



2014 B/HERT AWARD WINNERS

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Awarded to: The University of Queensland, Barwon Water Corp., CH2MHILL, City of the Gold Coast, Curtin University of Technology, Hunter Water Corp., South Australian Water Corp., South East Water Ltd., Sydney Water Corp., the University of New South Wales, The University of Newcastle, The University of Sydney, Veolia Water Australia and New Zealand, Western Australia Water Corporation, Water Research Australia and Melbourne Water Corp.

Project: Sewer Corrosion and Odour Research (SCORE) Project – Putting Science into Sewers

Project Summary: The Sewer Corrosion and Odour Research (SCORE) Project - Putting Science in Sewers, comprises a joint initiative between the Australian government, the Australian water industry and the nation's leading water research organisations to address the key gaps in knowledge, technology and tools that have hindered optimal sewer corrosion and odour management. SCORE is likely the largest research project worldwide focusing on sewer corrosion and odour.

The \$21M SCORE project is the second largest research project that the Australian Research Council has funded, and likely the largest sewer corrosion and odour research project conceived globally.

The project was delivered collaboratively and successfully by 5 research and 11 industry partners. Within the lifetime of the project, its partners have already documented economic benefits reaching several hundred million dollars despite project outcomes still being in the early stage. With much wider uptake projected for the coming years by the water industry as a whole, it is certain that enormous benefits will accrue from the project.

The aim of SCORE was to undertake the most comprehensive and in-depth study to date, on the understanding and abatement of corrosion and odour problems in sewers to support the water industry in achieving efficient and cost-effective sewer management. The SCORE project focused on 10 sub-projects thus, 1) Dependency of corrosion rates on controlling factors, 2) Model predicting corrosion rate & service life of concrete pipes, 3) Guidelines for use of sewer coating materials, 4) Database of sewer odorants & removal by various treatment technologies, 5) Guidelines for sewer ventilation, 6) On-line control of chemical dosage, 7) New products for sulfide control in liquid phase; scientific protocols for chemical testing, 8) Chemical-free abatement of sulfide in sewers, 9) Model-based decision support tool, and 10) Web-based system for knowledge transfer. Outcomes of the sub-projects were delivered on time and within budget. SCORE has developed a suite of innovative technologies and strategies

to revolutionise the science and practice of integrated sewer management for Australian water utilities.

The Project Management and Steering Committee, comprising one member from each industry and research partner, governed this \$21M project. Four Technical Advisory Committees, one for each Research Theme, comprising industry partner experts provided technical guidance, oversight and a feedback loop which regulated project direction, ensuring relevance to industry. As a result of this direct and productive interaction between researchers and industry partners, major economic and operational benefits have been realised through streamlined development, application and uptake of technologies.

The key outcomes of the SCORE project comprise highly innovative technologies, powerful modelling tools, and an enormous amount of new knowledge and in-depth understanding (documented in over 130 publications including peer-reviewed journal papers, conference presentations and numerous industry reports). An active dissemination and capacity building program is ensuring that project outcomes are captured and actively adopted by the industry. Future industry uptake is ensured through an online knowledge management system delivered by the project, which is now managed by the peak industry body, Water Services Association of Australia. The SCORE project fundamentally changes sewer corrosion and odour management practice in Australia. It will also have an enduring impact on the world-wide water industry.

Recently, the SCORE project was awarded the prestigious International Water Association, Global Project Innovation Award in the Applied Research category, demonstrating the esteem in which this work is held by the water industry.

Honourable Mention: University of Adelaide, Adelaide Research & Innovation (ARI) and Telstra Corp. Ltd

Project: TelAri Analytics – capacity management for cellular networks

Project Summary: When managing capacity in a mobile network there are two situations that should be avoided: 1. Over dimensioning the network (spending CAPEX prematurely). 2. Under dimensioning the network (not spending CAPEX and risking customer churn).

The output of this project is TelAri Analytics, a mobile network capacity management tool developed to minimize occurrences of both undesirable situations, across all cellular technologies. In its first year of operation, Telstra estimates that the tool enabled them to defer 38% of their previously planned CAPEX.



Awarded to: Minerals Council of Australia, Minerals Geoscience Honours Programme Consortium, The University of Adelaide and the Western Australian School of Mines, Curtin University

Project: Minerals Tertiary Education Council

Project Summary: The Minerals Tertiary Education Council (MTEC), the higher education arm of the Minerals Council of Australia, has directly invested more than \$40M over the past decade into 14 Australian partner universities across 18 departments to deliver core disciplines in Mining Engineering, Geoscience, and Metallurgy. Each year, the MTEC partnerships produce on average 85% of all mining engineering graduates, 65% of all minerals geoscience graduates, and 100% of all metallurgy graduates, ensuring supply to industry. More than \$2M is spent each year to maintain three higher education consortiums in the aforementioned disciplines. MTEC has oversight over three education consortiums involving the 14 universities. MTEC is also active in the policy space, in workforce skills, in student engagement, and in the raising of Associate Degrees in Mining Engineering and geoscience.

In 2013 MCA member companies shifted from voluntary support of MTEC to compulsory support, ensuring the ongoing sustainability of MTEC and its collaborations regardless of the business cycle.

The MTEC program has national reach. In establishing partnerships between universities based on lifting teaching capacity, providing an alternative revenue stream that recognises the true cost of providing high quality mining programs, and through implementing structures that make these programs self-sustainable and managed, the MTEC program has solidified itself as a dedicated and respected collaborator in minerals higher education within Australia.

MTEC has been recognised internationally and nationally for its contributions to the higher education and mining industries.

The key driver for the minerals industry's investment of over \$40M in these core disciplines over the last decade has been to ensure supply of quality Australian graduates. Our investment ensures the survivability of these core disciplines in a higher education environment where high cost and traditionally low student enrolment programs (such as the programs supported) are constantly vulnerable to university administrations.

MTEC consistently looks for opportunities to collaborate with the three social partners (industry, education, and the Federal Government). The raising of sub-bachelor programs in mining engineering and geoscience is a case in point (currently being piloted at Central Queensland University and the University of Southern Queensland). The Minerals Industry National Associate Degree (MINAD) project involves collaboration by the three social partners. An industry association in the MCA initiated the qualification, described the work role for which the qualification should prepare graduates and set the aims for the project. Educators (a committee made of eight VET and dual-sector education providers) consulted employers and their colleagues, developed the qualification, and now offer it in close association with employers. Governments established the regulatory environment and funded the development of the qualification, as well as subsidising its teaching and offering income-contingent loans for student fees.

MTEC's collaboration between the three social partners provides an innovative link between post-compulsory education and the labour market. Through its strategy of creating "an uninterrupted education and training pathway," MTEC has created alternative training pathways into the workforce via the MTEC programs and the Minerals Industry National Associate Degree (MINAD) project.

MTEC is an exemplar of innovation in working with education institutions in fostering vocational and high-level skills, by collaborating with VET and higher education institutions. MTEC has advocated for minerals education and worked with the Federal Government to create an "an uninterrupted education and training pathway."



Nuclear-based science benefiting all Australians

Awarded to: The University of Newcastle, Hunter Medical & Research Institute and Coal & Allied, Rio Tinto

Project: The Healthy Dads, Healthy Kids Programme

Project Summary: Healthy Dads, Healthy Kids (HDHK) is a community-based, multi-award winning education program that teaches dads how to be a positive lifestyle role model to improve the physical activity (PA) levels and dietary behaviours of both themselves and their children.

Developed by the University of Newcastle (UON), HDHK has been evaluated in six communities across the Hunter and Great Lakes regions (NSW), in partnership with local schools. The results to date have been overwhelmingly positive with substantial long-term improvements in various health outcomes for both dads and kids. Children have also benefited from the quality time spent with their father, which was found to support positive educational and social outcomes.

Over 500 families (including almost 900 children) have participated in the program to date. In 2014, HDHK is being delivered in five towns across the Hunter, with the programs being managed by the communities.

Key achievements include:

- 13 publications in leading international peer-reviewed journals;
- 30 community forums and conferences;
- International Congress on Obesity (2010) Poster Prize for best research in Public Health and Policy;
- Australian Sports Medicine Federation Fellows Awards (2009) Asics Medal - Best Paper Overall and Best Paper in Health Promotion;
- National Excellence in Obesity Prevention Award (2014) by the WHO collaboration on obesity prevention (COOPs); and
- Significant national and international interest to take up the program.

The program's success is attributable to the strong partnership between UON, industry sponsor Coal and Allied, Hunter Medical Research Institute (HMRI) and the local schools and communities.

Objectives:

- (i) Provide dads with knowledge and support to achieve their weight loss goals;
- (ii) Provide dads with knowledge to be role models for their children and implement strategies to improve their family's PA and dietary behaviours;
- (iii) Transfer the management of HDHK programs to local people or organisations; and
- (iv) Determine social return on investment.

As a community-based program, HDHK is established on the principles of community engagement and collaboration. The program is driven by community participation in recruitment, venue hire, management and delivery. As such, strong school-community partnerships, community steering committees and trained local facilitators are a feature. This model is highly effective and of great benefit to the community. As Jenny Rozynski, Principal of Cessnock Public School, stated “I can’t think of a better, stronger model of the school-community partnership at work”.

The project fostered collaboration at a research level between academics at UON, at a community level through engaging with schools and locals to deliver the program and provide feedback, and at a regional level to share resources, lessons learned and ideas to improve the delivery of the program.

A minimum of 25 schools have been involved with the project, through either hosting the program or contributing to recruitment efforts. The program has also rallied immense support from local businesses, health practitioners, councils, hospitals and community groups, who provided input to program development in their town and supported recruitment efforts. This collaboration fostered stronger networks across and within regional towns in the Hunter.

This innovative approach to tackling obesity at a family and community level was most recently recognised with the National Excellence in Obesity Prevention Award (2014) by the WHO Collaboration on Obesity Prevention.

The success of the HDHK model has inspired the design of a new program under development at UON, scheduled to start in 2015 in Newcastle. The Dads and Daughters, Exercising and Empowered (DADEE) project will use the same weekly session format and follow a similar translation pathway to HDHK, with incremental transferral to communities.

Honourable Mention: The University of Qld, Uniquet Pty Ltd, Endeavour Foundation and Down Syndrome Ireland

Project: Literacy and Technology Hands-On (Latch-On)

Project Summary: Latch-On (Literacy and Technology Hands-On) is a truly innovative, evidence-based literacy program that has changed the lives of young adults with an intellectual disability. The program provides opportunities for these young adults to continue their literacy development in a post-secondary environment, using computer technology to enhance literacy, self-confidence, independence and work placement opportunities. Latch-On combines traditional literacy and numeracy teaching styles with technology instruction, and it also includes health and fitness education. The part-time, two-year program is delivered in small groups to students aged from 18 years, with an optional one-year extension.



Awarded to: Macquarie University, Deloitte Australia, KPMG Australia, PwC, Chartered Institute of Management Accountants (UK), Cochlear Ltd, EFS Strategic, The Whiddon Group and Performance Education

Project: Widening Participation Opportunities for Accounting Students in the Community

Project Summary: In July 2011, in collaboration with 12 industry partners, the Department of Accounting and Corporate Governance undertook a project to conceptualise and implement a new programme (ACCG315 - Accountants in the Profession), for over 1,600 accounting undergraduates every year, as part of Macquarie University's Participation and Community Engagement (PACE) programme.

The challenge was to offer a programme that allows students an opportunity to interact and engage with a diverse group of industry partners across varied sectors, investigate and consolidate the contextual issues that influence the competitive business environment for an accountant and to explore and make meaning of what that might mean for them as individuals on the path to becoming professionals. Through Industry partner presentations, research project and case study design and students' presentation and feedback sessions, the collaboration has enabled widening participation opportunities for students in professional communities, personifying participation as a keystone in the accounting student experience.

In developing the structure of the unit the department worked closely with industry partners to bridge the disjoint in perceptions and expectations of employer and future graduates by providing students a realistic perspective of what to expect in a business setting, helpful hints on the role of accounting professionals, ethical and social issues that may need to be faced. It is envisaged that through designing curricula and associated resources that place an enhanced focus on generic skills development at Macquarie University, accounting graduates will possess high-level employability skills, thus building a student's market relevance and ensuring their resilience in a competitive business environment. Industry partner James Solomons, Director of EFS Strategic, provides support stating it is his hope that "[ACCG315] success will help to change the overall theme of degrees in years to come as PACE at Macquarie becomes an integral part of the curriculum and degrees begin to produce job ready graduates". Another industry partner states that "the programme is an extremely positive and forward thinking move by Macquarie University to ensure their students are work place ready upon leaving their studies", Paula Kensington, CFO Regus Australia/NZ.

An example of an innovative learning resource employed in the unit is to asks students to engage in a self-assessed 'skills audit'. A Self Understanding Module and accompanying e-workbook, embedded within ilearn, is used to open students' awareness of requisite employability skills.

The strength of this collaboration is represented by a diverse spectrum of the profession and includes: professional accounting bodies (CPA Australia, CIMA); Big4 accounting firms (KPMG, Deloitte, PWC); commercial and financial organisations (Cochlear Ltd, Commonwealth Bank, Pfizer, Regus Australia); not-for-profit (Whiddon Group) and small to medium enterprises (EFS Strategic). To ensure the sustainability of the collaboration, three-year 'participation and community engagement' agreements have been signed with all industry partners and an active database of partners is maintained. This has provided our students with unprecedented access to thought leaders in their field of study.

The collaboration has led to offering work experience & CFO Shadow placements and mentoring opportunity to students and successful organisation of a research-led CFO Forum with 60 individuals across 38 different organisations. This forum has created a dynamic platform for CFOs to network and collaborate for innovative ideas in addressing challenges in the accounting profession. The collaboration has also led to an upcoming 'Accounting Forum' hosted by the department in consultation with industry partners on "The Past, Present and Future" of accounting professionals.

Through this collaboration the objective is to develop reflective practitioners that are able to communicate and engage with clients effectively, think critically and in an integrated manner to solve complex business problems. To achieve this a space was created in which the students are able to explore what 'life as an accountant' will be like for them and enable students to investigate the contextual issues that influence a competitive business environment. The unit incorporates a reflexive approach where students are required to complete a reflective journal, comprised of 8 entries that focus on key events such as, the role an accountant plays in society, personal branding, industry partner seminars and the skills needed to engage in a successful accounting career. This allows a student to document their personal understanding of the accounting profession and assist students develop valuable career skills and improve their job prospects.

Best Entrepreneurial Educator 2014

Dr Jochen Schweitzer, UTS Business School, University of Technology Sydney

Project: The UTS Entrepreneurship Lab

Dr Jochen Schweitzer is Senior Lecturer of Strategy and Innovation at the UTS Business School and Co-founder and Director of U.lab, a multidisciplinary innovation platform. Previously he worked as a strategist for PwC and IBM working with clients including Vodafone, GE, Ford, Volkswagen, Deutsche Telekom, Telefonica, Sonera, Nortel, Commonwealth Bank, IAG, T-Mobile and many more. His special interest is in strategy, entrepreneurship, design thinking, urban planning and open innovation. He is a winner of the prestigious Academy of Management Dissertation Award and a recipient of the BE Sydney Future Leader Scholarship. As an educator and researcher he is leading and contributing to several projects and initiatives on design led innovation and entrepreneurship in Australia and internationally.

The UTS Entrepreneurship Lab is an interdisciplinary design thinking environment within which students leverage their own discipline knowledge to innovate new approaches for solving components of a big picture problem. Students work collaboratively in mixed teams to apply skills of 'Design Thinking' and 'Creative Enterprise' to develop solutions for real world problems. The subject establishes interdisciplinary entrepreneurial collaboration through participation between the faculties of Design, Business, and Engineering and Information Technology, and cooperation with local entrepreneurs, communities and corporations, who form part of an embedded mentoring program to support the entrepreneurial proposals.

Objectives of the Entrepreneurship Lab are to enable students to:

1. Apply a design thinking methodology to tackle 'big picture' problems that span the domains of technology, business and human factors;
2. Engage in radical collaboration with students from other disciplines and mentors from both university and industry;
3. Empathise with users/clients in a specific domain, and from this, develop a point of view towards a chosen problem;
4. Develop and test a series of prototypes, and demonstrate a bias towards action;
5. Actively reflect on the processes and methodologies being used, and be able to identify learning needs and seek answers independently; and
6. Prepare a business plan and develop appropriate materials to pitch an idea to a potential investor.

Since 2011 the Entrepreneurship Lab has worked with various partner organisations to challenge master students, who have developed business models and start-ups for social inclusion via gamification, applications of NFC technology, sustainable tourism, collaborative work spaces and the future of retail shopping (to name a few).

Industry involvement in the design of each Entrepreneurship Lab full semester subject is achieved by collaborating with specific sponsoring organisations while considering the University's requirements for learning objectives and assessment structures, as well as the various accreditation standards of each of the participating faculties.

The Entrepreneurship Lab adopts an experienced-based learning (EBL) pedagogy, which features the following key characteristics that resemble the practice of entrepreneurship:

1. Involvement of the whole person - intellect, feelings and senses. Every week, teams pitch their ideas, often through role plays and prototype demonstrations. When trying to identify market, user, and customer needs and insights, students are encouraged to empathise with the people they talk to;
2. Recognition and active use of all the student's relevant life experiences. Teams are specifically designed to maximise diversity, not only in previous study discipline, but in terms of gender, age, cultural background and life experience. Each student is encouraged to use their own skills and knowledge throughout the design process, and to share that experience with others; and
3. Continued reflection upon earlier experiences in order to add and transform them into deeper understanding.

At the Entrepreneurship Lab students and teachers take a 'toolbelt' approach to problem solving - a practice often found in entrepreneurial communities. Non-design disciplines like business and IT often focus on either knowledge-centred or process-centred learning, frequently with rigid constraints. While the Entrepreneurship Lab does teach an underlying process or framework within which it operates, the focus is on equipping students with a series of tools that can be applied at different stages.

The Entrepreneurship Lab has already been a model for other educational developments at UTS and beyond. Quantitative student feedback collected at the end of each semester has been very positive; exemplified by statements like "My learning experiences in this subject were interesting and thought provoking", "I received constructive feedback when needed" and "Overall I am satisfied with the quality of this subject" etc. and the individual educator's evaluation of teaching performance are consistently in the top 10% of the faculty.

Honourable Mention: Uniquet Pty Ltd

Project: UniQuest staff have a long history of delivering various types of entrepreneurial education programs to students and staff at The University of Queensland as an integral part of its commercialisation activities. These programs range from intensive 2-day workshops that are delivered to more than 150 participants at one time to more tailored programs that see UniQuest staff working in conjunction with the award winning programs from the UQ Business School over a semester with small student groups on focused projects as part of their postgraduate program. The longest running program is the Research Commercialisation Workshop (RCW) which started in 2004 and has had more than 2,500 participants over 11 years including participants from Industry and other Australian and international universities.



Nominated by: Queensland University of Technology

Awarded to: The Origin Foundation

Project: QUT National Exception Teachers for Disadvantaged Schools Programme (NETDS)

The Origin Foundation has generously supported an education initiative at Queensland University of Technology (QUT) designed to bring high-quality teachers into the schools that need them the most. The Faculty of Education developed the Exceptional Teachers for Disadvantaged Schools (ETDS) program in 2009 to address the significant social issue of educational disadvantage, through a teacher education program explicitly focused on the preparation of high-quality teacher graduates. Initially in partnership with the Queensland Department of Education Training and Employment (DETE), ETDS worked with 39 disadvantaged schools in Queensland between 2008 and 2012. This program is now being scaled nationally thanks to the substantial support of the Origin Foundation.

The Origin Foundation pledged \$2M to NETDS in November 2013, for three-year support of this project. This significant financial commitment has specifically supported three activities: the continuation and development of QUT's flagship program (now in its 5th year); the scaling up of programs across multiple universities; and the development of a national network around teacher education for high poverty schools.

Origin's \$2M funding has enabled the roll out of the program to the University of Newcastle and University of New England in 2013/14, the University of South Australia and Deakin University in 2014/15, and an additional four Australian universities will follow over the coming two years.

The Foundation's long-standing relationship with QUT began in 2011, supporting the Stronger Smarter Institute (SSI), formerly within the Faculty of Education, which worked to transform Australian schools and improve student outcomes for Indigenous children.

The project's expansion has positioned QUT as the national education leader of this project, and enabled greater data collection and measurement of the program's impact, which has enhanced and cultivated better outcomes across the entire education sector. It is now possible for university Education Faculties nationwide, to come together to address the national concern of education disadvantage, with school engagement growing from 40 across Queensland, to now more than 100 schools nationally, representing real impact in far-reaching communities.

NETDS students, and ultimately graduates, are building the expertise in participating disadvantaged schools, and providing specialised skills which makes a lasting impact

to individuals (in terms of education and engagement) and long term, to the community (in terms of student results and retention).

QUT project data demonstrates that prior to ETDS, high-achieving teaching students (GPA 5.7 +) gained jobs predominantly in schools without association to educational disadvantage (based on Index of Community Socio-Educational Advantages levels). After the participation of high-achieving students in ETDS, a significant shift has occurred in these employment destinations, with over 90% of the program cohort successfully employed in teaching positions at identified low SES schools after graduation, validating the program's effectiveness in both preparing and encouraging students to work in schools where they can make the most difference. ETDS graduates are in high demand.

QUT and Origin unite perfectly under the core objective of the power of education to help create better lives for young Australians. The Foundation's support makes a fundamental difference to QUT's long-established commitment to broadening access to quality education.

The Foundation's 2013 review identified that early childhood learning and the quality of teachers had the highest success factors in breaking the cycle of disadvantage and under achievement. This has informed their investing decisions going forward, and resonates directly with the NETDS program aim to identify the best suited pre-service teachers, and equip and encourage them to teach in the schools that need them the most.

The Productivity Commission Report 2013 noted education disadvantage is exacerbated by geography (regional and rural areas) and socio-economic factors. Fundamental to the NETDS program is that a student's opportunity should not be determined by their postcode. The Origin/NETDS partnership fosters the education and careers of student teachers within the higher education sector, builds capacity and expertise in the schools sector, and in turn, helps youth in disadvantaged areas.

Students are not only prepared academically and practically - the program creates a genuine employment cycle to encourage great teachers to join low SES schools to create lasting impact, as well as Origin's key value of nurturing a culture of education and achievement within the wider community.

The now national profile of NETDS affords Project Leaders, and Associate Professors, Jo Lampert and Bruce Burnett, greater international networking opportunities to benchmark the program on a larger scale and stimulate support from influential education leaders internationally.

In addition, the Foundation is committed to assisting the not-for-profit sector to improve their service offering to the community, and has done so by sponsoring Fulbright Scholarships in research and professional development in the United States from 2013 to 2017. This further demonstrates Origin's commitment to fostering higher education exchange worldwide.

The B/HERT Award for Outstanding Excellence in Collaboration 2014

Awarded to: The University of Queensland, Barwon Water Corp., CH2MHILL, City of the Gold Coast, Curtin University of Technology, Hunter Water Corp., South Australian Water Corp., South East Water Ltd., Sydney Water Corp., the University of New South Wales, The University of Newcastle, The University of Sydney, Veolia Water Australia and New Zealand, Western Australia Water Corporation, Water Research Australia and Melbourne Water Corp.

Project: Sewer Corrosion and Odour Research (SCORE) Project – Putting Science into Sewers

Refer to Best Research & Development for summary of project.



Griffith University - the Griffith Centre for Coast Management

Under the leadership of Professor Rodger Tomlinson, the Griffith Centre for Coastal Management (GCCM) is recognised for its work over the last 15 years. This highly successful and sustained collaborative partnership with the City of the Gold Coast develops and delivers world's best practice coastal research and management, benefitting the research sector, business, and the Gold Coast community. Multiple international awards reflect the scale and success of GCCM research and outreach.

Professor Tomlinson, the Foundation Director is a Fellow of Engineers Australia and completed his PhD in water engineering at the University of New South Wales. He has published over 240 journal articles, conference presentations, applied research reports and seminars. He has received three major ARC and CRC National Competitive Grants and has supervised 35 research higher degree and 60 Honours students.

Research outputs and partnerships

Since its establishment in 1999, GCCM has produced:

- 165 collaborative research partnerships;
- \$21.9M in Federal, State and Local Government and industry funding;
- 250 peer-reviewed publications and 170 reports; and
- Centre staff have presented at 150 conferences and delivered over 50 seminars.

Community engagement

Community engagement is at the heart of GCCM activity and coastal education programs have been delivered to approximately 36,000 primary and secondary students. The Centre's programs and projects receive extensive media coverage. GCCM focuses on the sustainable management of coastal regions and adopts a holistic approach reflected in its slogan of H2O – HINTERLAND TO OCEAN.

Research collaborations

Professor Tomlinson's leadership has led to numerous national and international linkages with the GCCM acting as a conduit for access to the City's experience in coastal management. Formal agreements have been implemented with Delft University of Technology, Norwegian University of Science and Technology, Sydney Coastal Councils Group, University of New South Wales and Bond University.

Informal relationships have also been developed with the University of Nantes, SEQ Catchments, Coastalwatch P/L, Bureau of Meteorology, CSIRO Marine and Atmosphere, Queensland Climate Change Centre of Excellence and the University of Queensland. The Centre has also hosted 83 international interns – from France, Canada, the UK, the USA, Germany, the Netherlands and Spain.

Leadership

Professor Tomlinson's professional standing has been recognised with senior appointments to Cooperative Research Centres, leadership of the coastal program of the Griffith Climate Response Program, and convenorship of the Australian Climate Change Adaptation Research Network for Settlement and Infrastructure (Coastal node). His depth of understanding of Gold Coast waterways, and of City needs and research priorities has recently led to his appointment as a Director of the Board of the Gold Coast Waterways Authority. He chairs the Authority's Scientific Advisory Committee and sits on the Board's sub-committees for dredging and works.

Awards

The collaboration with Gold Coast City has resulted in major awards recognising innovative coastal practice. These include awards for the Northern Gold Coast Beach Protection Strategy which included the world's first application of sand-filled geotextile containers to create an artificial reef for coastal protection. The Centre's Coastal Community Education Program has won over 50 national and local awards for the dune care and Clean Beach Challenge activities.



Making the Connection

Driving collaboration across business, industry and tertiary education