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The economic value of Southern Cross University on the Lismore region economy: an input-output analysis: report to Vice-Chancellor and President of Southern Cross University

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Regional Futures Institute
SOUTHERN CROSS UNIVERSITY

**The Economic Value of Southern Cross University on the
Lismore Region Economy: An Input-Output Analysis**

by

Lucy Walsh, Simon Wilde, Jeremy Bultjens and Stephen Mason

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EXECUTIVE SUMMARY

- This report details the estimated economic impact of Southern Cross University's (SCU) Lismore campus on the local economy. In this study the local economy refers to the five Australian Bureau of Statistics (ABS) identified Local Government Areas (LGAs) of Lismore, Byron, Ballina, Richmond Valley, and Kyogle. These five areas are collectively referred to as the Greater Lismore/Ballina region for the purposes of this report.
- In 2010, based on available data, it is projected there will be 1473 staff employed at SCU's Lismore campus catering for 2849 equivalent full-time students.
- The estimate of the economic impact on the defined region is based on the application of a regional input–output matrix which models the industry sectors of the region and the way these sectors interact within the whole of the region's economy. This approach allows a logical and supportable method of determining the contribution of SCU to the region's economy.
- The specific regional input–output model applied in this context is embodied in the computer–based model, Regional Economic Modelling and Planning System (REMPLAN). REMPLAN was developed by Compelling Economics, in conjunction with La Trobe University.
- The estimated impact of SCU's Lismore campus on the surrounding region's economy is analysed in two key phases. Firstly, the ongoing impact for 2010 was measured using the number of employees and non–local student expenditure as inputs to the model. Secondly, the direct construction effects (2010) related to new campus developments were established.

- The model was used to estimate the impact on: (1) Value of Regional Output, (2) Regional Employment, (3) Household Income and (4) Value Added, within the defined region.
- The **estimated total impact** of the university's Lismore campus on the regional economy in 2010 is summarised in the table below.

Table 1: Total Economic Impact – Direct Employment | Construction Effects | Student Expenditure
Greater Lismore/Ballina Economy, Southern Cross University – Projected for 2010

| Measure | Value |
|---|-------------------|
| Region's value of annual output attributable to SCU (including direct employment, construction and student expenditure impact) | \$291.178m |
| Region's employment attributable to SCU (including direct employment, construction and student expenditure impact) | 1873 jobs |
| Region's annual household income attributable to SCU (including direct employment, construction and student expenditure impact) | \$139.340m |
| Region's value added attributable to SCU (including direct employment, construction and student expenditure impact) | \$177.683m |

1. INTRODUCTION: A BRIEF HISTORY OF SOUTHERN CROSS UNIVERSITY

In 1988, the Lismore-based Northern Rivers College was amalgamated with the University of New England and Orange Agricultural College. It became the University of New England – Northern Rivers. However, during 1992 the university's Board of Governors requested the State and Commonwealth Education Ministers consider dismantling the networked university. Subsequently, the ministers established an advisory group to consider the implications of such a move. The group recommended the establishment of a new university in the North Coast region of NSW, incorporating the previous University of New England campuses at Lismore and Coffs Harbour, with the possibility of establishing additional centres at other North Coast locations as required. It also proposed that the new university develop under the sponsorship of a major metropolitan university for the first three years, while operating under its own name and with Council awarding its own degrees.

A new university was established, comprising the former UNE – Northern Rivers and the UNE – Coffs Harbour centres. The university was officially established in November 1993 and began operating as Southern Cross University in 1994, with a sponsoring arrangement with the University of New South Wales. At the time the university also operated university centres in the Clarence Valley (Grafton), the Gold Coast (Coolangatta), Port Macquarie, and in the Tweed Valley (Murwillumbah), which at the time of writing were no longer in operation.

SCU's Lismore campus offers degrees in arts and social sciences, creative and performing arts, education, environmental science and management, health and human sciences, Indigenous studies, commerce and management, information technology, law and justice, and tourism and hospitality management.

In 2010, based on available data sources, it is projected there will be 1473 staff employed at SCU's Lismore campus catering for 2849 equivalent full-time students.

2. METHOD

2.1 Regional Input–Output Methodology

Input–output is a tool often used for estimating the impacts of an economic activity on a regional economy. An important attraction of the input–output modelling approach is that it is capable of providing a detailed picture of the structure of an economy at a particular point in time. This is achieved by disaggregating the productive activities in the economy into industry sectors and documenting all the transactions (purchases and sales) that occurred during the time period (usually one year) between these sectors. The input–output model may be regarded as a set of regional accounts which provides the basis for a detailed analysis of inter–sectoral relationships within a regional economy.

The classic input–output model is described by the following matrix equation:

$$\mathbf{X} = \mathbf{AX} + \mathbf{Y} \quad (1)$$

Where \mathbf{X} is the vector of sectoral gross outputs, \mathbf{A} is the matrix of regional intermediate input or regional purchase coefficients, and \mathbf{Y} is a vector of total final demands by sector. The coefficients a_{ij} of \mathbf{A} are defined as the amount purchased by sector j from sector i per unit of output of sector j . Equation (1) states that gross output of each industry equals intermediate demand sales (\mathbf{AX}) to other industries for further processing plus final demand sales (\mathbf{Y}) of end products to consumers, including households, government and for export. By rearranging and converting to differences, this equation can be rewritten as:

$$\Delta\mathbf{X} = (\mathbf{I} - \mathbf{A})^{-1} \Delta\mathbf{Y} \quad (2)$$

This allows calculation of change in industry production levels $\Delta\mathbf{X}$ in response to the change in industry final demands $\Delta\mathbf{Y}$. $\Delta\mathbf{Y}$ can incorporate any element of final demand expenditure.

Some care needs to be taken in the use of input–output approaches and it is important the underlying assumptions are kept clearly in mind. The main assumptions are (i) Fixed production coefficients, which imply constant returns to scale. That is to say, if the output of

sector j doubled, it would be necessary to double all of its inputs with no evidence of scale economies. (ii) It is also assumed that regional economic performance matches national average performance. (iii) Input proportions are assumed to remain the same with no change in technology. As long as the model is kept up to date this latter concern should not pose a threat to its effectiveness, except as a tool for long-term forecasting. (iv) It is assumed that each industry sector produces a fixed set of products that are not produced by any other sector. While it is possible to have some overlap between sectors, e.g. liquor sold in hotels (the retail sector) and in cafes (the accommodation, cafes and restaurants sector), such an assumption should not inhibit the validity of the model to any great extent. (v) Finally, it is assumed that there are no supply constraints and that the intermediate and household sectors will be able to service any increases in final demand. This assumption can weaken the predictive capacity of the model in cases where increases in overall demand could bring about factor shortages and raise prices in the short term.

There are three main approaches to the construction of *regional* input-output models. The first approach is to survey all firms in the region to obtain details of the source of supply of all inputs as well as the destination of outputs. This is often referred to as the *bottom up* approach. While such an approach is often considered robust it is very expensive in terms of the resources and time necessary for data assembly. A less expensive and more timely approach is to adapt the data available from national tables produced by the Australian Bureau of Statistics (ABS) in a manner likely to be representative of the particular region under study. This *top down* approach, as it is known, uses available regional Census data (such as employment by industry group) to adjust national data to form a regional input-output table. A third approach is the *hybrid* method that commences with the top down disaggregation of the national model and is supplemented by selective surveys for key sectors within the region. This is the method used by the REMPLAN model. Such an approach is more economical and timely than surveying all firms within a region.

Research relating to the accuracy of these three main approaches has indicated that results from the top down approach were very close to that provided by a bottom up approach. The hybrid method produced results even closer to that of the full survey approach and was seen to be superior in terms of cost and timeliness. REMPLAN provides regional input-output

matrices at three levels of sector aggregation: 17 sectors, 35 sectors or 106 sectors. The sector aggregations are consistent with Australian Bureau of Statistics classifications with all data used by REMPLAN derived from the ABS 2006 Census of Population and Housing. The model also tabulates employment figures (by number of employees) by industry sector. In addition to providing static data for each region, REMPLAN has the facility to model impacts on the regional economy. The user is able to enter impacts in terms of changes in direct output or direct employment for a particular sector or mix of sectors. These direct impacts then flow through the model in order to provide detailed information on the total impact, both direct and indirect, to the regional economy.

The model provides detailed information on the changes in output, employment, household income and value added which result from a change in the direct output of one or more sectors. Economic impact scenarios can be conducted for both actual, as well as hypothetical changes within the region's economy.

2.2 Region of Analysis

The immediate impact region for this report has been defined as the five Local Government Areas (LGAs) of Lismore, Byron, Ballina, the Richmond Valley and Kyogle. This area will be referred to as the Greater Lismore/Ballina region.

2.2.1 Economic Overview – Region of Analysis

Defined Area: **Greater Lismore/Ballina region**¹

Population: 140,006

Gross Regional Product (\$M): \$6,138.993

Per Capita Gross Regional Product (\$'000): \$43.848

¹ Data sourced from: ABS 2006 Census Place of Work employment data, ABS 04/05 Input – Output Matrix, ABS 2008 June NSW. Using ABS datasets, an input/output methodology and industrial economic data, estimates for defined geographic regions are generated.

Output

Total output in the area is estimated at \$12,169.413m. The major contributors to output are shown in the following illustration:



Figure 1: Greater Lismore/Ballina Region Total Output (\$m) and Major Contributors

Employment

Total employment in the area is estimated at 50,838 jobs. The major contributors to employment are illustrated below:

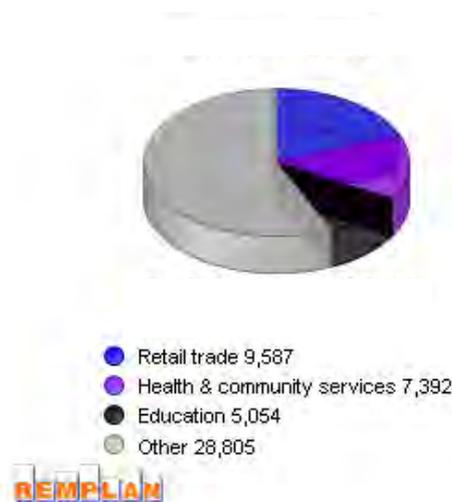


Figure 2: Greater Lismore/Ballina Region Total Employment (Jobs) and Major Contributors

Value Added

Total value added in the area is estimated at \$5,448.617m. The major contributors to value added are:



Figure 3: Greater Lismore/Ballina Region Value Added (\$m) and Major Contributors



Pictured (from top to bottom): The newly constructed Shared Services Hub; ongoing construction of the new campus leisure centre; and the campus plaza.

2.3 Simulating the Model

The estimated impact of SCU on the surrounding region's economy in 2010 was analysed in two ways. Firstly, the ongoing impacts were measured using direct employment and student expenditure as inputs to the model. Following this, additional impacts related to new campus developments were established.

| Ongoing regional impact: Projected Direct Employment (2010)

In order to simulate the model it was assumed that the current Lismore campus (and associated offices) would be hypothetically shut down and all employment involved with this location terminated. Furthermore, it was assumed that estimated new employment growth assigned to this campus would also be lost should SCU's presence in Lismore (hypothetically) cease. Employment data (projected for 2010) for the Lismore campus was provided by the Finance and University Services office. In 2010, it is expected that there will be 1473 people directly employed by the Lismore campus.

The number of employees (either increasing or decreasing), when entered into REMPLAN, provides an estimate of the direct impact on \$ value output of the education sector resulting from these employees. The model then determines the total linked and induced impacts of this initial employment (either increasing or decreasing) on the respective regional economy according to the value of regional output, regional employment, household income and value added within the region. An important notion linked to this aspect of impact would be to assume that all individuals employed by SCU at its Lismore location reside within the Local Government Areas (LGAs) of Lismore, Byron, Ballina, Richmond Valley, and Kyogle. An analysis of current staff residential locations revealed that 82% of all staff at SCU's Lismore campus reside within the defined study region, with the remaining 18% travelling into the region to undertake their employment duties. This being the case, only the impact of those individuals residing within these five LGAs is included in this analysis. The 2009 ratio of Greater Lismore/Ballina region vs. non-Greater Lismore/Ballina region staff is also utilised when projecting 2010 employment impacts. Therefore it is estimated that there will be 1208 (1473 total x 82%) staff members who work at the Lismore campus and live in the Greater

Lismore/Ballina region. Finally, the mix of full-time and part-time staff within the direct employment figure is assumed to be similar to the national mix of these employment patterns within the education sector.

| Ongoing regional impact: Projected Student Expenditure (2010)

Student demographic data provided by the university's Marketing and Media Department was used for determining student expenditure impact. In 2010, based on available student data (Management Information System), it is projected there will be 2849 equivalent full-time students enrolled at SCU's Lismore campus. Based on previous student data, it is estimated that approximately 44% of students (1254) studying at SCU's Lismore facility will come from outside the region. This local versus non-local student ratio is therefore applied to student expenditure projections for 2010.

In this report, it is conservatively assumed that only expenditure by non-local (including international) students provides a net dollar value added impact to the regional economy. Local student expenditure has not been included on the assumption that these students would remain within the Lismore region despite a hypothetical absence of SCU. However, it is likely a high percentage of these students would, in fact, leave the region to attend a university elsewhere. If this occurred it would mean the figures reported here are an underestimate of the SCU student impact.

For this exercise, the average annual expenditure for students, as determined by the university (SCU Costs Brochure, January 2009), has been taken across a number of key sectors, notably retail; transport and storage; property and business services, and cultural and recreational services:

- Retail – \$4050 (food – \$2800, clothing – \$500, deposits – \$750). This equates to 34% of total expenditure.
- Transport and storage – \$1200 (10%)
- Property and business services – \$4600 (38%)
- Cultural & recreational services – \$2100 (18%)

It should be noted that the above figures are most certainly conservative. Looking at general patterns of student behaviour there is a strong likelihood that many students seek and successfully gain local employment. An increase in student income would lead to an increase in their expenditure within the local region, notably within the key sectors listed above.

| New regional impact: Projected Construction Effects (2010)

Current construction on the Lismore campus is to be completed in February 2010. The construction already underway includes an extension to P Block and a swimming pool. The P Block extension will house the Allied Health Program, which includes the relocating of Naturopathy, and will mainly consist of teaching spaces. The swimming pool under construction, which will be 33.3m x 25m x 1.8m, is located next to the recently refurbished gym and will cater for a number of programs including water polo.

It is estimated that total current construction expenditure will be \$7.9m, with construction expected to be completed in February 2010. The amount that will be spent on construction in 2010 on SCU's Lismore campus will be \$1.32m. According to information provided by the University's Facilities Management and Services office, it is estimated that 80% of all contractors working on the new building and swimming pool reside within the Greater Lismore/Ballina region. Therefore only 80% of the \$1.32m will be included in the analysis.

3. PROJECTED DIRECT EMPLOYMENT IMPACTS (2010)

3.1 Projected Economic Impact of Direct Employment (2010) at SCU on Value of Regional Output

Tables 2 to 5 present the economic impact analysis resulting from direct staff employment (estimates) for 2010 at the SCU Lismore campus on the regional economy.

The tables show columns for final demand, the industrial effect after the impact, the consumption effect following the impact, and the total effect according to: (1) Value of Regional Output, (2) Regional Employment, (3) Regional Household Incomes, and (4) Regional Value Added. The tables also show type 1 and type 2 multipliers. These represent the multiplier which is applied to final demand in order to obtain the industrial and the consumption effects, respectively.

There are always flow-on effects arising from the actions of an industry or institution. It is important to take these flow-on effects into consideration when trying to gain an overall view of the economic impact of an institution such as SCU. These flow-ons can be identified using the multiplier effect. Milbourne *et al.* (1993, p.21) described the multiplier in the following way:

When a resident of a locality receives an increase in income, he or she spends some of that income and creates further income and employment in the locality. In the language of economics, the final or total effect is some multiple of the original spending injection (called the multiplier). The multiplier depends on how much each person spends out of each extra dollar. If each person spends the proportion C out of each extra dollar the final effect is $1/(1-C)$.

As Davis, Buultjens and Whelan (1996, p.33) explain:

In simple terms, a multiplier is a number by which the direct activity (say employment in agriculture) is multiplied to obtain the total level of economic activity (e.g. flow-on employment in the local area).

Table 2 – Projected Economic Impact of Direct Employment (2010) at SCU on Value of Regional Output

| Output | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|------------------|
| Agriculture, forestry & fishing | | | | \$0.166 | \$2.071 | \$2.237 |
| Mining | | | | \$0.045 | \$0.086 | \$0.131 |
| Manufacturing | | | | \$5.868 | \$14.050 | \$19.918 |
| Electricity, gas & water supply | | | | \$2.285 | \$2.662 | \$4.947 |
| Construction | | | | \$0.503 | \$0.820 | \$1.323 |
| Wholesale trade | | | | \$2.834 | \$5.724 | \$8.558 |
| Retail trade | | | | \$0.926 | \$17.426 | \$18.353 |
| Accommodation, cafes & restaurants | | | | \$1.108 | \$7.511 | \$8.618 |
| Transport & storage | | | | \$1.515 | \$3.191 | \$4.706 |
| Communication services | | | | \$2.031 | \$2.853 | \$4.884 |
| Finance & insurance | | | | \$1.626 | \$5.112 | \$6.739 |
| Property & business services | | | | \$5.847 | \$8.863 | \$14.709 |
| Government administration & defence | | | | \$0.854 | \$0.461 | \$1.315 |
| Education | 1,208 | | \$145.326 | \$2.105 | \$3.895 | \$151.326 |
| Health & community services | | | | \$0.161 | \$4.960 | \$5.121 |
| Cultural & recreational services | | | | \$2.019 | \$2.816 | \$4.835 |
| Personal & other services | | | | \$0.206 | \$2.396 | \$2.602 |
| TOTAL | 1,208 | | \$145.326 | \$30.099 | \$84.898 | \$260.323 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.207 | | 1.791 |

It can be seen that the 1208 staff employed at SCU's Lismore campus and living in the region had a direct impact of \$145.326m on regional output. The increase in direct output is estimated to increase the demand for intermediate goods and services by \$30.099m. This represents a type 1 output multiplier of 1.207. These industrial effects include multiple rounds of flow-on effects, as servicing sectors increase their own output and demand for local goods and services in response to the direct change to the economy.

The increases in direct and indirect output would typically correspond to the creation of jobs in the economy. Corresponding to this change in employment would be an increase in the total of wages and salaries paid to employees. A proportion of these wages and salaries are typically spent on consumption and a proportion of this expenditure is captured in the local economy. The consumption effects under this scenario are estimated at \$84.898m.

In summary, total output, including all direct, industrial and consumption effects is estimated to increase by up to \$260.323m. This represents a type 2 output multiplier of 1.791.

3.2 Projected Economic Impact of Direct Employment (2010) at SCU on Total Employment

Table 3 presents data on the Lismore campus employment impacts on total employment in the region.

Table 3 – Projected Economic Impact of Direct Employment (2010) at SCU on Total Employment

| Employment | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (Jobs) | Industrial Effect (Jobs) | Consumption Effect (Jobs) | Total (Jobs) |
|-------------------------------------|--------------------|----------------------------|----------------------|--------------------------|---------------------------|--------------|
| Agriculture, forestry & fishing | | | | 1 | 11 | 11 |
| Mining | | | | 0 | 0 | 0 |
| Manufacturing | | | | 13 | 28 | 41 |
| Electricity, gas & water supply | | | | 3 | 3 | 6 |
| Construction | | | | 2 | 3 | 4 |
| Wholesale trade | | | | 8 | 16 | 24 |
| Retail trade | | | | 8 | 147 | 156 |
| Accommodation, cafes & restaurants | | | | 7 | 45 | 52 |
| Transport & storage | | | | 5 | 10 | 15 |
| Communication services | | | | 5 | 7 | 11 |
| Finance & insurance | | | | 4 | 12 | 16 |
| Property & business services | | | | 17 | 25 | 43 |
| Government administration & defence | | | | 4 | 2 | 7 |
| Education | 1,208 | | 1,208 | 17 | 32 | 1,258 |
| Health & community services | | | | 1 | 44 | 45 |
| Cultural & recreational services | | | | 11 | 13 | 24 |
| Personal & other services | | | | 3 | 25 | 28 |
| TOTAL | 1,208 | | 1,208 | 109 | 423 | 1,740 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.090 | | 1.440 |

Table 3 shows that while the direct estimated employment of 1208 staff (whom reside in the region of analysis) is, in itself, a significant contributor to the regional economy, when the effect of multipliers is taken into account, the total number of regional jobs linked to SCU's presence within the region is estimated at 1740 jobs. For example, the number of jobs supported by SCU's presence within the retail sector is 156. Other employment impacts can also be observed within accommodation, cafes & restaurants (52); manufacturing (41); and health & community services (45) sectors.

3.3 Projected Economic Impact of Direct Employment (2010) at SCU on Household Income

Households are a key sector of the economy and comprise the regional population which consume the output of the production and services organised by the trading enterprises sector. The impact of SCU's Lismore campus on household income is shown in Table 4.

Table 4 – Projected Economic Impact of Direct Employment (2010) at SCU on Household Income

| Wages and Salaries | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|------------------|
| Agriculture, forestry & fishing | | | | \$0.023 | \$0.282 | \$0.306 |
| Mining | | | | \$0.004 | \$0.009 | \$0.013 |
| Manufacturing | | | | \$0.993 | \$2.024 | \$3.016 |
| Electricity, gas & water supply | | | | \$0.307 | \$0.393 | \$0.699 |
| Construction | | | | \$0.080 | \$0.127 | \$0.206 |
| Wholesale trade | | | | \$0.732 | \$1.490 | \$2.223 |
| Retail trade | | | | \$0.313 | \$5.613 | \$5.926 |
| Accommodation, cafes & restaurants | | | | \$0.261 | \$1.767 | \$2.027 |
| Transport & storage | | | | \$0.316 | \$0.678 | \$0.994 |
| Communication services | | | | \$0.329 | \$0.463 | \$0.792 |
| Finance & insurance | | | | \$0.466 | \$1.485 | \$1.950 |
| Property & business services | | | | \$1.578 | \$2.321 | \$3.899 |
| Government administration & defence | | | | \$0.409 | \$0.220 | \$0.629 |
| Education | 1,208 | | \$99.047 | \$1.434 | \$2.654 | \$103.136 |
| Health & community services | | | | \$0.106 | \$3.156 | \$3.262 |
| Cultural & recreational services | | | | \$0.634 | \$0.568 | \$1.202 |
| Personal & other services | | | | \$0.078 | \$1.134 | \$1.212 |
| TOTAL | 1,208 | | \$99.047 | \$8.064 | \$24.383 | \$131.494 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.081 | | 1.328 |

Table 4 shows that \$99.047m in wages and salaries will be paid directly to households in the Greater Lismore/Ballina region in 2010. A proportion of these wages and salaries are typically spent on consumption and a proportion of this expenditure is captured in the local economy. The consumption effects under this scenario are expected to further boost employment in sectors such as retail therefore further increasing wages and salaries by \$8.064m. The total regional impact on household income is \$131.494. This represents a type 2 household income multiplier of 1.328.

3.4 Projected Economic Impact of Direct Employment (2010) at SCU on Regional Value Added

The value of the annual output of an enterprise is the sum of its annual sales to other enterprises together with the change over the year in the value of its stocks of finished or semi-finished goods. This change represents the enterprise's investment expenditure on stocks which may be positive or negative. The value of the annual inputs used up in the production of the annual output is the sum of annual purchases from other enterprises and the change over the year in the value of the stock of inputs. Annual value added of enterprises within the region is therefore equal to sales of output during the year plus net additions to stocks less the purchase of intermediate goods during the year. By analogy, with the value added of a trading enterprise, the value added of the government sector is defined as the value of collective goods and services provided *less* the value of goods purchased from trading enterprises. These are regarded as intermediate goods from the viewpoint of the government. For financial enterprises, the output may be defined in terms of the value of the services they provide. All production within a regional economy occurs in these three sectors.

Annual output is valued at market prices, directly in the case of trading enterprises, and indirectly in the case of the government and financial enterprises. The sum of the value added of these three sectors within the region is equivalent to Gross Regional Product.

Table 5 – Projected Economic Impact of Direct Employment (2010) at SCU on Regional Value Added

| Value-Added | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|------------------|
| Agriculture, forestry & fishing | | | | \$0.093 | \$1.179 | \$1.271 |
| Mining | | | | \$0.024 | \$0.047 | \$0.071 |
| Manufacturing | | | | \$1.627 | \$3.370 | \$4.996 |
| Electricity, gas & water supply | | | | \$1.132 | \$1.372 | \$2.504 |
| Construction | | | | \$0.172 | \$0.275 | \$0.446 |
| Wholesale trade | | | | \$1.253 | \$2.561 | \$3.814 |
| Retail trade | | | | \$0.478 | \$8.790 | \$9.269 |
| Accommodation, cafes & restaurants | | | | \$0.445 | \$3.015 | \$3.460 |
| Transport & storage | | | | \$0.623 | \$1.310 | \$1.933 |
| Communication services | | | | \$1.013 | \$1.423 | \$2.436 |
| Finance & insurance | | | | \$1.133 | \$3.338 | \$4.471 |
| Property & business services | | | | \$2.695 | \$4.075 | \$6.770 |
| Government administration & defence | | | | \$0.469 | \$0.253 | \$0.722 |
| Education | 1,208 | | \$109.799 | \$1.590 | \$2.943 | \$114.331 |
| Health & community services | | | | \$0.129 | \$3.862 | \$3.991 |
| Cultural & recreational services | | | | \$0.943 | \$0.971 | \$1.914 |
| Personal & other services | | | | \$0.106 | \$1.413 | \$1.520 |
| TOTAL | 1,208 | | \$109.799 | \$13.924 | \$40.197 | \$163.920 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.127 | | 1.493 |

In summary, the component of value added within the Greater Lismore/Ballina region attributable to SCU staff in 2010 is estimated at \$163.920m. The main value added impacts were experienced in the education (\$114.331m), retail (\$9.269m), property & business services (\$6.770m) and manufacturing (\$4.996m) sectors.

4. PROJECTED STUDENT EXPENDITURE IMPACTS (2010)

Students are the consumers of the majority of the output of the education sector. Generally, the consumers of a firm's output are not directly considered when modelling the impact of the firm on an economy. Consumers are assumed to exist in the economy prior to the firm's (changed) output and therefore do not need to be added to the model beyond the output of the firm in which they consume.

In the case of students from outside the region however, the above assumption needs to be relaxed. Non-local students come to the area because of SCU's presence and would not otherwise reside in the region. It is appropriate to include not only the students' consumption of education services but their consumption of other goods and services in the region. For the purposes of this exercise, only non-local students have been included in the calculations.

As stated previously, it is likely a percentage of local students would, in fact, leave the region to attend a university elsewhere if SCU were not present. However, it is not possible to ascertain how many would leave the region so all local students have been excluded from the analysis to suggest an underestimate of the SCU student impact.

The consumption of services other than education by these non-local students, based at the Lismore teaching campus was established as follows:

1. The number of non-local students was initially determined, based on information provided by Student Services. An estimated Equivalent Full-Time Student Load (EFTSL) model, a measure of the standard annual study workload of a student undertaking a full year of study on a full-time basis, was used as the basis of student numbers. It was determined that there will be an estimated 1254 non-local students enrolled at the Lismore campus in 2010.
2. A student's typical consumption pattern for services and products other than in the education sector was established. For this exercise, the average expenditure for

students, as determined by the university (SCU Costs Brochure, January 2009) was used. Student expenditure was \$9.758m.

3. Next, the two figures above were multiplied to obtain total non–education consumption by students.
4. Finally, the total consumption figures were put into the model as a direct expenditure/output impact in the appropriate sectors.

Tables 6 through 9 present the economic impact analysis resulting from non–local SCU student expenditure on the regional economy. Each table show columns for final demand, the industrial effect after the impact, the consumption effect following the impact, and the total effect according to: (1) Value of Regional Output, (2) Regional Employment, (3) Regional Household Incomes, and (4) Regional Value Added.

4.1 Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Value of Regional Output

Table 6 shows the total impact of student expenditure on regional output according to industry sector. The total estimated impact within the Greater Lismore/Ballina region is \$28.719m.

Table 6 – Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Value of Regional Output

| Output | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|-----------------|
| Agriculture, forestry & fishing | | | | \$0.140 | \$0.118 | \$0.258 |
| Mining | | | | \$0.012 | \$0.005 | \$0.016 |
| Manufacturing | | | | \$1.119 | \$0.797 | \$1.916 |
| Electricity, gas & water supply | | | | \$0.275 | \$0.151 | \$0.426 |
| Construction | | | | \$0.226 | \$0.047 | \$0.273 |
| Wholesale trade | | | | \$0.531 | \$0.325 | \$0.856 |
| Retail trade | | \$5.077 | \$5.077 | \$0.301 | \$0.989 | \$6.366 |
| Accommodation, cafes & restaurants | | | | \$0.286 | \$0.426 | \$0.713 |
| Transport & storage | | \$1.504 | \$1.504 | \$0.412 | \$0.181 | \$2.097 |
| Communication services | | | | \$0.457 | \$0.162 | \$0.619 |
| Finance & insurance | | | | \$0.498 | \$0.290 | \$0.788 |
| Property & business services | | \$5.766 | \$5.766 | \$3.914 | \$0.503 | \$10.183 |
| Government administration & defence | | | | \$0.103 | \$0.026 | \$0.129 |
| Education | | | | \$0.091 | \$0.221 | \$0.312 |
| Health & community services | | | | \$0.017 | \$0.281 | \$0.298 |
| Cultural & recreational services | | \$2.632 | \$2.632 | \$0.508 | \$0.160 | \$3.300 |
| Personal & other services | | | | \$0.034 | \$0.136 | \$0.170 |
| TOTAL | | \$14.979 | \$14.979 | \$8.923 | \$4.817 | \$28.719 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.596 | | 1.917 |

Major value of output impacts are experienced by the sectors of property & business services (\$10.183m), retail trade (\$6.366m) and cultural & recreational services (\$3.300m).

4.2 Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Total Employment

Table 7 shows the total employment within the Greater Lismore/Ballina region due to student expenditure patterns. It can be seen that student expenditure is expected to support a total of 127 jobs in the region.

Table 7 – Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Total Employment

| Employment | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (Jobs) | Industrial Effect (Jobs) | Consumption Effect (Jobs) | Total (Jobs) |
|-------------------------------------|--------------------|----------------------------|----------------------|--------------------------|---------------------------|--------------|
| Agriculture, forestry & fishing | | | | 1 | 1 | 1 |
| Mining | | | | 0 | 0 | 0 |
| Manufacturing | | | | 2 | 2 | 4 |
| Electricity, gas & water supply | | | | 0 | 0 | 1 |
| Construction | | | | 1 | 0 | 1 |
| Wholesale trade | | | | 1 | 1 | 2 |
| Retail trade | | \$5.077 | 43 | 3 | 8 | 54 |
| Accommodation, cafes & restaurants | | | | 2 | 3 | 4 |
| Transport & storage | | \$1.504 | 5 | 1 | 1 | 7 |
| Communication services | | | | 1 | 0 | 1 |
| Finance & insurance | | | | 1 | 1 | 2 |
| Property & business services | | \$5.766 | 16 | 11 | 1 | 28 |
| Government administration & defence | | | | 1 | 0 | 1 |
| Education | | | | 1 | 2 | 3 |
| Health & community services | | | | 0 | 2 | 3 |
| Cultural & recreational services | | \$2.632 | 12 | 2 | 1 | 14 |
| Personal & other services | | | | 0 | 1 | 2 |
| TOTAL | | \$14.979 | 76 | 27 | 24 | 127 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.355 | | 1.671 |

The major employment impacts, according to industry sector within the Greater Lismore/Ballina region, can be seen in retail trade (54 jobs), property & business services (28 jobs), and cultural & recreational services (14 jobs).

4.3 Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Household Income

Table 8 shows the total regional household income according to industry sector within the region resulting from student expenditure on goods and services. The total estimated impact on household income within the Greater Lismore/Ballina region is \$7.461m.

Table 8 – Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Household Income

| Wages and Salaries | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|----------------|
| Agriculture, forestry & fishing | | | | \$0.018 | \$0.016 | \$0.034 |
| Mining | | | | \$0.001 | \$0.001 | \$0.002 |
| Manufacturing | | | | \$0.166 | \$0.115 | \$0.280 |
| Electricity, gas & water supply | | | | \$0.043 | \$0.022 | \$0.065 |
| Construction | | | | \$0.033 | \$0.007 | \$0.040 |
| Wholesale trade | | | | \$0.131 | \$0.085 | \$0.216 |
| Retail trade | | \$5.077 | \$1.648 | \$0.105 | \$0.318 | \$2.072 |
| Accommodation, cafes & restaurants | | | | \$0.067 | \$0.100 | \$0.168 |
| Transport & storage | | \$1.504 | \$0.318 | \$0.083 | \$0.038 | \$0.440 |
| Communication services | | | | \$0.074 | \$0.026 | \$0.100 |
| Finance & insurance | | | | \$0.136 | \$0.084 | \$0.221 |
| Property & business services | | \$5.766 | \$1.464 | \$0.972 | \$0.132 | \$2.568 |
| Government administration & defence | | | | \$0.049 | \$0.013 | \$0.062 |
| Education | | | | \$0.062 | \$0.151 | \$0.213 |
| Health & community services | | | | \$0.011 | \$0.179 | \$0.190 |
| Cultural & recreational services | | \$2.632 | \$0.585 | \$0.096 | \$0.032 | \$0.713 |
| Personal & other services | | | | \$0.013 | \$0.064 | \$0.078 |
| TOTAL | | \$14.979 | \$4.015 | \$2.063 | \$1.383 | \$7.461 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.514 | | 1.858 |

As shown, there have been notable impacts on regional household income in the sectors of property & business services (\$2.568m) and retail trade (\$2.072m).

4.4 Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Regional Value Added

Table 9 shows that the non-local student expenditure impact on total regional value added for the Greater Lismore/Ballina region is estimated at \$13.003m.

Table 9 – Projected Economic Impact of Non-Local Student Expenditure (2010) at SCU on Regional Value Added

| Value-Added | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|-----------------|
| Agriculture, forestry & fishing | | | | \$0.079 | \$0.067 | \$0.146 |
| Mining | | | | \$0.006 | \$0.003 | \$0.009 |
| Manufacturing | | | | \$0.277 | \$0.191 | \$0.468 |
| Electricity, gas & water supply | | | | \$0.144 | \$0.078 | \$0.222 |
| Construction | | | | \$0.073 | \$0.016 | \$0.089 |
| Wholesale trade | | | | \$0.221 | \$0.145 | \$0.367 |
| Retail trade | | \$5.077 | \$2.567 | \$0.155 | \$0.499 | \$3.221 |
| Accommodation, cafes & restaurants | | | | \$0.115 | \$0.171 | \$0.286 |
| Transport & storage | | \$1.504 | \$0.620 | \$0.169 | \$0.074 | \$0.863 |
| Communication services | | | | \$0.228 | \$0.081 | \$0.309 |
| Finance & insurance | | | | \$0.329 | \$0.189 | \$0.518 |
| Property & business services | | \$5.766 | \$2.659 | \$1.795 | \$0.231 | \$4.685 |
| Government administration & defence | | | | \$0.056 | \$0.014 | \$0.071 |
| Education | | | | \$0.069 | \$0.167 | \$0.236 |
| Health & community services | | | | \$0.014 | \$0.219 | \$0.233 |
| Cultural & recreational services | | \$2.632 | \$0.963 | \$0.165 | \$0.055 | \$1.183 |
| Personal & other services | | | | \$0.018 | \$0.080 | \$0.098 |
| TOTAL | | \$14.979 | \$6.810 | \$3.913 | \$2.281 | \$13.003 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.575 | | 1.910 |

The major sectoral value added impacts from student expenditure in the region occur in property & business services (\$4.685m) and retail trade (\$3.221m).

5. PROJECTED CONSTRUCTION IMPACTS (2010)

Planned expenditure on campus construction will generate significant direct and indirect economic impacts. It is estimated that final 2010 construction expenditure will be \$1.32m. As stated previously, it is estimated that 80% of all contractors working on construction will reside within the Greater Lismore/Ballina region. In light of these estimates, a final 2010 construction expenditure figure of \$1.06m was utilised in the study.

5.1 Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Value of Regional Output

In 2010, as Table 10 indicates, the \$1.06m campus construction costs at the SCU Lismore Campus are estimated to generate \$2.136m in regional output.

Table 10 – Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Value of Regional Output

| Output | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|----------------|
| Agriculture, forestry & fishing | | | | \$0.003 | \$0.006 | \$0.009 |
| Mining | | | | \$0.005 | \$0.000 | \$0.005 |
| Manufacturing | | | | \$0.198 | \$0.041 | \$0.239 |
| Electricity, gas & water supply | | | | \$0.012 | \$0.008 | \$0.020 |
| Construction | | \$1.060 | \$1.060 | \$0.282 | \$0.002 | \$1.344 |
| Wholesale trade | | | | \$0.042 | \$0.017 | \$0.059 |
| Retail trade | | | | \$0.011 | \$0.051 | \$0.062 |
| Accommodation, cafes & restaurants | | | | \$0.007 | \$0.022 | \$0.029 |
| Transport & storage | | | | \$0.034 | \$0.009 | \$0.043 |
| Communication services | | | | \$0.015 | \$0.008 | \$0.023 |
| Finance & insurance | | | | \$0.037 | \$0.015 | \$0.052 |
| Property & business services | | | | \$0.166 | \$0.026 | \$0.192 |
| Government administration & defence | | | | \$0.007 | \$0.001 | \$0.008 |
| Education | | | | \$0.002 | \$0.011 | \$0.014 |
| Health & community services | | | | \$0.000 | \$0.015 | \$0.015 |
| Cultural & recreational services | | | | \$0.005 | \$0.008 | \$0.014 |
| Personal & other services | | | | \$0.002 | \$0.007 | \$0.009 |
| TOTAL | | \$1.060 | \$1.060 | \$0.827 | \$0.248 | \$2.136 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 1.781 | | 2.015 |

The sectors other than construction to benefit most from the construction taking place at the Lismore Campus are manufacturing (\$0.239m) and property & business services (\$0.192m).

5.2 Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Total Employment

The construction impacts on employment in the Greater Lismore/Ballina region are estimated to be 6 local jobs (Table 11). There are 4 jobs created in the construction sector with a further 2 jobs created in the retail trade, and property & business services sectors.

Table 11 – Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Total Employment

| Employment | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (Jobs) | Industrial Effect (Jobs) | Consumption Effect (Jobs) | Total (Jobs) |
|-------------------------------------|--------------------|----------------------------|----------------------|--------------------------|---------------------------|--------------|
| Agriculture, forestry & fishing | | | | 0 | 0 | 0 |
| Mining | | | | 0 | 0 | 0 |
| Manufacturing | | | | 0 | 0 | 0 |
| Electricity, gas & water supply | | | | 0 | 0 | 0 |
| Construction | | \$1.060 | 3 | 1 | 0 | 4 |
| Wholesale trade | | | | 0 | 0 | 0 |
| Retail trade | | | | 0 | 0 | 1 |
| Accommodation, cafes & restaurants | | | | 0 | 0 | 0 |
| Transport & storage | | | | 0 | 0 | 0 |
| Communication services | | | | 0 | 0 | 0 |
| Finance & insurance | | | | 0 | 0 | 0 |
| Property & business services | | | | 0 | 0 | 1 |
| Government administration & defence | | | | 0 | 0 | 0 |
| Education | | | | 0 | 0 | 0 |
| Health & community services | | | | 0 | 0 | 0 |
| Cultural & recreational services | | | | 0 | 0 | 0 |
| Personal & other services | | | | 0 | 0 | 0 |
| TOTAL | | \$1.060 | 3 | 3 | | 6 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 2.000 | | 2.000 |

5.3 Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Household Income

Table 12 includes the impact of construction on household income in the Greater Lismore/Ballina region. A total of \$0.385m is generated with the major impacts in the construction (\$0.188m), property & business services (\$0.050m), and manufacturing (\$0.040m) sectors.

Table 12 – Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Total Employment

| Wages and Salaries | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|----------------|
| Agriculture, forestry & fishing | | | | \$0.001 | \$0.001 | \$0.002 |
| Mining | | | | \$0.001 | \$0.000 | \$0.001 |
| Manufacturing | | | | \$0.034 | \$0.006 | \$0.040 |
| Electricity, gas & water supply | | | | \$0.002 | \$0.001 | \$0.003 |
| Construction | | \$1.060 | \$0.136 | \$0.052 | \$0.000 | \$0.188 |
| Wholesale trade | | | | \$0.011 | \$0.004 | \$0.015 |
| Retail trade | | | | \$0.004 | \$0.016 | \$0.020 |
| Accommodation, cafes & restaurants | | | | \$0.002 | \$0.005 | \$0.007 |
| Transport & storage | | | | \$0.007 | \$0.002 | \$0.009 |
| Communication services | | | | \$0.002 | \$0.001 | \$0.004 |
| Finance & insurance | | | | \$0.011 | \$0.004 | \$0.016 |
| Property & business services | | | | \$0.043 | \$0.007 | \$0.050 |
| Government administration & defence | | | | \$0.003 | \$0.001 | \$0.004 |
| Education | | | | \$0.002 | \$0.008 | \$0.009 |
| Health & community services | | | | \$0.000 | \$0.009 | \$0.009 |
| Cultural & recreational services | | | | \$0.001 | \$0.002 | \$0.003 |
| Personal & other services | | | | \$0.001 | \$0.003 | \$0.004 |
| TOTAL | | \$1.060 | \$0.136 | \$0.177 | \$0.071 | \$0.385 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 2.298 | | 2.821 |

5.4 Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Regional Value Added

The regional value added arising from construction on the Lismore Campus is \$0.760m (Table 13). Close to \$0.420m is generated in the construction sector, \$0.088m in the property & business services sector, \$0.067m in manufacturing and \$0.031m in finance & insurance.

Table 13 – Projected Economic Impact of SCU Campus Construction Expenditure (2010) on Regional Value Added

| Value-Added | Direct Change Jobs | Direct Change Output (\$M) | Direct Effect (\$M) | Industrial Effect (\$M) | Consumption Effect (\$M) | Total (\$M) |
|-------------------------------------|--------------------|----------------------------|---------------------|-------------------------|--------------------------|----------------|
| Agriculture, forestry & fishing | | | | \$0.002 | \$0.003 | \$0.005 |
| Mining | | | | \$0.003 | \$0.000 | \$0.003 |
| Manufacturing | | | | \$0.058 | \$0.010 | \$0.067 |
| Electricity, gas & water supply | | | | \$0.006 | \$0.004 | \$0.010 |
| Construction | | \$1.060 | \$0.313 | \$0.106 | \$0.001 | \$0.420 |
| Wholesale trade | | | | \$0.019 | \$0.007 | \$0.026 |
| Retail trade | | | | \$0.006 | \$0.026 | \$0.031 |
| Accommodation, cafes & restaurants | | | | \$0.003 | \$0.009 | \$0.012 |
| Transport & storage | | | | \$0.014 | \$0.004 | \$0.018 |
| Communication services | | | | \$0.007 | \$0.004 | \$0.011 |
| Finance & insurance | | | | \$0.021 | \$0.010 | \$0.031 |
| Property & business services | | | | \$0.077 | \$0.012 | \$0.088 |
| Government administration & defence | | | | \$0.004 | \$0.001 | \$0.004 |
| Education | | | | \$0.002 | \$0.009 | \$0.010 |
| Health & community services | | | | \$0.000 | \$0.011 | \$0.012 |
| Cultural & recreational services | | | | \$0.002 | \$0.003 | \$0.005 |
| Personal & other services | | | | \$0.001 | \$0.004 | \$0.005 |
| TOTAL | | \$1.060 | \$0.313 | \$0.329 | \$0.118 | \$0.760 |
| | | | | Type 1 | | Type 2 |
| Multiplier | | | | 2.053 | | 2.428 |

6. SOUTHERN CROSS UNIVERSITY & COMMUNITY ENGAGEMENT: GREATER LISMORE/BALLINA REGION

In addition to its valuable economic and educational roles, Southern Cross University also plays other important roles within the local community of Lismore and the wider Northern Rivers region. SCU has a commitment to the local community as shown in the university's Mission Statement where this commitment is given the highest priority.

6.1 SCU's Strategic Plan: Regional Engagement Objective

SCU's strategic plan shows that the university values constructive engagement with the local region, stakeholders and governments. The university is committed to the local region and engages with it across all facets of its growth and development.

The SCU Regional Engagement Objective states that SCU will take a prime role in the intellectual, economic, environmental, social and cultural development of our region. This objective demonstrates SCU's commitment to regional economic prosperity, social and cultural wellbeing and environmental sustainability. The SCU Regional Engagement Functional Plan identifies five key approaches to achieving this objective:

- The design and delivery of internationally significant and regionally relevant teaching, learning and research.
- The Office of Regional Engagement (ORE) which proactively links regional partners to leverage the skills, capacity and networks of the university and its communities, as well as facilitating communication and monitoring activity.
- The establishment of partnerships that seek to recognise the value and importance of two-way interaction between SCU's internal and external stakeholders and which will enhance regional growth, sustain the environment and enhance social wellbeing.
- The encouragement of staff engagement activities and recognition of their efforts.

- The development of a whole-of-university, campus and location specific focus to satisfy the needs of the community and consolidate the university's regional position.

An indication of SCU's serious commitment to community engagement is the provision of funds to undertake these activities. Some selected activities, which are indicative of the services offered by the university, include:

- regular donation of works of art and musical performance free of charge in support of worthy causes;
- advice and assistance to local Indigenous groups and individuals;
- library assistance to school and TAFE librarians and teachers on request;
- provision of a public access terminal to the internet; and
- availability of the university's buildings and equipment for use by the local community free of charge or for a nominal fee.

Clearly these types of activities represent an important resource for the local community. Many of these services are provided free or at greatly reduced rates. In many cases it is not possible to put a dollar value on the community service provided by the University but, clearly, if an SCU presence was not located in the Greater Lismore/Ballina Region, the local community would not have access to many of the services available to them now or, if they did, they would have to pay higher fees for them.

| The Office of Regional Engagement

Many university projects that engage with the local community are guided by SCU's ORE which serves as a gateway to encourage the exchange of information, ideas and issues between the university and the wider community. The ORE team works closely with regional communities – from individuals and community-based organisations, to business and government at all levels. The ORE is dedicated to further the cause of regional connectivity. It manages a systematic whole-of-university approach to positive community relations and regional engagement. There are also student focused programs dedicated to providing

students with opportunities to engage with the community through various voluntary activities.

6.2 SCU Engagement with the Local Community

Commitment to the community is exemplified by the extensive involvement by the university, both collectively by faculties and centres, and individually by its staff and students, in the provision of community service. The university engages with a number of local community groups across the region, some examples are listed in Appendix 1.

As well as working with community groups, SCU offers many services to individuals in the local region. The Natural Medicine Clinic, located on the Lismore campus, provides a professional and caring natural medicine health service to the general public as well as a training place for students. There is a medicinal plant garden open to the public which contains a unique collection of medicinal plants from around the world. SCU has many and varied arts and cultural exhibitions which are open for public viewing. For example, a recent photographic exhibition has been on show as part of the multicultural Fusion Festival, and the TRANSIT 09 art exhibition was on show in October 2009.

The university is continually collaborating with local government bodies on many levels, and with local business and industry. Examples are listed in Appendices 2 and 3. The university is also proud to be able to sponsor awards, offer event management services, and support several local events. See Appendix 4 for listings.

As well as all of the formally recognised work of university staff engaging with the local community, there are many members of staff who perform voluntary work in various capacities during their own time. As found by Davis, Bultjens and Whelan (1996), staff voluntary contributions are invaluable to their local region and should not go unmentioned. SCU actively encourages its staff to participate in regional social and cultural boards and agencies and to become community volunteer workers. SCU staff members are involved with both on and off campus community cultural and recreational activities. Staff also

encourage and aid student voluntary efforts in the community through active participation in cultural life and internships with community organisations.

6.3 The Future

SCU takes an active role in the intellectual, economic, environmental, social and cultural development of its regions and continues its commitment to regional economic prosperity, social and cultural wellbeing and environmental sustainability. Strategies to constantly improve this role include:

- reviewing the Regional Plan with emphasis on two-way interactions;
- continuing the progress of the ORE;
- bringing business people and members of university communities onto SCU campuses regularly;
- being actively involved in key regional boards;
- collaborating with groups to enhance regional growth;
- establishing a program for annual recruitment of trainees from our region; and
- establishment of the Regional Futures Institute.

SCU actively engages with business, regional agencies, communities, individuals and government at all levels towards achieving this goal.

7. KEY REFERENCES

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Southern Cross University (2009), *Costs Brochure 2009*. Southern Cross University, Lismore.

8. APPENDICES

Appendix 1

SCU Engagement with the Local Community

- Young People Big Voice – sponsored by SCU’s Centre for Children and Young People (CCYP). The CCYP works collaboratively with organisations, particularly in rural and regional areas, to enhance policy and practice related to the wellbeing of children and young people. Some events that CCYP supports include ‘Kids in Community’ (KIC), and a conference themed ‘Where Every Child Is Somebody: Communities of Respect for Children, Young People and Their Families’ in November 2009. SCU’s Flexible Learning Development Services also supports KIC through online publicising and recognises and rewards positive efforts of young people in their communities;
- Local Environmental Welfare – SCU’s Centre for Ecotechnology collaborates with local organisations to present seminars on subjects related to sustainable resource management and ecosystem protection. SCU’s Whale Research Centre presents talks and workshops to members of the public on their research into cetacean populations in the Southern Hemisphere, for the purpose of contributing to their conservation and runs the Whale Centre located in Byron Bay. The School of Environmental Science and Management has carried out research into marine life at Shaws Bay, Ballina;
- Lismore Neighbourhood Centre – staff and students working with the centre;
- Art and Heart – SCU is a partner in the development of this cultural precinct and the proposed Margaret Olley Art Centre in the Lismore CBD;
- The SCU Equity Outreach Program – regular visits to local schools (and student visits to SCU campuses) and TAFE institutions to encourage the interest and aspirations of students who are under-represented in higher education;
- Northern Rivers Performing Arts – SCU is an education partner;
- Summerland House With No Steps – SCU support in marketing and tourism;

- Richmond River Historical Society – staff and students work with the society on research and exhibitions in the museum and on the Lismore campus, including Kopori Football – open to the public;
- NSW/ACT Regional Achievement and Community Award – supported by SCU. The award recognises hard-working locals who make a valuable contribution to the region;
- Public Forum – SCU, Northern Star, Lifeline and TAFE are involved in a public forum to discuss workplace bullying;
- Alive and Driving – the ORE conducted research for the CTC into this youth driving program;
- Ballina Arts and Culture Committee – SCU supports the centre and the community gallery;
- St Carthage’s Community Care – student talks on healthy bones and massage as part of Healthy Bones Week;
- Lectures and seminars open to the public – the 2009 Science Conversation Series given by the School of Environmental Science and Management, and the 2009 Inaugural Professorial Lecture Series which provides an opportunity for staff, students and the general public to hear the presentations of new work by senior academics;
- Tax Help program – students participated by providing free tax advice to low-income earners;
- New Italy Museum – SCU designed and developed the website for the museum;
- Office of Sport and Cultural Activities (OSCA) jointly co-ordinates a number of events that are open to the general public to attend. Some examples include SCU Race Day at the Lismore Turf Club, supporting NAIDOC Week and SCU Mixed Up Reels Film Club screenings;
- Local sports events – students play in sports clubs which participate in local competitions;
- Southern Cross K-12 School – staff and student support for the Annual Arts Show;

- The Aged Services Learning and Research Centre (ASLaRC) is a joint initiative of SCU and the University of NSW's Faculty of Medicine, Rural Clinical School, with links to North Coast TAFE and Coffs Harbour Senior College. The Centre is based at the Coffs Harbour campus but also services the Lismore region. The Aged Services Learning and Research Centre delivers services for regional and rural communities through teaching, research and promotion of evidence-based practice;
- The Far North Coast Legal Studies Teachers Association – Legal Studies Day, held on the Lismore campus, for senior high school students and their supervising teachers;
- Gnibi 'Keeping Place' – Gnibi College of Indigenous Peoples is currently establishing a 'Keeping Place' for the safe protection of Indigenous intellectual and cultural property and the advancement of shared scholarship with Bundjalung Elders;
- The Elders Program – Gnibi invites Indigenous Elders to work with the university on mentoring and teaching programs. The current projects include several language programs;
- Byron Community Centre – SCU space available for public use;
- Community Connections – staff and students work with the community for youth service provision.

Appendix 2

Local Government Collaboration

- Regular consultancies, governance and leadership training;
- Council advisory panels – staff on panels to advise on areas of civic design, arts and culture and economic development;
- Cape Byron Lighthouse – staff on advisory boards for this landmark;
- Arakwal National Park – SCU supports park development;
- Lismore Chamber of Commerce – sponsored by SCU;
- Lismore City Council – assistance in the area of economic development from the School of Commerce and Management;
- MoUs between SCU and: Lismore City Council; Richmond Valley Council; Ballina Shire Council; Byron Shire Council; Ballina RSL Club; Northern Rivers Social Development Council; and Regional Development Australia - Northern Rivers;
- Kyogle Shire Council – the ORE conducted an audit of council training needs;
- Ballina Shire Council Sustainability Plan – staff members on the review panel;
- North Coast Area Health Service – SCU supported the Reduce Risk Increase Student Knowledge (RRISK) initiative. A program supported and sponsored by SCU which offers students the opportunity to develop the attitudes, skills and knowledge required to reduce risk-taking behaviour associated with driving, drug and alcohol use;
- Wilson’s River Experience Walk (a cultural trail), and the Café and Culture Trail in Lismore’s CBD – staff, students and the ORE have researched, designed and delivered these projects, and supported the development of major Lismore City Council events strategies;

- SCU's Centre for Regional Climate Change Studies – supports and educates regional communities and industry about the science of climate change. The centre has run development courses for industry and Federal, State and Local government staff. Examples of previous workshops and courses are 'Emissions Trading and its Links to Carbon Accounting', 'Climate Change Adaptation Skills for Professionals', and regional forums on 'Climate Change and Coastal Communities';
- North Coast Travel to Work and Study Survey – collaboration with Northern Rivers councils, North Coast Area Health Service and North Coast TAFE. Funded by the Ministry of Transport and contributions from councils. The data gained from this survey has been used as the baseline for the Northern Rivers Carpooling Project launched at SCU in August 2009. The project will be publicly launched in February 2010;
- Northern Rivers Climate Change Collaboration (NR3C) (publicly branded 'Sustain Northern Rivers') – SCU is a signatory to the Northern Rivers Climate Change Collaboration Agreement, through which Northern Rivers organisations, including Byron Shire Council; Catchment Management Authority; Local Community Services Association; North Coast Area Health Service; North Coast Institute of TAFE; Northern Rivers Social Development Council; Northern Rivers Tourism; Northern Star Pty Ltd; SCU; Richmond Valley Council; North East Waste Forum; and the Youth Environment Society agree to communicate, consult and collaborate, and to engage the community in action on climate change;
- Northern Rivers Group of Environmental Educators – comprised of representatives from Northern Rivers local councils; North East Waste Forum; Adult and Community Education colleges; Rous Water; North Coast TAFE; DET; DPI and others. Exchange information, ideas and funding opportunities; organise professional development programs for members and share resources for educational purposes;
- Gnibi College of Indigenous Australian Peoples is currently working in partnership with government departments, agencies and community organisations to create multiple accredited pathways of Community and Professional Multi-skilling for Indigenous and non-Indigenous workers providing services to Indigenous peoples. The college will develop and deliver a variety of community-based educational training packages;

- 2008 NSW LGSA Tourism Conference – as a result of collaboration with Lismore City Council, Richmond Valley Council and Kyogle Shire Council.

Appendix 3

Engagement with Local Industry

- The Regional Futures Institute Business and Industry Solutions Centre – will offer consultancy, research, business mentoring and coaching services to innovators and entrepreneurs as an important resource to help them to achieve success;
- National Broadband Network roll out – involvement with local information technology businesses, and councils from Tweed to Coffs Harbour, regarding ways to position the Northern Rivers to be among the first regional areas to receive the roll out of the National Broadband Network;
- Ballina Visitor Information Centre – staff and students working with the centre;
- Tourism plans – SCU development of tourism plans for Lismore and Byron Bay, also facilitation of workshops for the Farm and Nature Tourism project;
- Eltham Valley Pantry – staff and students involved with business development, artwork, research and tourism venue for agri-tourism development;
- Forum in Kyogle – facilitated by the ORE and convened by the Kyogle Chamber of Commerce (KCC), attended by 120 residents, to reflect on the impact of the recent Repco Rally and the locally produced Kyogle Fringe Festival;
- Ballina Chamber of Commerce – staff support and sponsorship of awards;
- Local business operators – including Richmond Valley Tourism, in the form of student internships;
- Northern Rivers Creative Industries Consortium – SCU is a partner.

Appendix 4

Local Events and Sponsorship

- The Byron Bay Writers Festival - SCU sponsors this event;
- Indigenous art exhibitions and other events organised by Gnibi College of Indigenous Peoples;
- Health and Herb festivals – SCU worked with Lismore City Council to initiate a series of these multidisciplinary festivals;
- Lighten Up Lantern Festival in Lismore;
- East Coast Blues and Roots Festival – students involved, and SASS hosts the APRA workshops for musicians;
- Masters’ Games – SCU is a sponsor of this biennial event and students undertake volunteering and internships for event management;
- Casino Beef Week – staff and student research, support and guest speaker;
- Richmond Valley Events Program – staff and student support, including Croc Fest bid;
- Fresh Eyes – presentation by the ORE at workshop held at Brunswick Heads;
- Darrel Chapman Fun Run – funds raised by staff and students donated to Our Kids;
- Kirra Surf Stock Festival – students from SCU will be volunteering at this event to be held in November 2009;
- The Fusion Festival – held on all SCU campuses and is open to the public. This festival aims to further inter-cultural understanding and communal harmony, and includes cultural, social, intellectual and sporting events;
- NAIDOC Week – events on campus attended by many Indigenous and non-Indigenous members of the community;
- Harmony Day – provides an opportunity to celebrate the multicultural community and the contribution it makes to inter-cultural understanding both on campus and in the wider community;

- North Coast National Lismore Show – students showcased sustainable arts practices and ran public arts workshops with staff from the School of Arts and Social Sciences.