youth where other binge drinking reduction campaigns and programs seem to have failed. Through its combination of real information, peer to peer social support and public goal-setting, it has attracted a large following. Since 2010, over 25,000 people have committed to at least three months without alcohol, and agreed to blog about their journey on the website. The website has had over 8.5 million views since 2010.

The aim of this research project was to fully understand why Hello Sunday Morning is effective in engaging and promoting change in young people. This was in line with Dr Florin Oprescu’s research interests in online communities and health promotion.

OUTCOME: This project resulted in two guest lectures by Chris Raine, creator of Hello Sunday Morning, and a presentation at the Australian Health Promotion Association by Dr Florin Oprescu. A health behaviour change theoretical model based on HSM is currently being prepared for publication.

“Documenting the success factors of Hello Sunday Morning may assist in the design of more engaging and effective health promotion programs in the near future”
Dr Florin Oprescu
Connection on a corporate level with other educational institutions, health industries and international partners enables USC to have far-reaching impact for the public good. (Hart, Northmore & Gerhardtet 2009:14)

Image (facing page): High level officials from remote Papua, Indonesia recognising USC’s commitment to collaborative community development through capacity building education and health programs
Safe sleeping for high risk babies

The Pēpi-pod Program is the first of its kind in Australia to combine real-time support for reducing risk for high risk infants with a health intervention that uses social and community networks.

Aboriginal and Torres Strait Islander babies currently die suddenly and unexpectedly at a rate between three and four times higher than for non-Indigenous Australian infants. Sharing sleep surfaces with babies is the cultural norm in many Indigenous communities; however, infant deaths are associated with hazardous co-sleeping environments. Valued practices, including co-sleeping, need recognition in order to make public health messages effective.

The Pēpi-pod Program is a safe sleep space combined within a targeted safe sleeping health promotion initiative for families with known risk factors for sudden unexpected death in infancy (SUDI). The pilot program commenced in March 2013 when five families were asked to make a commitment to share what they learn about protecting babies as they sleep within their priority social networks. The following September, this expanded to 300 families located throughout Queensland.

The Pēpi-pod Program is an innovative intervention which draws attention away from the problems for vulnerable babies in unsafe sleeping situations and instead focuses on a solution: support for parents and protection for the baby. The name originates from Pēpi, Maori for baby— with the ‘pod’ symbolising protection of precious new life. Innovative strategies which allow for the benefits of bed-sharing, respect cultural norms and infant care practices, whilst also enabling the infant to sleep in a safe environment, are necessary if a reduction in SUDI be achieved.

OUTCOME: Parents accepted the Pēpi-pod as a safe sleep space, while engagement with existing maternal and child health services serving Aboriginal and Torres Strait Islander communities demonstrated the potential for long term support and sustainability.

“This innovative program will reduce infant mortality by moving health service delivery from safe sleeping advice for babies to safe sleep action”

Professor Jeanine Young
Teaching the teachers in remote Papua

USC is improving educational capacity among secondary teachers, deputy principals and principals in schools from the Province of Papua, Indonesia.

Papua is one of the poorest provinces in Indonesia and society had long been marked by low educational outcomes for its young people. The USC was approached in 2008 by the Dinasi Pendidikan (Education Department) to provide in-service training for some of its teachers. This initial approach has developed into a long-term project involving three major components.

First, the Papuan teachers spend time studying at USC and learning from a range of university teachers. Second, the teachers spend three weeks in local schools where their knowledge and understandings of rich pedagogies, assessment and curriculum are significantly enriched. Third, they then produce a ‘model lesson’ which is filmed and given to them as a means of celebration and reflective practice.

To consolidate the progress, USC International Project Group (IPG) conducted follow-up symposiums in Papua in 2012 and 2013. This maintains contact with the project alumni and enables them to share their knowledge with their peers in-country. Local teachers and university staff continue strong ongoing links with the teachers through a variety of social media.

OUTCOME: Usually ranking last in the Indonesian Government’s bi-annual study into teacher capacity across Indonesia, Papua ranked 9th out of 34 in 2012, after this study.

“...empowering Papuan teachers to enjoy their craft and gain satisfaction from their work”
Dr Bill Allen

Images: (Facing page) Dr Bill Allen teaching Papuan teachers; (above) The IPG project impacted Papuan education
USC Fast Facts

DATE ESTABLISHED: 1996

STUDENT ENROLMENTS, APRIL 2014

Total: 9,652
On campus: 9,572 (99.2%)
Off campus: 80 (0.8%)
Female: 6,158 (63.8%)
Male: 3,494 (36.2%)

PROGRAM TYPE ENROLMENTS

Undergraduate: 7,697
Postgraduate coursework: 846
Higher degree by research: 262
Non-award: 847

AGE OF STUDENTS

Under 21 years: 4,188 (43.4%)
21 years and over: 5,464 (56.6%)
Average age: 26

FIRST IN FAMILY TO ATTEND UNIVERSITY AS AN UNDERGRADUATE

The university continued to achieve its aim of enabling access to university education, with 50.5% of the students undertaking a Bachelor’s Pass, Bachelor’s Honours or Associate degree the first in their family to attend university.

INTERNATIONAL STUDENT ENROLMENTS

Total: 1,057
On campus: 1,054
Number of countries represented: 69

GRADUATE NUMBERS

The University has conferred awards to 13,713 students up to the April 2014 ceremony. Since the first graduation ceremony (1999), 1,273 graduates have returned to study at the University of the Sunshine Coast and graduated with at least one other degree with 15,153 awards being conferred in total.

STAFF

All staff: 722
Academic staff (FTE): 259
Academic staff with postgraduate qualifications (Headcount): 86%

This publication has been compiled by the Office of Engagement. For any queries, contact Dr Pamela Wardner, Project Manager and Research Fellow on pwardner@usc.edu.au