

Annual Report 2005



University of the
Sunshine Coast
Queensland, Australia



Mission: To be the major catalyst for the innovative and sustainable economic, cultural and educational advancement of the region, through the pursuit of international standards in teaching and research.

Report of the Council of the University of the Sunshine Coast

For the period January 1 2005
to 31 December 2005

April 2006

The Hon Rodney Welford, MP
Minister for Education and Minister
for the Arts

In accordance with the provisions of Section 46J(1) of the *Financial Administration and Audit Act 1997*, I have the honour to present to you, on behalf of the Council of the University of the Sunshine Coast, the Annual Report for the year ended 31 December 2005.

Ian Kennedy, AO
Chancellor

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Communication Objectives

This Annual Report provides a comprehensive record of the University of the Sunshine Coast's performance in 2005 and outlines plans for the future. Achievements are documented against the aims and objectives of the University's *Strategic Plan 2005–2010*.

The report highlights teaching and research activities during the year and reflects the University's commitment to its students, staff, the region and its community. It presents the University's financial statements, and meets the reporting requirements of the State Minister for Education and Minister for the Arts.

Potential readers of the Annual Report include members of State Parliament, the University community (including staff, graduates and students), business and media, potential benefactors, international visitors and members of the public.

Copies of the Annual Report 2005 are available from the Office of Marketing and Communications, University of the Sunshine Coast, by telephoning +61 7 5459 4558. An electronic version of the report is available on the University's website at <www.usc.edu.au>.

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Vice-Chancellor's Review



“We have a strong and proven regional mandate, not just for higher education, but also in addressing wider economic, employment and cultural issues.”

For the University of the Sunshine Coast 2005 was a year of significant achievements and sustained growth, ensuring we are on track to meet our projected growth rate of a total University population of 15,000 by the year 2021.

In the final months of 2005, QTAC statistics showed an increase of up to 30 percent in the number of new students choosing the University of the Sunshine Coast as their first preference, marking the end to a very successful year.

Our growth in 2005 was given additional impetus with a huge increase in the number of Commonwealth-funded student places, 1080 in total over four years, supported by a new, more equitable funding formula. As a result of this support, the University was able to greatly expand its range of programs and new employment opportunities were created within the University.

Deputy Vice-Chancellor, Professor Greg Hill, was appointed and his focus will be on addressing both program development and the research advancement of the University.

Staff continued to maintain their high level of academic standards with 90 percent having higher degree qualifications. An independent analysis by the Educational Policy Institute ranked University of the Sunshine Coast academic staff qualifications second highest in Queensland, an outstanding result for both staff and the students with whom they interact in teaching and research.

In 2005, the University continued to achieve its aim of enabling people to access university education, with the majority of new students residing in the Sunshine Coast region. Approximately half of those new students are the first in their families to attend university.

To support these students, who are new to the university system, first year programs were developed in 2005, which provided unprecedented levels of supports for students and our retention data continues to improve.

Our campus is growing to meet the increase in our student population. The ICT Centre was awarded the 2005 Masters Builders award and approval was given for, and work began on, a \$25 million building expansion program with two new buildings set to open in 2006. The University's Noosa Centre was opened at Sunshine Beach offering first year business studies, and Noosa Shire Council commenced building purpose-built facilities in Grant Street in the heart of Noosa.

The University was again awarded an Employer of Choice for Women Award by the Federal Government.

The Organisation for Economic Co-operation and Development (OECD) chose the University to become involved in a study involving twelve universities from around the world undertaking exemplary regional engagement.

Planning for the future continued throughout 2005 and a new Strategic Plan was developed, which emphasises the University's core framework around regional engagement and sustainability. A new Council was appointed in the latter half of the year.

Synergies and co-location opportunities continued throughout the year. The Queensland Premier announced in May at a Cabinet meeting held at the University, that a new hospital complex would be built next to the University campus. This will be a major contributor to both the development of the Sunshine Coast's job creation endeavours, and to education and health collaboration.

To further its economic advancement strategies, the University is continuing to maximise its engagement activities. Education Queensland is embedding some of its key statewide activities within the University and the links are therefore becoming even stronger.

The University continued to play a key role in the cultural development of the region also, with more than 10,000 people visiting the University Gallery throughout 2005, which represents one of the most impressive set of figures of any Queensland regional gallery.

As we look toward the future, it is clear that the higher education sector will continue to change rapidly and only the strongest of institutions will thrive. Our University's strength is clearly derived from our youth and we are not hidebound by tradition.

We have a strong and proven regional mandate, not just for higher education, but also in addressing wider economic, employment and cultural issues.

Our success throughout 2005 was palpable and continues to be so as the University continues its new and enhanced growth trajectory. The future looks very promising as in 2006, the University of the Sunshine Coast celebrates the first of many decades with its tenth year of operation. It is a time of remarkable growth and we look forward to an exciting future.

Professor Paul Thomas
Vice-Chancellor

April 2006

Table 1:

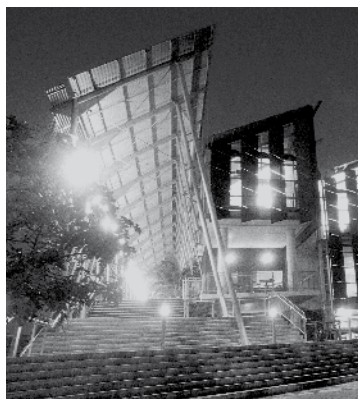
Key Five-Year Figures

Category	2001	2002	2003	2004	2005
Number of students¹	3050	3447	3556	3862	4280
• Female	1658	1983	2023	2191	2469
• Male	1392	1464	1533	1671	1811
• On campus students	2767	3183	3262	3455	3768
• Undergraduate	2642	3010	3011	3060	3296
• Postgraduate coursework	287	264	293	408	549
• Higher degree by research	42	47	61	65	72
• Non-award	81	129	191	329	365
• International (all students)	230	229	307	521	694
• International (on campus)	56	104	187	297	362
Student load (EFTSL)²	2386.2	2636.5	2694.7	2976.5	3038.6
Graduated students					
• Undergraduate	318	425	471	526	476
• Postgraduate	37	122	138	154	303
• Higher degree by research	1	4	3	5	3
Total	356	551	612	685	782
Equity					
• Low socio-economic status ³	40%	40%	41%	42%	43%
• Disabilities ³	5.63%	5.61%	5.68%	5.21%	4.10%
• Indigenous ³	0.47%	0.80%	0.99%	1.14%	1.42%
• First in family ⁴	43%	45%	34%	40%	53%
Number of staff (FTE)					
• Academic ⁵	89	86	96	101	105
• Non-academic ⁶	135	167	193	198	223
Total	244	253	289	299	328
Proportion of academic staff with higher degree qualifications⁷	83%	86%	87%	88%	90%
Operating revenue (parent entity)	\$31.697m	\$32.488m	\$39.825m	\$40.950m	\$50.6m
Research income (HERP and DEST)	\$719,446	\$1,011m	\$1,276m	\$1,505m	NA⁸
Research publications⁹	38.39	63.64	62.1	60.76	NA⁸
Property, plant and equipment	\$53.202m	\$56.149m	\$66.377m	\$73.309m	\$100.5m

Notes:

1. Students are as at March Census 2 2004 and Census 1 for 2005
2. Student load 2005 = Census 1 + Census 2 data
3. Socio-economic status, disability and Indigenous are as a proportion of domestic students only (from Census 1 dataset for 2005)
4. First in family = Bachelor's degree only
5. Academic staff = VC, DVC, Level A-E
6. Non-academic staff = HEW1-HEW10 and non-academic staff above award
7. Proportion of academic staff = percent of academic staff (excluding those with unknown qualifications) who have a Doctorate or Masters degree
8. Not available at time of printing
9. Weighted DEST calculation

The Organisation



Basis of Authority

The University was established under *The Sunshine Coast University College Act 1994* and officially opened by the Governor of Queensland, Mrs Leneen Forde, AC, in 1996. Full university powers were granted to the University under *The University of the Sunshine Coast Act 1998*.

Function of the University

The University's functions are:

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

University Powers

- (1) Under *The University of the Sunshine Coast Act 1998* the University has all the powers of an individual and may, for example:
 - a) enter into contracts; and
 - b) acquire, hold, dispose of, and deal with property; and

- c) appoint agents and attorneys; and
- d) engage consultant; and
- e) fix charges, and other terms, for services and other facilities it supplies; and
- f) do anything else necessary or convenient to be done for its functions.

- (2) Without limiting subsection (1), the University has the powers given to it under this Act or another Act.
- (3) The University may exercise powers inside and outside Queensland.
- (4) Without limiting subsection (3), the University may exercise its powers outside Australia.

Governing Body

Under *The University of the Sunshine Coast Act 1998*, Council (refer to page 6) is designated as the University's governing body. In particular, Council has the power to appoint University staff, and manage and control University affairs, property and finances.

Controlled Entities

The University established the Innovation Centre Sunshine Coast Pty Ltd (ICSC) on 26 October 2000, under *The University of the Sunshine Coast Act 1998* Part 2(6).

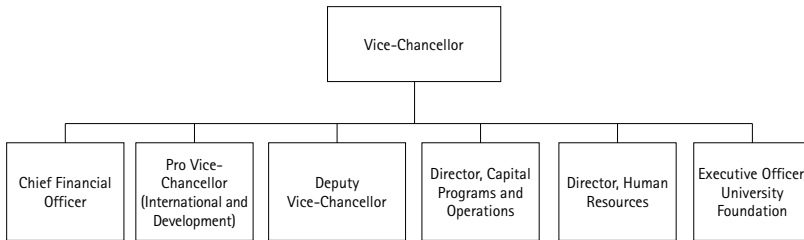
The company is supported by Maroochy Shire Council, State and Federal Government and by private business. The primary purpose of the company is to provide leadership that underpins the creation of new jobs in businesses in knowledge-based sectors, with a focus on the Knowledge Precinct development at Sippy Downs (refer to page 11).

ICSC operates an award-winning technology business incubator located in the Innovation Centre building, a \$7 million facility on the edge of the University campus. The incubator has supported the start-up and growth of 15 businesses to date in sectors such as software development, multimedia, biotechnology and sustainable water solutions.

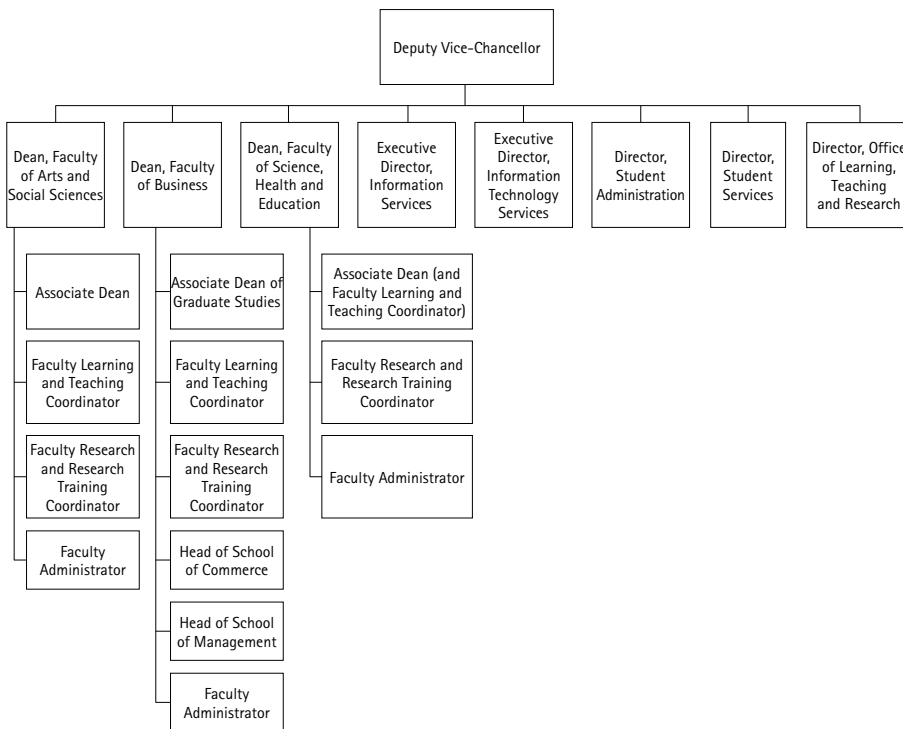
The Queensland Audit Office audits the company's financial statements, which are reported in the Consolidated Statements section of the University's financial statements for the year ended 31 December 2005.

Corporate Governance

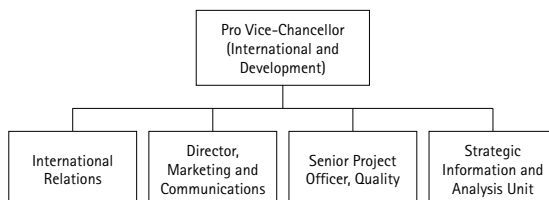
The 20 member Council (refer to page 6) that governs the University of the Sunshine Coast is led by the Chancellor. The Vice-Chancellor, Professor Paul Thomas, is the Chief Executive Officer and is responsible for the strategic development of the University as well as its day to day operations. Six positions within the University report directly to the Vice-Chancellor.



The Deputy Vice-Chancellor, Professor Greg Hill oversees the academic (learning, teaching and research) functions of the University and related support areas including Information Services, Information Technology, Student Services and Student Administration.



The Pro Vice-Chancellor (International and Development), Professor Robert Elliot oversees international relations, including recruitment, and a range of University-wide development activities.



*Professor Paul Thomas,
Vice-Chancellor.*



*Professor Greg Hill,
Deputy Vice-Chancellor.*



*Professor Robert Elliot,
Pro Vice-Chancellor
(International and Development).*

Council

In 2005 the Chancellor Mr Ian Kennedy, AO, presided over eight meetings of the Council consisting of five official members, eight appointed members, five elected members and two additional members. During the year there were a number of amendments made to *The University of the Sunshine Coast Act 1998*. The amendments involved:

- changes to the composition of the Council;
- changes to the eligibility requirements of a person wishing to remain in office, or become an elected, appointed or additional member of Council;
- inclusion of provisions enabling Council to remove a member from office under certain circumstances; and
- inclusion of requirements relating to conflicts of interest.

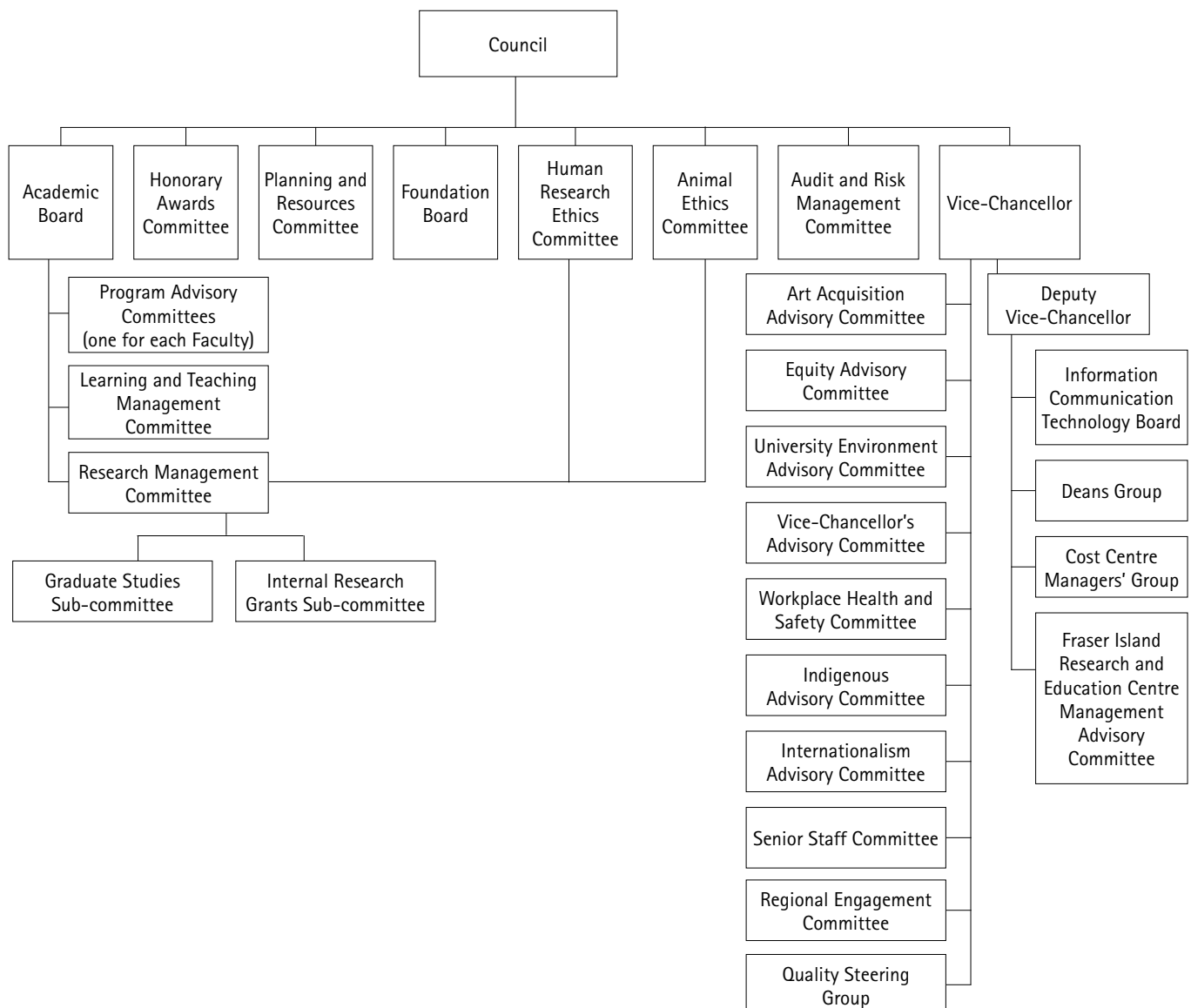
These changes, which were incorporated into *The University Legislation Amendment Act 2005*, were to be effected upon the appointment of six members by the Governor-in-Council within one year of the commencement of the amended Act. The Council was reconstituted in accordance with *The University of the Sunshine Coast Act 1998* as amended on 9 December 2005.

Actions were taken to ensure Council's compliance with the National Governance Protocols, as stipulated in the *Higher Education Support Act 2003*. Decisions were made in relation to the maximum period that may be served by appointed, additional and elected members of Council. In addition, Council undertook an end of term assessment of its performance. This review used a questionnaire, collated Council members' responses and held a special meeting to consider the responses to the survey. To

assist newly-elected Council members, a Council Handbook was approved for use as an induction and reference tool.

Council undertook a number of policy decisions and revisions in 2005. Policies approved included Copyright, use of the Corporate Website, Performance Management, Probation, Program Review and Course Evaluation, Space Management, Student Academic Integrity and Plagiarism and Study Assistance.

Revised policies included Evaluation and Improvement of Teaching, Financial Delegations, Honorary Awards, Human Resources Delegations, Parental Leave, Performance Planning and Review, the Professional Development Program, Promotion Policy for Teaching and Research Staff, Risk Management, Staff Development, Telephone and Vehicle Usage.



Council Membership to 8 December 2005

Chancellor

Mr Ian Kennedy, AO

Deputy Chancellor

Mr Tim Fairfax, AM, FAICD

Vice-Chancellor

Professor Paul Thomas, BSc(Hons), DipEd *Wales*,
MA *Lough.*, PhD *Qld.*, FACE, LRPS

Nominee of the Chief Executive of the Department of Education

Mr Robin McAlpine, BA, DipEd *Qld.*

Chairperson of the Academic Board

Professor Robert Elliot, BA(Hons) *NSW*, MA
La Trobe, DipEd *Melb.*, PhD *Qld.* (to February)
Professor Greg Hill, CertTeach, BA(Hons), PhD *Qld.*
(from March)

President, USC Student Guild

Mr Daniel McIntyre (to April)
Mr Todd Winther (April-August)
Ms Treasa Taylor (from August)

Eight members appointed by the Governor in Council

Ms Norelle Deeth, BA, BComm, DipEd, *Qld.*, FAICD
Mr Tim Fairfax, AM, FAICD
Emeritus Professor R D (Gus) Guthrie, AM, FTSE,
DSc *Lond.*, DUniv *Technol.Syd.*, DUniv *Griff.*
Dr Robin King Cullen, BArch *Syd.*,
GradDipUrb&RegPlan *Qld.UT*, MPPM *Monash*, PhD
Qld.
Mr Bruce McDiarmid
Ms Julie-Anne Mee, BBus *CIAE*, MAdmin *Griff.*
Mr Michael Williams

A vacant position in this membership category was
not filled due to the anticipated reconstitution of
the Council

Three members of the University's academic staff

Professor Deborah Ralston, BEc, GradDipFinMgt,
MEc, *NE*, PhD *Bond*
Dr Joanne Scott, BA(Hons) *Qld.*, GCertEd(HEd)
Qld.UT, PhD *Qld.*
Dr Peter Slade, BBusSt, MBS, PhD *Massey*

One member of the University's full-time general staff

Miss Heather Carney

A member of the student body

Mr Russell Warner (to May)
This position was not refilled due to the
anticipated reconstitution of the Council

Two members of the Convocation

Not applicable

Two additional members

Fr John Dobson, OAM
Mr Phillip Harding

Council Membership from 9 December 2005

Chancellor

Mr Ian Kennedy, AO

Deputy Chancellor

To be elected by and from the members

Vice-Chancellor

Professor Paul Thomas, BSc(Hons), DipEd *Wales*,
MA *Lough.*, PhD *Qld.*, FACE, LRPS

Chairperson of the Academic Board

Professor Greg Hill, CertTeach, BA(Hons), PhD *Qld.*

Six members appointed by the Governor in Council

Mr Tim Fairfax, AM, FAICD
Ms Jenny Haddrell, MEd *Qld.*
Emeritus Professor Phil Meade, BSc, BEd *Qld.*, MA
La Trobe, PhD *NSW*, FACE
Ms Julie-Anne Mee, BBus *CIAE*, MAdmin *Griff.*
Mr Michael Williams
One further appointment to be finalised in early
2006

Two members of the University's academic staff

Dr Karen Brooks, BA(Hons) *La Trobe*, CertEd, PhD
W'gong.
Mr Paul Corcoran, MEdAdmin(Hons) *NE*

One member of the University's full-time general staff

Miss Heather Carney, BA(Comn) *Sunshine Coast*

Two members of the student body

Mr Daniel McIntyre, BA *Sunshine Coast*
Ms Carolyn Siddel

Four additional members

To be appointed in early 2006



*Mr Ian Kennedy, AO,
Chancellor.*

Governance Matters

Monitoring Quality

The University monitors quality and quality improvement across all areas of its activity through a system of regular reviews, which includes input from external audiences.

Throughout 2005 the University's Quality Steering Group, chaired by the Pro Vice-Chancellor (International and Development), continued to strengthen the University's approach to planning and policy development. A Quality Portfolio was prepared for the trial audit in March 2006, which will be followed by the University's first Australian Universities Quality Agency (AUQA) audit in October 2006.

All Australian universities are currently being audited for quality and accountability by AUQA. The AUQA audit covers all areas of university operations, including governance and management, quality assurance mechanisms, teaching and learning, research and research training, community engagement activities, internationalisation, resource utilisation and a range of support services, such as human resources, finance, capital development, media and the Foundation.

Ethical Standards

The University's *Code of Conduct* defines acceptable conduct for those studying and working at the University under five main headings:

- respect for the law and system of government;
- respect for persons;
- integrity;
- diligence; and
- economy and efficiency.

An electronic copy of the Code is available on the staff and student Intranet and the University's website at <www.usc.edu.au>. A copy of the Code is provided to all new staff as part of the induction process.

Privacy of Information

Subject to the *Freedom of Information Act 1992 (Queensland)*, the University supports openness in its operation and towards the information it maintains. The University also recognises the rights of individuals to privacy regarding their personal affairs.

The University of the Sunshine Coast *Privacy Plan* was developed in 2003 to comply with the Queensland Government Information Standard 42. All staff members are encouraged to become familiar with the Plan that is available on the University's website at <www.usc.edu.au/PrivacyPlan>. In addition, a hyperlink to the Privacy Statement is displayed in the footer on each page of the University's website.

Freedom of Information

Queensland's *Freedom of Information Act 1992* provides the public with the right to apply for access to documents held by the University. In 2005 there were six requests for information received under the FOI Act. Four of the applications were from people external to the University and two from University staff members. In addition, two external applications were carried over from 2004. By the end of 2005, seven of the applications had been finalised.

Section 18 of the FOI Act requires the University to publish annually a detailed statement of its affairs. The 2005/6 Statement of Affairs report is available online at <www.usc.edu.au/University/MediaPublications/Publications/AffairsStatement/>.

Employer of Choice for Women



In 2005, the University was named an 'Employer of Choice for Women' by the Federal Government's Equal Opportunity for Women in the Workplace Agency (EOWA) (refer to page 18).

Whistleblowers

The *Whistleblowers Protection Act of 1994* requires the University to include any actions relevant to the Act in its Annual Report. No actions, disclosures or complaints were made in 2005.

Systems

The University's strategic Record-keeping Implementation Plan has the approval of Queensland State Archives. A specialised record-keeping unit manages the electronic indexing system, which involves the creation, capture, storage, security, access and disposal of records. A computer software package called *PeopleSoft* is used for student, finance and human resource records.

Expenditure on Consultancies

The table below shows the expenditure on each category of consultancies under the State Purchasing Policy.

Category	\$ Value
Professional/Technical	1,144,729
Communications	60,048
Finance/Accounting	45,953
Information Technology	282,784
Human Resource Management	28,992
Management	32,635
General	3,605
Total	1,598,746

Committees

Academic Board

The 17 member Academic Board is the University's senior academic body and was established under *The University of the Sunshine Coast Act 1998* to:

- advise Council on teaching, scholarship and research matters concerning the University;
- formulate proposals for the academic policies of the University;
- monitor the academic activities of the University's faculties; and
- promote and encourage scholarship and research at the University.

In 2005, the Board approved the *Learning and Teaching Plan 2005-2007* and made changes to the processes of the Animal Ethics Committee to ensure compliance with the latest edition of the *Australian Code of Practice for the Care and Use of Animals for Scientific Purposes*.

The Board accredited or recommended that Council accredit 21 new undergraduate degree programs and eight postgraduate programs. Accredited programs are as follows:

- Bachelor of Animal, Plant and Marine Biotechnology
- Bachelor of Animal, Plant and Marine Biotechnology (Honours)
- Bachelor of Arts (Creative Writing)
- Bachelor of Arts/Bachelor of Business (Design and Marketing)
- Bachelor of Arts/Bachelor of Business (Indonesian and International Business)
- Bachelor of Arts/Bachelor of Business (Japanese and International Business)
- Bachelor of Arts/Bachelor of Business (Marketing Communication)
- Bachelor of Arts/Bachelor of Business (Psychology and Human Resource Management)
- Bachelor of Arts/Bachelor of Science (Human Services and Health Promotion)
- Bachelor of Arts/Bachelor of Science (Planning and Environmental Science)
- Bachelor of Arts/Bachelor of Science (Psychology and Exercise Science)
- Bachelor of Arts/Bachelor of Science (Science Communication)
- Bachelor of Coastal Studies
- Bachelor of Communication (Public Relations)
- Bachelor of Food Science and Nutrition

- Bachelor of Human Services
- Bachelor of Journalism
- Bachelor of Social Science (Counselling)
- Bachelor of Social Science (Honours)
- Bachelor of Sport and Industry
- Bachelor of Sport and Technology
- Graduate Certificate in Health Promotion
- Graduate Certificate in Inclusive Education
- Graduate Certificate in Nursing (General Practice)
- Graduate Certificate in Professional Learning
- Graduate Diploma in Education
- Graduate Diploma in Health Promotion
- Master of Health Promotion
- Master of Professional Learning

A third Core Course entitled *Environment, Technology and Sustainability* was approved for offer from 2006. The requirement for undergraduate students to complete two Core Courses remains unchanged (refer to page 20).

Planning and Resources Committee

The Planning and Resource Committee consists of eight members including the Chancellor (Chairperson), Deputy Chancellor, Vice-Chancellor, one member of the University's Executive and three members with specific expertise in strategic financial management and planning, at least one of whom must be a member of Council.

The Deputy Vice-Chancellor and Chief Financial Officer attend meetings and have participating rights but do not vote.

The Committee met on five occasions in 2005 and discussion focused on financial matters, budget reports, staffing matters, policy and planning matters and capital developments and, prior to the commencement of the Audit and Risk Management Committee, on internal and external audit matters. The Committee recommended to Council on policy and planning issues, the University budget, capital developments and the adoption of a revised *Strategic Plan for 2005-2010*. The Committee considered reports on the University's compliance with the International Financial Reporting Standards and HECS Levy funds.

Audit and Risk Management Committee

The Audit and Risk Management Committee was established in accordance with Section 82 of the *Financial Management Standard 1997*. The committee facilitates and coordinates the audit process and the quality of the University's internal and external reporting. At the first meeting, the committee considered its membership and functions, and established meeting procedures.

Membership consists of a minimum of four and a maximum of six people, at least two of whom must be members of Council. At least one committee member must be a member of the professional accounting bodies or audit bodies in Australia and have a professional accounting, management consultancy or audit background. Membership is approved by Council and is for a period not exceeding five years.

In 2005, the Audit and Risk Management Committee:

- considered the University's Risk Management Policy and Procedures and recommended minor amendments to Council;
- considered and recommended approval of a Internal Audit Charter;
- discussed a draft Internal Audit Plan for 2005;
- discussed external audit issues; and
- considered a draft Fraud and Corruption Control Policy.

Strategic Planning

The University of the Sunshine Coast Strategic Plan, which operates in conjunction with the Master Plan, is the University's highest level planning document.

It contains major strategic priorities developed within eight key groups. Functional Plans that apply across the University and relate to core business, such as the Learning and Teaching Plan, underpin the Strategic Plan. Together, the Strategic Plan and Functional Plans drive the allocation of resources through the budget process and provide Cost Centre Managers with the guidelines for the development of Area Operational Plans.

Initiated in 2004 by Council, the current planning process developed a detailed environmental SWOT (strengths, weaknesses, opportunities and threats) analysis and identified directions for the consultative process to follow. At various stages throughout the process, the University's Senior Management Team provided input and critique, fine-tuned each draft of the analysis with the final version developed through the Office of the Vice-Chancellor.

Mission

The mission of the University of the Sunshine Coast is to be the major catalyst for the innovative and sustainable economic, cultural and educational advancement of the region, through the pursuit of international standards in teaching and research.

Values

In the pursuit of its Mission, and its everyday operations, the University has a commitment to:

- the advancement, dissemination and preservation of knowledge through innovative and effective teaching and research of the highest quality;
- fostering freedom of inquiry and expression;
- the process of lifelong learning;

- engaging in and responding to the community's intellectual, cultural and economic needs;
- adopting consultative processes and ethical behaviour in all activities;
- engendering respect among students, staff and Council of the University for their diverse roles and contributions;
- fairness, openness, honesty, trust and effective communication as fundamental expectations of students, staff and all associated with the University;
- developing the University and its surrounds as an environmentally sensitive exemplar; and
- the advancement of human rights within a tolerant and inclusive society, in which respect for indigenous and international peoples is fundamental.

Strategic Framework

Four distinctive characteristics influence the continued development of the University in the achievement of its Mission. These characteristics significantly reflect the University's commitment to shape future development rather than simply allowing change to make its own impact. As an organisation, the University expresses these four characteristics across all aspects of its operation.

1. Human Scale

As the University grows to double its size, the concept of human scale will continue to be protected and expressed through a broad ownership of the Mission, a strong University-wide focus, a culture of mutual support and success; and the flexibility to respond quickly to emerging opportunities. Determined efforts will be made to keep student and staff interactions to a scale that encourages meaningful experiences.

2. Engagement

The University is committed to working in partnership with both internal and external constituencies to continue its development and impact locally, nationally and internationally. The University must develop a symbiotic relationship with its wider community within and beyond the immediate region.

3. The Pursuit of International Excellence

The University will act as a conduit between the region and the rest of the world, and will appoint staff who can drive a compelling agenda for the pursuit of international excellence in teaching, research and global engagement.

4. Innovation

The University has consistently pursued innovation instead of unexamined traditionalism, resulting in strength and modernity despite an initial restricted resource base. These features have been manifest in unique core courses, interdisciplinary advancements, targeted and applied research, and economic generation and innovation, all of which position the University and the Region to respond to an increasingly competitive global environment.

Strategic Priorities

As an organisation, the University expresses these four characteristics across all aspects of its operation. Eight key groups (eg staff) or themes (eg teaching and learning) have been identified, in order to provide a framework within which the major strategic priorities, performance indicators and benchmarks have been developed.

The eight key groups and themes are:

- the University;
- environmental sustainability;
- students;
- staff;
- learning and teaching;
- research;
- engagement; and
- internationalisation.

The strategic priorities of the eight groups are addressed on the following pages.

The University

Priority: To ensure the University of the Sunshine Coast exercises responsible leadership and governance in order to meet stakeholder expectations and national/international standards.

■ Sustaining high level dialogues with relevant regional, national and international leaders on partnership and engagement opportunities

Hospital Co-location

Following a State Government Cabinet meeting at the University on 16 May 2005, the Premier, Peter Beattie announced a \$500 million hospital complex was to be built adjacent to the University campus. The co-location of the University and the hospital, and the opportunity it offers for the sharing of facilities such as research laboratories, was seen as strategically important for the Sunshine Coast and the development of related health programs at the University.

Knowledge Precinct

In August 2005, the University signed a Memorandum of Understanding with both the Maroochy Shire Council and Education Queensland to establish a 'knowledge precinct' adjacent to the University campus. The agreement encourages education, training and business development aimed at stimulating employment opportunities on the Sunshine Coast.

South-East Queensland Regional Plan

The South East Queensland Regional Plan was published in 2005, and the University and its environs were identified within it as a 'knowledge hub' for the Sunshine Coast. The area is developing as a major sub-regional 'activity centre' complementing Maroochy as the regional centre.

University and TAFE Collaboration

Throughout 2005 the University worked with the Cooloola Sunshine Institute of TAFE (CSIT) to jointly address the training and education needs of the region. Discussion centred on ways in which the two education providers could enhance outcomes for students, the community and the region. Three new combined diploma/degree programs were developed with CSIT bringing the number of combined diploma/degrees to seven. These programs provide students with the opportunity to obtain both university and TAFE qualifications. Similar planning exercises were conducted with the TAFE Colleges at Hervey Bay and South Bank (Brisbane).

Developments in the Noosa Shire

The University worked with Noosa Shire to ensure first-year undergraduate Business courses could be offered from the USC Noosa Centre at Sunshine Beach in 2006.

The University also signed a Memorandum of Understanding with a Noosa North Shore developer to generate learning opportunities for students and faculty staff. Proposed projects include the development of an interpretive walk explaining the environmental significance of the area.

Sport and Recreation Study

The University partnered the Sunshine Coast Regional Organisation of Councils (SunROC) and Sport and Recreation Queensland to develop a draft Regional Sport and Recreation Facilities Study. The resultant report was prepared after extensive consultation with stakeholders and the community. Members of the public could obtain copies of the document from the University, Caloundra, Maroochy and Noosa Shire offices and the Sport and Recreation Queensland's Maroochy office.



Professor Greg Hill with Noosa North Shore Resort CEO John Grocock signing a Memorandum of Understanding.

AIS Accreditation

Links between the University and the Australian Institute of Sport (AIS) and the Queensland Academy of Sport (QAS) were further strengthened when representatives visited the University's Centre for Healthy Activities, Sport and Exercise (CHASE). Professor Alan Hahn (Head Exercise Physiologist, AIS) and Dr Sue Hooper (Director, Centre of Excellence, QAS) toured the CHASE facilities with CHASE Director, Associate Professor Brendan Burkett to examine testing techniques on offer to athletes. In late 2005, the University received provisional AIS accreditation – the first university in Australia to do so.

■ Supporting sustainable growth to a student population of at least 8000 EFTSL within ten years

Rapid Growth

Student numbers have grown rapidly over the ten years since the University opened its doors for business in 1996. In 2005, student numbers grew to 4,280 and a range of new programs (refer to page 16) was introduced, bringing the number of degrees offered to more than 100.

E-learning

E-learning (online learning) was identified as an important means of sustaining growth. Further steps were taken to develop easy access to, and increase the capacity of, the Blackboard Learning Management System (LMS), an online learning software program.

Facilities

An increase in student numbers and programs meant an increase in facilities. Work began on the Stage 6 Science Building, which will provide for sports science, nursing and geographical information systems when it opens in 2006. Approval was given for the construction of the Stage 6 General Purpose Building to house a 300-seat lecture theatre, tutorial rooms, the offices for Student Administration and Student Services, and a new cafe.

In 2005, a Memorandum of Understanding between the University and Chancellor State College resulted in a commitment by the two institutions to upgrade and share facilities. The University honoured this agreement by constructing two additional multipurpose

hardcourts and commenced work on two additional sporting fields—one for cricket and Australian Rules Football, and a second for rugby. These fields will be constructed in 2005/6 for use in 2007.

Online Access

Further enhancements were made to the student online access and registration (SOLAR) system to improve the students' online enrolment experience and provide access to personal examination timetables, B-pay facilities and the delivery of electronic invoicing. Student Administration developed a Frequently Asked Questions (FAQ) database that students could access from SOLAR, which provides students with 24-hour access to administration information.

■ Pursuing more public and private resources to increase development opportunities and reduce risk

Fund Raising

The Foundation Office has key areas to which supporters of the University are encouraged to donate. The three primary areas are scholarships, art gallery and campus enhancement. In 2005, \$906,237 was raised primarily for student scholarships, sporting facilities and the art gallery exhibitions.

■ Developing the University's performance and satisfaction evaluations to provide evidence for external reviews and inter-institutional benchmarking

Student Outcomes

A total of 576 students who graduated in 2004 were surveyed in 2005 as part of the annual Graduate Destination Survey. Of these information was obtained from 341 graduates, providing a response rate of 59.2 percent. For more information refer to page 23.

Indicators of Success

■ Growth to 5,000 EFTSL by 2009

In 2005 the University was granted an additional 1080 Commonwealth Funded student places over four years. QTAC 'first preference' applications for study at the University increased by around 30 percent. Student load has grown steadily over the past five years.

Year	EFTSL Total
2001	2386.2
2002	2636.5
2003	2694.7
2004	2976.5
2005	3038.6

■ Producing a systemic program of internal and external reviews

Faculty Reviews

As part of its quality assurance processes, the University conducts a review of its faculties every five years. The review panel, appointed by the Deputy Vice-Chancellor, comprises two or three external members with a breadth of experience and level of academic standing relevant to the faculty. The Faculty of Business was reviewed in March 2004; the Faculty of Arts and Social Sciences in August 2005; and the Faculty of Science, Health and Education is scheduled to be reviewed in March 2006.

Program Reviews

All programs are externally reviewed at least every seven years. Program reviews are conducted by a panel with an external chair, and a majority of external members appointed by the Deputy Vice-Chancellor. No programs were reviewed in 2005. Arts and Social Science and Business programs will be reviewed in Semester 2, 2006.

Environmental Sustainability

Priority: To inspire, by example, in the areas of campus development, subtropical architecture and environmental sustainability.

■ **Maintaining the University's reputation as a regional exemplar and a national leader in campus development and in the conservation of natural resources**

Awards

In 2005, the University's Information and Communications Technology Centre won 'Project of the Year – Sunshine Coast' in the Education Facilities over \$10 million category of the Master Builders, Queensland Housing and Construction Awards. It was also short-listed by the Royal Australian Institute of Architects Queensland Chapter as being a commendable work of architecture in the region.

Water Management

During the year further work was carried out to the series of man-made lakes used to contain the water from the University campus and the nearby Chancellor Park housing development before it reaches the Mooloolah River National Park. Islands built in the lakes during 2004, were planted with melaleucas which in a short space of time have become a preferred bird habitat.

■ **Continuing to refine approaches to subtropical architecture, in particular for heating and cooling of work environments**

Ecological Footprint

The Institute of Sustainable Health and Regional Engagement (iShaRE) undertook an ecological footprint study of the University to assess its impact on the environment. The aim of the project was to find ways of lowering energy consumption. Key

recommendations of the study related to the way in which building management and efficient cooling systems could be used to reduce energy consumption. Simple actions that could be taken by individuals, such as adjusting temperature control by as little as 1.5 degrees Celsius, were found to influence energy consumption.

Building of Choice

In consultation with the architects the Stage 6 General Purpose Building, to be constructed in 2006, has been designed as a 'building of choice' providing multi-modal ventilation that provides the flexibility of regulating individual work area temperatures and using airconditioning when and if required.

Water Plant

The final stage of a central chilled water plant was completed in 2005 to provide economic generation of cooling systems.

■ **Ensuring the security and integrity of the campus as the surrounding urban fabric becomes denser**

Car Park Security

Following a series of motor vehicle break-ins and thefts in early 2005, the University has undertaken a review of car park security, and has taken remedial action to upgrade lighting and passive security using Crime Prevention Through Environmental Design (CPTED) principles. Since the completion of this work, theft of motor vehicles and contents has dramatically reduced. New car parks will incorporate additional security systems and infrastructure.

A new security access program continued to be rolled-out and a change from analogue to digital systems has improved CCTV monitoring.



The University's Information and Communications Technology Centre was awarded 'Project of the Year-Sunshine Coast' at the Master Builders, Queensland Housing and Construction Awards.



Kangaroos move freely between the University campus and the Mooloolah River National Park.

■ **Ensuring the maintenance of a green campus corridor to link with the Mooloolah River National Park to provide for the movement of kangaroos and other wildlife**

Kangaroos on Campus

Kangaroos move freely between the University campus and Mooloolah River National Park. Claymore Road, situated between the campus and the national park, was upgraded in 2003. As part of the road planning, high fences and underpasses were built to enable animals access to regular feeding areas without crossing the road. Ongoing monitoring of kangaroos through the underpasses indicates the underpasses are being used and kangaroos still populate the campus.

Compensatory Habitat

In 2003, the University was approached by Maroochy Shire Council and a local developer to provide 15.5 hectares of land as a compensatory habitat for native plant regeneration. During 2005 work commenced on the relocation of the plant seed bank to the designated site. Relocation involves removing soil and vegetation in slabs from the original site to be re-laid on the prepared University site.

Investigative work determined the best method for transporting and re-laying these slabs without damaging the seedbank. The habitat site is strategically placed to provide a buffer zone between Claymore Road and the University campus and will act as an additional protection for the kangaroos.

■ **Encouraging a respect for the campus as an environmental sanctuary**

Ongoing Communication

To ensure the safety of the indigenous fauna, additional signage was erected relating to the prohibition of domestic animals on campus. University staff continue to explain to visitors that the kangaroos should be viewed from a distance.

Indicators of Success

■ **Awards for Campus Development**

The University's Information and Communications Technology Centre won 'Project of the Year – Sunshine Coast' in the Master Builders, Queensland Housing and Construction Awards.

■ **Decrease the number of serious security breaches on campus**

There were no serious security breaches during 2005.



Visitors to campus are aware that kangaroos should be viewed from a distance.

Students

Priority: To make USC the destination of choice for students from within the region and a magnet for international students.

Strong Demand

Student demand in 2005 for university places weakened across Australia. Despite this, figures published by the Queensland Tertiary Admissions Centre (QTAC) indicated strong demand from students wanting to study at the University of the Sunshine Coast in 2006. At the end of December 2005, students' first preference applications had risen approximately 30 percent, with overall preferences up by around 18 percent on the previous year. This demand for places appears to have been achieved by the introduction of a range of new programs and an effective communication strategy.

Communications Strategy

Communication between the University and the community increased to ensure prospective students were adequately informed of study options. Five student Ambassadors were trained within the school liaison team and attended 97 school-based events in 2005. The Keep PACE program provided information sessions for schools leavers and mature age students returning to study. Seventy-nine school Guidance Officers and Career Advisers attended GO Day on campus, and Courses for Careers Day in August attracted approximately 2,400 people. Seventeen academic staff and 19 administrative staff attended TSXPO and the Sunshine Coast Careers' Expo. The Admissions and Recruitment Officer attended 12 career markets from Rockhampton to Lismore.

Demand for information communicated via the website increased by approximately 20,000 unique visitors per month between the end of 2004 and the end of 2005. The number of pages on the site increased from 991 in December 2004 to 2,928 in December 2005.

■ Establishing, in partnership with other parties where appropriate, a range of amenities to attract and support both domestic and international students

Library Facilities

Research in regional universities was given a \$5 million boost through the Regional Universities Building Research Infrastructure Collaboratively (RUBRIC) Project to develop better research infrastructure into digital repositories. The University of the Sunshine Coast was one of the universities to benefit. The funding will be used to create an open access digital repository for University theses and research outputs, which will improve staff and community access to the work of University of the Sunshine Coast researchers, research institutes and centres.

Masters Club Opens

A Masters Club for postgraduate Business students was opened on campus by Mr John Prescott, Chair of the Australian Submarine Corporation and the Sunshine Coast Business Council, and former head of BHP Billiton.

Sports Complex

In 2005, the University unveiled plans for a \$6 million sports complex to be built on campus. Plans include an indoor stadium and outdoor playing fields.

English Language Program Computer Lab

A new English Language Program computer laboratory opened in 2005 to provide students with the opportunity to practise their English skills in a technologically advanced and interactive environment. The laboratory features 19 personal computers with flat-panel monitors and a range of multimedia hardware, including a data projector, multimedia headsets and a VCR/DVD combination.



The Masters Club opened to postgraduate business students.



A new computer laboratory enables students to practice their English skills in a technologically advanced and interactive environment.



In Semester 2, 2005, a third of students in the International Communication course were from overseas.

GO Program 2005 Destination

Country	Students
China	2
Costa Rica	1
Finland	1
France	2
Germany	9
Italy	3
Japan	12
Korea	2
Sweden	2
Thailand	1
USA	13
Total	48

GO Program Length of Stay

One semester	31 students
Two semesters	13 students
Short term program	4 students

■ Developing a range of programs which meets the needs of a large number of students, complemented by a set of distinctive programs, including those based on the characteristics and needs of the region

New Programs in 2005

The University recognises that it must provide students with a range of programs to meet their career needs. To this end a number of new academic programs introduced in 2005 proved popular. As a result, and despite 2005 being one of the most challenging years to date in relation to student demand for university places, the University came very close to meeting its funded load target (refer to page 12).

The 18 programs introduced in 2005 to meet student demand and provide relevant professional qualifications were:

- Bachelor of Business (Financial Planning)
- Bachelor of Business (Human Resource Management)
- Bachelor of Education/Bachelor of Arts
- Bachelor of Education/Bachelor of Business
- Bachelor of Education/Bachelor of Science
- Bachelor of Regional and Urban Planning
- Bachelor of Science (Exercise Therapy)
- Bachelor of Science (Health Promotion)
- Graduate Certificate in Climate Change Management
- Graduate Certificate in Coastal Environments Management
- Graduate Certificate in Creative Writing
- Graduate Certificate in Environmental Management
- Graduate Certificate in International Business
- Graduate Certificate in Wetlands Management
- Graduate Diploma in Creative Writing
- Graduate Diploma in International Business
- Master of Information Technology by research
- Master of International Business

Programs of the Future

Planning commenced on a range of additional programs, (refer to page 9) and a new core course entitled *Environment, Technology and Sustainability* to be introduced in 2006 (refer to page 20). New disciplines such as psychology, social work, legal studies, paramedical studies and allied health programs will be introduced in 2007.

■ Preparing and supporting graduates to create or find satisfying and appropriate employment, particularly in the region

Work Integrated Learning

As is clear from the University's graduate attributes (refer to page 20) and its increased commitment to Work Integrated Learning (WIL) (refer to page 22), the employability of graduates is an institutional priority. During 2005, an external review was conducted into the University's provision of vocational information and support to undergraduates. An Internships Working Group was formed to provide guidance to the project. The recommendations of the external review will be fully implemented in 2006.

■ Preparing graduates with life skills

GO Program

Providing students with opportunities to develop life skills is seen, by the University, as particularly important. Overseas study is viewed as a means of enabling students to broaden their horizons, develop an understanding of different cultures, form new friendships and networks, and refine language skills.

In 2004, the University's international exchange program was reviewed and renamed the GO Program (Global Opportunities Program) and 25 travel grants of \$2,000 were provided to offset study costs. In 2005, the GO Program was promoted heavily to students resulting in 48 students travelling to 11 countries for one or two semesters. Returning students are, on the whole, more confident and independent, and have more comprehensive general knowledge.

Competing Nationally

The Faculty of Business 'Students in Free Enterprise' (SIFE) team competed at the SIFE Australian Regional Competition in Sydney. In preparation for the competition, the six members of the SIFE team spent 2005 working on a number of projects across the Sunshine Coast, including the presentation of 'budgeting made easy' and 'business planning' workshops to the Nungeena Aboriginal Corporation for Women's Business. Following the Sydney competition, University

of the Sunshine Coast student Brenton Tickner was one of only five Australian representatives invited to Toronto, Canada, to participate in an international HSBC Financial Literacy Forum and the 2005 SIFE World Cup. Mr Tickner, who completed a Bachelor of Business (Management) in June 2005, is now working as Marketing Coordinator - Strategy at the Hyatt Regency Coolum after completing work experience with that organisation as part of his studies.



SIFE Team, left to right: Tyrone Zafir, Melissa Sheridan, Brenton Tickner (back row), Ged Melrose (front), Nicole Thompson and Amanda Rowlands.

Table 2: GO Program 2005 Grants

Type of Grant	Number of Grants	Value
USC Overseas Study Grants	25	\$2,000 each
UMAP Grants	2	\$4,000 each
Cheung Kong Grants	3	\$5,000 each
JASSO	4	Airfare, Yen 80,000 per month, plus Yen 25,000 travel preparation subsidy
Japanese Institutional	5	Scholarships range from Yen 20,000 – 80,000 per month
Hessen Exchange Program	9	\$2,400 each

Table 3: Main Destinations, USC Australian Bachelor pass and honours graduates, 1999–2005 (%)

	2001	2002	2003	2004	2005
Available for full-time work	70.5	71.3	69.5	75.5	66.2
(a) Working full-time	55.1	56.1	53.7	62.3	71.9
(b) Working part-time, seeking full-time work	23.4	24.3	27.1	22.1	18.5
(c) Not Working, seeking full-time work	21.6	19.6	19.2	15.6	9.6
Studying full-time	19.0	15.5	18.5	13.2	20.1
Working part-time, not seeking full-time work	6.8	7.2	6.2	7.8	8.9
Not working, seeking part-time work	0.8	2.3	1.9	1.0	0.7
Unavailable for work or study	3.0	3.8	3.9	2.5	4.1
Number of respondents	237	265	308	204	269

The percentages shown in (a) (b) and (c) are a breakdown of those available for full-time employment.

Source: 1999–2004 GCA published tables, 2005 derived from USC final 2005 GDS file

Indicators of Success

■ Proportion of QTAC applicants from within the region who list USC in their preferences

In Semester 1 2005, 1124 students enrolling at the University cited a permanent home address in the Sunshine Cost region. This represented 66.7 percent of total enrolments in that period.

■ OP scores of students

The following table shows the number of offers made for first semester 2005 by OP score.

Offers by OP Range

2005 OP Range	Offers	%
1–5	144	9
6–10	483	30
11–15	700	43
16+	299	18
Special entry	4	0

■ Graduate employment rates

The percentage of those in full-time work (of those available for full-time work) improved significantly from 62.3 percent in 2004 to 71.9 percent in 2005, an increase of 9.6 percent. (Refer to Table 3.)



Professor Rod Simpson.



Dr Thomas Schlacher.



Professor Tania Aspland.

Priority: To attract, retain and develop excellent staff.

■ Recruiting staff who will contribute to achieving the University's Mission

Employer of Choice for Women

The University of the Sunshine Coast was named an 'Employer of Choice for Women' by the Federal Government Equal Opportunity for Women in the Workplace Agency (EOWA). The citation recognises the University as a workplace that supports female staff by providing a positive and flexible environment. The University was the only Sunshine Coast organisation to be named in a list of 15 Queensland-based organisations and one of only 115 Australia-wide. Organisations awarded the citation actively recognise and address the needs of their female workers to enable them to reach their full potential. The award, which is valid for 12 months, assists in attracting the best staff to the University.

Senior Staff Appointments

A restructure of the senior management group supporting the Vice-Chancellor was approved in 2004. Changes were implemented in 2005 and involved a review of the position of Deputy Vice-Chancellor and the establishment of two new senior positions: Pro Vice-Chancellor, International and Development; and Chief Financial Officer, Corporate Services.

Key senior staff appointments in 2005 included:

- Deputy Vice-Chancellor – Professor Greg Hill, formerly Dean of Education, Health and Science at Charles Darwin University took up his position at the University in March
- Dean, Faculty of Arts and Social Sciences – Associate Professor Pam Dyer
- Chief Financial Officer – Mr Robert Stratford
- Head of School, Commerce, Faculty of Business – Professor Edmond Fitzgerald
- Head of School Management, Faculty of Business – Associate Professor Jennifer Radbourne

WHO Air Quality Review

Professor Rod Simpson, Dean of the Faculty of Science, Health and Education, participated in the 2005 review of the World Health Organisation Air Quality Guidelines. Professor Simpson, an international expert on air pollution, attended the global update in Germany and his participation will assist in the formulation of the guidelines for air quality around the world.

Scientist appointed to International Journal

Senior Lecturer in Marine Science, Dr Thomas Schlacher, was appointed to the editorial board of the prestigious international journal *Marine Ecology*. The journal publishes cutting-edge articles by marine scientists from around the world and the editorial board sets the strategic direction of the journal, its content and the quality of the papers published. The Board is also tasked with identifying 'hot topics' in marine science and encouraging innovative research papers and novel applications of scientific methods.

Senior Lecturer appointed President of ASSH

Faculty of Arts and Social Sciences Senior Lecturer, Dr Tara Magdalinski, was elected President of the Australian Society for Sports History (ASSH). Dr Magdalinski, who lectures in Australian and Cultural Studies, is the first female President of ASSH and is also believed to be the youngest. ASSH focuses on examining the socio-cultural aspects of sport, and the role and significance of sport and its development in various societies and cultures.

QSA Membership

Professor Tania Aspland, who was appointed as Professor of Education in 2005, has been appointed as a member of the Queensland Studies Authority until 2008.

■ Increasing the professoriate to enhance academic leadership

The University established three new professorial positions:

- Professor of Regional Development
- Professor of Social Sciences
- Professor of Nursing

■ Encouraging and supporting staff in becoming innovative practitioners in their areas of expertise

Evaluation and Improvement of Teaching

The Evaluation and Improvement of Teaching Policy commits the University to the evaluation and improvement of teaching, and student feedback.

The purposes of this policy are to:

- encourage and support reflective practice amongst lecturers;
- maintain and develop the quality of learning and teaching in the University; and
- gather evidence that may be used to demonstrate quality teaching.

Grant Scheme

The University's Teaching, Research and Development Grant Scheme, developed in 2004, commenced in 2005 with five submissions from staff.

Indigenous Staff Scholarship

Brendan Powell of Student Services was awarded one of only five national Indigenous Staff Scholarships by DEST. The scholarship enabled Mr Powell to undertake 12 months full-time MBA study in 2005. The scholarship, with an annual value of \$31,000, is one of the largest scholarships awarded to any student at the University.

Staff Development

In 2005, 95 percent of new staff participated in Performance Planning and Review (PPR) training and all new supervisors/advisers attended relevant training. The majority of University staff has now experienced at least one round of PPR discussions with their supervisor.

Twelve applications were received for the Professional Development Program (PDP) from Teaching and Research (T&R) staff and one application from an Administrative, Professional and Technical (APT) staff member.

Eight T&R staff applications were received for promotion: three to Level D, and five to Level C. Two Level D and two level C promotions were approved. One APT staff application was received.

In 2005, 58 internal and 31 external staff development opportunities were offered to staff and 157 staff attendances were recorded at internal sessions.

The University is currently supporting 27 staff through study assistance.

■ Establishing a culture of rewarding the performance of staff

Performance Management Framework

A Performance Management Scheme was developed and implemented, comprising probation, performance planning and review, staff development, promotion, and management of unsatisfactory performance, misconduct, and ill-health.

Vice-Chancellor's Medals

The University established two new Vice-Chancellor's Medals for Outstanding Service. The first awards will be made in 2006. Four Vice-Chancellor's Medals are awarded annually.

Staff take on a Healthy Challenge

Staff at the University of the Sunshine Coast were able to sign up for an innovative new health and lifestyle program on campus. The program was developed by staff of the Centre for Healthy Activities, Sport and Exercise (CHASE).

New Certified Agreement

The University of the Sunshine Coast Certified Agreement (CA) 2004–2008 was certified on 22 November 2005 and came into effect from 28 November 2005. The CA will remain in force until the nominal expiry date of 31 July 2008. The CA provides for staff salary increases of 22 percent over the life of the Agreement.

Industrial Relations

The University responded effectively to the Federal Government's Higher Education Workplace Reform Requirements. There is an expectation that the University will receive almost \$3 million in funding in 2006.

Workplace Rehabilitation

Through a revised workplace rehabilitation program the University has reduced its workcover premium from 0.8 percent of total annual salaries to 0.2 percent.

Indicators of Success

■ Qualifications profile

According to the DEST 2004 Staff Publication Table 24, USC has the highest proportion of academic staff with Doctoral or Masters qualification of any university in Queensland, and is ranked fifth when compared to all Australian universities. (Refer to page 3.)

■ Student assessment of teaching and the proportion of staff engaged in assessments

The University has introduced a student feedback system entitled 'Student feedback on teaching' (SFT). SFT includes a standard process for collecting feedback, processing the information, and reporting results to lecturers. All lecturers will use SFT to collect and respond to student feedback on teaching at least once a year and results will be used by the University for quality assurance purposes.

■ Job satisfaction measures

Staff who resigned from USC are sent a Confidential Staff Resignation Questionnaire. During 2005, 47 staff resigned and 12 staff returned the questionnaire to Human Resources (26 percent). The three main reasons for leaving USC were change of career path, family commitments and travel. Sixty-seven percent of respondents indicated the aspects of their employment they enjoyed the most were the people they worked with and the friendly atmosphere.

■ Proportion of research active staff

The following table indicates the number of staff who have been actively involved in research. The growth in the number of research active staff grew until 2003 when the University revised the definition of 'research active' staff.

Year	Staff involved in Research
2001	41
2002	47
2003	60
2004	52

Learning and Teaching

Graduate Attributes

The University strives to enable its graduates:

To understand:

- To have relevant, discipline-based knowledge, skills and values
- To be able to apply and evaluate knowledge

To think:

- To value and respect reason
- To be able to reason competently

To learn:

- To be self-aware, independent learners
- To be able to collect, organise, analyse, evaluate and use information in a range of contexts

To interact:

- To be able to interrelate and collaborate
- To value and respect difference and diversity

To communicate:

- To speak, listen and write competently
- To be competent users of information and communication technologies

To initiate:

- To be constructive and creative
- To be enterprising

To value:

- To have self-respect and a sense of personal agency
- To have a sense of personal and social responsibility
- To understand and apply ethical professional practices

Priority: To provide a broad range of programs that reflect strongly the need and demand patterns of students and the region, and provide a learning environment that maximises students' chances of success.

In 2005 the University introduced new programs and planning commenced on a range of professional programs to be introduced in 2006 and 2007. For details of these programs refer to page 9.

■ Enhancing and promoting the unique Core Courses undertaken by all first year undergraduate students

Core Courses

Undergraduate students complete two core courses designed to provide the skills and knowledge to successfully complete tertiary study and encourage lifelong learning. Core courses in 2005 were *Innovation, Creativity and Entrepreneurship* and *Communication and Thought*.

Two major external reviews of core courses were conducted in 2005. The first, conducted by Dr Jim Beck of Beck Consulting, focused on the sustainability of core courses in the context of University growth with the main issue being efficiency of delivery of such large courses. The Beck review recommended that:

- the core courses become exemplars of the University's emerging 'hybrid learning environment' (a mixture of face-to-face and e-learning delivery modes);
- the existing core course curricula and their purposes be reviewed; and
- the Learning and Teaching Management Committee take responsibility for maintaining the framework within which core courses are designed and delivered.

The second review, conducted by Dr Duncan Nulty of Griffith University, examined the alignment of the core courses with University priorities. The Nulty review recommended that major changes be made to the design of

the core courses, including the introduction of new hybrid learning strategies. All recommendations will be implemented in 2006, including the introduction of a third core course entitled *Environment, Technology and Sustainability* to be managed by the Faculty of Science, Health and Education.

■ Fostering and supporting inter-disciplinary and inter-faculty initiatives to maximise student choice

Combined Degrees

In 2005 the University commenced delivery of three new combined degrees involving the three faculties. These were the Bachelor of Education/Bachelor of Arts, the Bachelor of Education/Bachelor of Business and the Bachelor of Education/Bachelor of Science.

■ Ensuring that emphasis is given in course and program development to the promulgation of the University's Graduate Attributes alongside the in-depth discipline based knowledge expected of graduates

Graduate Attributes

In 2004 the University identified attributes that all graduates should attain during their years of study.

In 2005, for the first time, all undergraduate programs and courses conducted by the University explicitly addressed the way in which students would achieved this set of attributes (refer to Graduate Attributes on left).

■ Ensuring that teaching is characterised by a high level of interaction between staff and students, especially expressed through staff-student ratios

Human Scale

The University is committed to 'human scale', (refer to page 10) which is a term used to indicate that all possible efforts will be made to keep student and staff interactions to a scale that encourages meaningful experiences. In 2005 the University identified the retention of small classes in most programs as a key priority in preserving and extending the institution's reputation for excellence in teaching. To support this strategy, and to understand fully the impact of small class sizes on students, an analysis will be undertaken in 2006 in relation to:

- students' small class experience; and
- interventions aimed at maintaining and improving the quality experience.

Student to Staff Ratio

Data published by the Australian Vice-Chancellors Committee (AVCC) in 2005 indicated that the University of the Sunshine Coast had a ratio of 23.3 students per academic staff member.

■ Supporting the development of library resources and IT capacity

Development of Library Resources

A 2005 survey of Library customers indicated that 89 percent of respondents reported being 'satisfied' to 'highly satisfied' with Library resources and services. Staff were identified as being a strong asset, being seen as fair, professional, friendly and providing quality service. The issue causing most concern for clients was the number of computer workstations and, despite the opening of the Library Commons in 2004, respondents indicated they would like an increase in the number of computers.

During the latter half of 2005, staff worked on the development of a continuous improvement plan which identified:

- the priority areas for improvement;
- actions that had been taken since May 2005; and
- opportunities for future improvement.

More than 33 changes and improvements were made including adding an additional 19 computers to the Information Commons, bringing the total number of computers in the Library building to 124, an increase of 300 percent since 2003. The Library communicated the results of the survey and the actions taken for improvement to the wider University community through its newsletter, *@USC Library*.

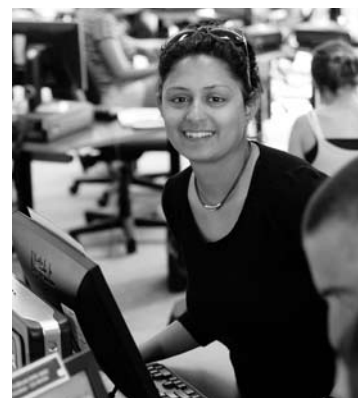
In 2005, the Library was ranked within the top four Australian universities for its expenditure on information resources, spending 45.8 percent of its 2004 budget. During 2005, the Library provided additional access to e-research databases such as JSTOR and Web of Knowledge. Through JSTOR, 821 full-text journal titles were added to the Library's growing digital collections. An additional 8,130 peer-reviewed titles were linked and searchable via Web of Knowledge. As of December 2005, the Library had 18,612 full-text titles available electronically, an increase of 39 percent from 2004.

Development of IT Services

A Leadership and Management Survey was undertaken to provide feedback on existing management practices, and the findings were used to formulate strategies to improve performance capabilities. The IT Service Management (ITIL) best practice framework that was adopted in 2004 produced improvements in operational processes in 2005. The established Information Communication Technology (ICT) governance structure continued to develop in 2005 and resulted in the development of an e-learning strategy.

University Portal

A University portal was developed during the year. Though embryonic in its present development, the portal provides a platform for the migration of a number of presently disparate data sources and the opportunity for the integration of many existing systems.



Total number of computers in the Library grew to 124, an increase of 300 percent since 2003.



The University conducted a review of the way in which workplace experiences were provided to undergraduate students.

ICT Infrastructure Projects

Information Technology Services continued to focus on the development of major ICT infrastructure projects throughout 2005:

- new storage area network was implemented to provide enhanced capabilities and support the growing needs of the University, including the needs of the managed operating environment, the large data stores required for GIS, online course delivery and information management initiatives;
- enhanced bandwidth services were negotiated to support the growing teaching, research and engagement activities of the University and an increased capacity will become progressively available over the next two years;
- the development of a managed desktop operating environment was a major initiative in 2005. Following a pilot program late in the year, an up-to-date desktop platform for both staff and students will be rolled out in 2006;
- two teaching laboratories were redesigned in 2005 to support the Bachelor of Information and Communications Technology (BICT) in the Faculty of Business; and
- the University was successful in becoming a shareholder in AARNet Pty Ltd providing the opportunity to participate in the development of the Australian University network provider, and securing an equal footing with other Universities.

■ Providing opportunities in all programs for work-related experience

Work Integrated Learning

The University conducted a review in 2005 of the way in which workplace experiences were provided to students as part of their undergraduate programs. An Internships Working Group was formed to provide guidance on the Work Integrated Learning (WIL) project. The following primary outcomes were achieved:

- a model was created that recognised the value of guest lecturers, work-related research projects, internships and placements;
- academic quality standards and assessment quality standards were developed in relation to each of the three tiers of WIL;
- a Professional Skills Set was established, which lists profession-related skills that students may be expected to acquire whilst on placement;
- an action plan of WIL implementation was drafted. This action plan includes considerations such as insurance, workplace health and safety, customer relationship management database, and marketing and promotion;
- a Smart State Internships Grant application was submitted to the Queensland Government, requesting funding for the support of internships and placements for science and technology students; and
- a list of key recommendations were put forward by the Internships Working Group, recommending in particular, the appointment of a centralised WIL Coordinator for the implementation and ongoing management of WIL at the University.

All of the recommendations of the WIL review will be implemented in 2006.



The Office of International Relations won the Queensland award for 'Outstanding Student Service to International Students.'

■ Developing a high level of service culture in student support services

International Relations wins State Award

The Student Services unit within the Office of International Relations won the Queensland award for 'Outstanding Student Service to International Students' from Overseas Student Health Cover provider, Worldcare Assist (Mondial).

■ Ensuring that teaching is informed by research

Teaching Informed by Research

In 2005, the Academic Board commenced development of a Council statement on the teaching-research nexus. In addition, a common goal on this matter was included in both the Learning and Teaching Plan, and the Research and Research Training Plan. In accordance with the actions related to this goal, the University commenced systematic collection of data about the extent and impact of the teaching-research nexus in programs in each of the University's three faculties. This data will contribute to teaching and research planning decisions to be taken in 2006.

Overall Performance in Learning and Teaching

The University's overall learning and teaching performance, as judged in 2005, is reflected in the institution's performance in the new Learning and Teaching Performance Fund. This data, related to student satisfaction, student progress and student success, reveal three important points that will influence the development of learning and teaching over the next few years.

These are:

- The University already performs very well on the 'good teaching', 'overall satisfaction' and 'generic skills' scales in the Course Experience Questionnaire. The University should deliberately invest in maintaining and improving this performance, including maintaining the provision of popular programs.
- The University needs to understand its situation in relation to student attrition and take deliberate steps to improve its apparent under-performance in this area.
- The University needs to expand provision of high demand professional courses that result in high employment rates, and extend provision of high demand postgraduate coursework programs.

These points assisted in setting priorities for 2006.

Indicators of Success

■ Graduate satisfaction with educational experience as measured through the Course Experience Questionnaire (CEQ) good teaching scale

The University's raw score for the CEQ Overall Satisfaction Index was 70.26 percent and adjusted score was 70.18 percent. On the adjusted score, the University was 17th out of 38 institutions (3rd in Queensland). The raw score for 2004 was lower than previous years (2000-2003 average was 75 percent) and in the preliminary data from the 2005 GDS the overall satisfaction is around 75 percent.

■ Student feedback on programs, courses, teaching and services

In June 2005, following two years of development and piloting, the University Council approved a new policy: Program Review and Course Evaluation Policy that requires all course coordinators to collect student feedback on courses using a common instrument.

■ Feedback from employers

Employer feedback is not currently gathered through a formal process.

■ Student-staff ratio

The University of the Sunshine Coast had a ratio of 23.3 students per academic staff member, which is above the Queensland average of 21.6.

■ Number of awards for teaching

There have been no awards for teaching received during the period under review.

From 2006, the University will maintain aggregated student feedback on teaching data, and student feedback on courses data, on the University website.

Priority: To increase the University's research profile and reputation by focusing on research which is relevant to the region and significant internationally.



Dr Alison Shapcott with PhD student Michael Powell.

Institutes and Centres

In 2005, the University maintained its focus on research relevant to the region mainly through the activities of its research institutes and centres:

- Sunshine Coast Research Institute for Business Enterprise (SCRIBE);
- Institute for Sustainability, Health and Regional Engagement (iSHaRE);
- Centre for Healthy Activities, Sport and Exercise (CHASE);
- Centre for Multicultural and Community Development (CMCD); and
- National Seniors Productive Ageing Centre (NSPAC).

Under the provisions of the University's policy on institutes and centres, SCRIBE was externally reviewed during Semester 2, 2005. The resultant report acknowledged the variety of projects conducted by SCRIBE with regional organisations. The recommendations of the review will be fully implemented in 2006.

During 2005, the University reorganised its internal grants schemes and internal research funding processes in preparation for the introduction of the Research Quality Framework (RQF) and the likelihood that the government would introduce 'third stream' funding relating to university research activities. The University also committed to a RQF trial being conducted in cooperation with the New Generation Universities.

Actions carried out were designed to:

- further define a small number of research concentration areas;
- record individual and collective research development;
- strengthen research collaborations within, and beyond, the University; and
- ensure the University's research effort more strongly reflects regional priorities.

Research Relevant to the Region

The following activities exemplify the University's commitment to research that impacts positively on the development of the Sunshine Coast, but also has relevant significance internationally.

- Dr Helen Wallace was awarded an Australian Research Council grant in 2005. Dr Wallace leads an experienced team of researchers investigating the development of the species *Eucalyptus argophloia* for sustainable hardwood forestry in low rainfall areas in collaboration with Department of Primary Industries and Forestry. Funding over three years will be approximately \$200,000.
- Dr Alison Shapcott was awarded an Australian Research Council grant to support the work of PhD student Michael Powell. Under the supervision of Dr Shapcott, Mr Powell is developing a Macadamia Conservation and Recovery Plan. The project is a collaborative one that also received funding support from the Sunshine Coast Environment Council, the Australian Macadamia Society and Queensland Herbarium. Funding over three years will be approximately \$100,000.
- PhD student Robert Lamont of the Faculty of Science, Health and Education was awarded a Smart State PhD Scholarship of \$7,000 per annum for two years from the Department of State Development, Trade and Innovation for his project, 'Now you see it, now you don't: will the Sunshine Coast's endangered *Allocasuarina emuina* be lost to urbanisation or hybridisation?'
- Growing the Smart State PhD Funding Program: Wendy Spinks, of the Faculty of Business, was awarded funding from this program for her project 'Baby boomers and beyond: customers satisfaction with high involvements services'. Ms Spinks was one of 30 successful applicants from 84 applications.

- During 2005, the Communications and Social Sciences disciplines in the Faculty of Arts and Social Sciences undertook joint research projects in collaboration with the Queensland Police Service (North Coast Region). In the latter part of the year this successful collaboration led to the development of a project application for submission for funding to the Australian Research Council. The Queensland Police Service will contribute \$50,000 over three years to the project that will involve a PhD student.

■ Increasing research output, including the production of research higher degree graduates

Research Performance

For a summary of research performance and performance-based funding from 1998 to 2005 refer to Table 4 on page 26.

Research Support

To further improve individual and institutional research capacity and performance, the University appointed additional staff to the Office of Research and strengthened support for the faculties, institutes and centres particularly in relation to the preparation of grant applications. A further strengthening of the support program has been designed for implementation in 2006.

Performance Indicators

In 2005, the University adopted seven indicators to gauge its performance on research and research training:

- research income;
- research active staff;
- research higher degree enrolments;
- research higher degree completion rates and times;
- number of organisations with which the University has active research links;
- research outputs; and
- proportion of research qualified staff.

These indicators were designed to assess:

- the University's supervisory capabilities;
- infrastructure requirements in relation to student numbers;
- appropriate staff levels required to sustain external linkages, and;
- measure the University's outcomes against national averages.

The Research Management Committee is responsible for monitoring results.

Completion Rates

The University has adopted a benchmark for the completion of higher degree by research programs of at least 65 percent in no greater than 3.5 years (full-time equivalent) for Doctoral research degrees and two years for Masters research degrees. To date, 14 students have completed higher degree by research programs.

Staff Engaged in Research

The growth of the University has been matched by an increase in the number of staff who are active researchers. The University identified 1.0 of a publication DEST point per academic staff member per year as the desired research output. The publications are required to be refereed journal articles, books, book chapters, published conference proceedings or appropriate creative works. To achieve this aim, the University provides researchers with assistance and training in the management and preparation of publications.

In 2005, 60 percent of academic staff had a doctoral qualification, which is above the national average. The University aims to further enhance the proportion of its research-qualified staff.

■ Engaging in significant research partnerships, regionally, nationally and internationally, to maximise outcomes

Research Partnerships

During 2005, existing research partnerships strengthened, particularly with organisations such as the Department of Primary Industry and Fisheries, the local councils and shires, and the National Seniors Association. In addition, new connections were established with organisations such as CSIRO, Australia Zoo, Underwater World and a range of organisations seeking to work cooperatively with the University and the Innovation Centre.

In 2005, the University continued to invest in its research partnerships involving Fraser Island, and commenced some international research projects in conjunction with the University of Wyoming (which has strong connections with Yellowstone National Park), and the University of Witwatersrand (which



The University continued to invest in its research partnership involving Fraser Island.

Table 4: Summary of Research Performance and Performance-based Funding 1998–2005

	Research Performance			Performance-based Funding			
	Research Income \$	HDR Enrolments (EFTSU)	HDR Completion	Research Publications (Weighted)	Institutional Grants Scheme \$	Research Training Scheme \$	Research Infrastructure Block Grant \$
1998	100,857	13.25	0	37.64			
1999	184,504	18	1	40.63			
2000	319,289	22.5	2	50.04			
2001	415,885	27	3	38.39	111,080	192,000	481
2002	582,020	34.75	1	63.64	119,186	305,954	3,997
2003	699,056	44.25	3	62.1	128,019	434,959	5,092
2004	757,969	45.5	4	60.76	137,834	566,925	41,880
2005					185,415	695,971	72,389

The data above demonstrates steady development, but also shows the need for accelerated improvement. This is expected to flow in the next triennium as a result of the initiatives listed above and the appointment of new senior research staff in selected areas.

has access to Kruger National Park). From 2006 the University expects to increase the number of research projects involving these three prestigious world-heritage areas.

As a further expression of the development of research partnerships, the University led the preparation of Smart State research submissions with partner organisations. They were:

- Research–Industry Partnerships Program. Automated Player Analysis System (APAS): A project to develop tracking systems for sports coaching enhancement.
- Partnerships–Alliances Facilitation Program. Subtropical Plant and Animal Biotechnology Facility: Funding sought to formulate a collaborative funding proposal to develop a biotechnology centre at the University of the Sunshine Coast.

- Applied Nanotechnology Research Centre (ANRC): Funding sought for purchase of specialist equipment for a new ANRC to be established by the University in conjunction with key industry partners.
- University Internships Program: Application for funding to support development of Work Integrated Learning activities for science and technology students.

Indicators of Success

■ DEST research indicators

See Table 4 above entitled Summary of Research Performance and Performance-based Funding 1998–2005.

■ Number of projects with a regional partner or client

There were five major projects with a regional partner or client.

Engagement

Priority: To engage in productive partnerships to further the region's interests, in particular.

■ Taking leadership in initiatives designed to foster economic and social development including the development of the Knowledge Precinct and associated Technology Park, and providing direct input to regional economic planning

Engagement Audit

In 2005, University staff undertook an audit of the regional engagement projects being conducted. Outcomes will underpin the development of the University's Regional Engagement Strategy to be finalised in 2006.

Knowledge Precinct

Refer to page 11.

Technology Park

The University of the Sunshine Coast established the Innovation Centre Sunshine Coast Pty Ltd as a subsidiary company supported by all three levels of government and by the business community. The aim of the Innovation Centre (IC) is to create jobs in knowledge-based businesses in the Knowledge Precinct developing around the University at Sippy Downs. As a first step towards achieving this aim, the Innovation Centre operates a technology business 'incubator' supporting the start-up and growth of innovative businesses.

Since opening in February 2002, the Innovation Centre (IC) Incubator has supported the start-up and growth of 15 new businesses in a variety of sectors and is now widely recognised as a breeding ground for dynamic and innovative businesses.

University Recognised by OECD

Refer to page 30.

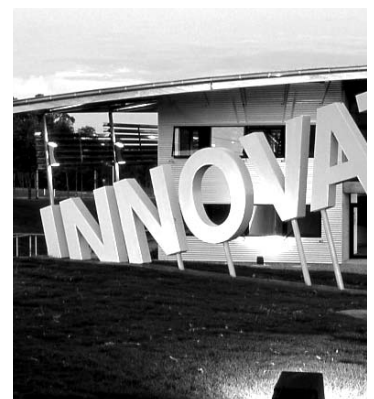
■ Participating in regional infrastructure planning and assessment, including the proposed Sippy Downs township

State of the Region 2005 – Sustainable Business

The University, in conjunction with the Committee for Economic Development of Australia (CEDA), examined the future of business on the Sunshine Coast at the inaugural State of the Region Conference. State of the Region 2005 – Sustainable Business brought together key state and regional decision-makers to discuss future trends, how to create trends and how to develop sustainable partnerships between business and local Government.

Community Groups

Senior staff of the University were actively involved in the Sippy Downs stakeholders group, the Chancellor Park Community Group and the consultation groups relating to the upgrade of the motorway and the Sippy Downs town plan. The University hosted the meetings of the Maroochy and Caloundra Councils that resulted in the Councils agreeing to jointly oversee the development of Sippy Downs in both municipalities.



The aim of the Innovation Centre is to create jobs in knowledge-based businesses in the Knowledge Precinct developing around the University.



Proving extremely popular, the number of people attending Keep PACE sessions expanded in 2005 to 579.

Community Interaction

Activity	2004	2005
School and campus visits	58	87
Headstart		
• student applications	94	145
• student enrolments	94	114
• attrition rate	30%	18%
Keep PACE		
• number of sessions offered	9	19
• total attendance	310	579
Schools Excellence Expo		
• number of entries	90	111
• number of participating schools	8	10

■ Providing continuing education aimed primarily at updating work-related skills and knowledge

Programs Designed to Increase Skills

In 2005, a series of Graduate Certificate programs were developed to provide employed professionals with upgraded skills and qualifications. The Faculty of Science, Health and Education offered teachers a program entitled *Scaffolding Action in the Middle Years* (saMY) in response to the need to increase the skills of teachers involved in the middle phase of schooling.

Australian Curriculum Studies Association

More than 200 delegates from interstate and overseas visited the University for the Biennial Conference of the Australian Curriculum Studies Association (ACSA). Conference keynote speakers were from the forefront of curriculum practice and research, internationally and nationally.

World Scallop Experts Meet

One hundred scientists, fisheries managers, economists, processors and fishermen from 15 countries met to discuss scallops as part of the 15th annual International Pectinid Workshop. The workshop discussed the world's scallop industry, the aquaculture of scallops and general scallop biology and management. The international workshop was supported and sponsored by the University of the Sunshine Coast, fisheries management agencies, hatcheries and fishing companies from around Australia.

International IT Conference

QUESTnet2005 (Queensland Education, Science and Technology Network) was supported by the University of the Sunshine Coast and hosted by the Australian Catholic University. During the conference, held at the Hyatt Regency Coolum, 300 computer networking specialists heard about the next generation of the internet (internet 2), discussed issues of IT security, wireless broadband data and the future of computer networking. The University of the Sunshine Coast will host the event in 2006, which will again be held at Coolum.

Workshops Focus on Weight and Health

Five health promotion workshops were held at the University with the focus on *'Obesity or Health at Every Size: Strategies for change'*. Facilitated by Lily O'Hara and Jane Gregg from the Faculty of Science, Health and Education, workshop participants discussed a range of issues related to people's weight and developed strategies for 'health at every size' for use in their personal or professional lives.

Keeping Pace

The Keep PACE program, a series of free information sessions and workshops for students, parents and the general community commenced in 2004. Proving extremely popular, the number of sessions expanded in 2005 to 19 with 579 people attending (refer left).

Public offered Free Career Counselling

As part of the Keep PACE Program, the University offered a series of free career counselling sessions to members of the community. These were publicised widely in the media and due to an overwhelming response, the University extended the number of sessions offered. Personal career counselling session will be ongoing throughout 2006.

The Headstart Program

The Headstart Program is designed to give high school students a taste of university and help create a seamless transition from school to university. As part of the program Year 11 and 12 students complete accredited undergraduate university courses while still at school. The Program, which commenced with a five-school trial in 2003, has become popular, so much so, that numbers were capped in 2005 to 60 students per semester. The aims and objectives of the Program were revisited during the year and it was agreed to allow for natural expansion in 2006.

Sunshine Beach State High School had a group of students who wished to participate in the Headstart Program. To meet this demand, a special session of the program was conducted at the school campus.

RoboCup

Dance, rescue and soccer are words not usually associated with robots, but for 28 teams of local school students the challenge was to build a robot to compete in one of those categories for the RoboCup spectacular. RoboCup, held at the Innovation Centre, was a joint project between Education Queensland and the University and focused on students learning the skills of collaboration and preparation while learning more about the disciplines of mathematics, science and technology.

Maths Tournament

The 2005 Maths Tournament, held in the University's Innovation Centre auditorium, featured more than 500 secondary school students, teachers and parents from across the Sunshine Coast, from Beerwah in the south to Noosa in the north. Students formed 82 teams and competed to find the maths champions.

Beerwah Testing

Twenty-six Year 8 students from Beerwah High School visited the University for sport science testing; these students would have previously had to travel to Brisbane for these services. Beerwah State High School have been the Sunshine Coast Athletics Champions for the last ten years and the University's Centre for Healthy Activities, Sport and Exercise (CHASE) is helping them continue to succeed.

Intensive Language Learning

A unique collaboration between the University, local high schools, international University of the Sunshine Coast students, staff and the community gave local high school students from Bribie Island to Coolum an opportunity to enhance their language skills. At four intensive language days held at the University during 2005, Year 11 and 12 students had the opportunity of speaking languages such as French, German, Japanese and Indonesian with native speaking international students and members of the Sunshine Coast community. Sessions incorporated vocabulary exercises, as well as activities, games, general interaction and language immersion.

Enterprising Day for Young Entrepreneurs

More than 230 business students from high schools across the Sunshine Coast attended a Business Enterprise Day. The Faculty of Business and the Business Educators' Association of Queensland jointly sponsored the day, which attracted students from Coolum State High School, Kawana Waters State High School, Beerwah State High School, Pacific Lutheran and Matthew Flinders. These school students set up and operated their own small businesses as part of their school curriculum. The Business Enterprise Day was designed to provide students with a greater understanding of entrepreneurship at work.

■ Encouraging regional support for and use of University facilities and cultural opportunities

Reform in Queensland: The Post-Fitzgerald Era

This conference provided a timely review of the reform process across the media, criminal justice, parliament, and the bureaucracy in the Post-Fitzgerald era. The University hosted the conference, in association with the Queensland divisions of the Institute of Public Administration Australia and the Institute of Management Consultants. It provided a comprehensive review of the reform process with distinguished speakers from the media, the criminal justice system, parliamentary processes and bureaucracy.

Voices on the Coast

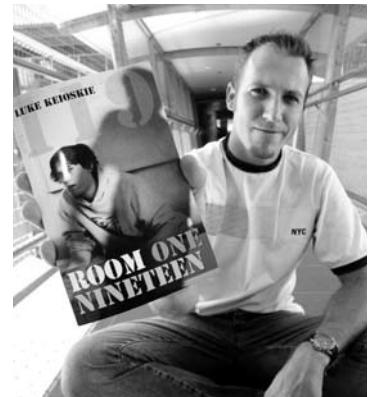
This popular annual literary festival, celebrated its tenth year in 2005 and the University of the Sunshine Coast graduate, published author and now creative writing tutor, Luke Keioskie, was one of the many presenters to take part. Mr Keioskie graduated in 2005 with a Bachelor of Arts (Honours) and his first novel, *Room One Nineteen*, was launched during the 2005 Voices on the Coast. The main attraction at the festival was Li Cunxin, author of *Mao's Last Dancer*, who spoke at a sold-out literary breakfast. Following the success of 2005 Voices on the Coast festival, Mr Cunxin returned for Voices Plus – an extension of Voices on the Coast that was held at the University on the weekend of August 20 and 21, coinciding with the University's Courses for Careers Day.



Local students welcomed the RoboCup challenge.



Professor Andy Hede, speaking at the Reform in Queensland conference.



First-time author Luke Keioskie launched his novel at Voices on the Coast.

Art Gallery Attendance Figures

Ten exhibitions were held in the University gallery in 2005 and Gallery attendance figures rose to 10,361, up almost 30 percent on 2004. A report produced by the Regional Galleries and Museums of Queensland listed the University Gallery as having the highest percentage of educational visits when compared to total visits of any gallery in Queensland. Approximately 48 percent of visitors to the Gallery were part of a school or educational group.

High school students from more than 20 high schools in the Sunshine Coast region exhibited their artwork at the Gallery as part of the Education Minister's Awards for Excellence in Art (Regional 2005).

The Gallery started the second half of its 2005 program with an exploration of the mushrooming communities on our beautiful coast. Coodabin/Shoodabin by popular Cooloom artist Blair McNamara pondered the paradoxes of the current construction craze brought on by the 'sea-change' phenomenon in the artist's seaside community of Cooloom. Of the 10 exhibitions in the Gallery in 2005, the most popular exhibition was Coodabin/Shoodabin, which attracted over 2000 visitors.

In September the Gallery hosted an exhibition of small-scale sculpture designed to complement an International Sculpture Symposium at the Maroochy Bushland Botanic Gardens. Eight artists from around the world (Japan, South Korea, Spain, France, Slovakia, USA and Australia) plus local artists took part in the exhibition of exquisite small-scale sculpture.

Gift of Aboriginal Art Work

In 2005, Chris Simon of Yanda Aboriginal Art gave Aboriginal artwork valued at \$124,000 to the University, bringing the value of his donation of artwork to around \$300,000. The large Aboriginal paintings are hung in the spacious Innovation Centre auditorium.

ASQ Concert

Australia's leading chamber ensemble, the Australian String Quartet (ASQ), performed at the University. Proceeds from the *Take Flight* concert went toward supporting the University Art Gallery. The performance included a special guest appearance by Li-Wei Qin, a gifted cellist, who has been described as a 'superstar of the cello' and whose work has received international acclaim.



Ten exhibitions were hung in the University Gallery during 2005.

Indicators of Success

■ Number and nature of regional involvements by staff

An audit is currently being undertaken, as part of the development of the University's Regional Engagement Strategy, of the number and nature of regional involvements by staff. This data will be available for the next reporting period.

■ Regionally relevant projects by research institutes and centres

The University was invited in early 2005 to participate in a project run by the Organisation for Economic Cooperation and Development (OECD) on university regional engagement. The OECD project brings together twelve regions from across the world, with a view to strengthening the contributions of higher education institutions (HEIs) to their regions. Our region – the Sunshine-Fraser Coast – involves two universities – USC and the Wide Bay Campus of USQ.

In early November, an International Peer Review Team, appointed by the OECD, visited the region. They met with key stakeholders, including students on both campuses, to test the contents of the Self Evaluation Report. Preliminary feedback from the OECD is highly complimentary of the way the University is undertaking an 'engaged' process in preparing the Self Evaluation Report. The final report will be placed on the OECD's website for international scrutiny.



Proceeds from the Australian String Quartet's Take Flight concert went toward supporting the University Art gallery.

Internationalisation

Priority: To contribute to the internationalisation of the University and of the Sunshine Coast in order to heighten international economic and academic benefits for the whole region.

■ Increasing the number of domestic students studying part of their program overseas

Overseas Study

The following table provides the number and proportion of undergraduate domestic students who have undertaken some of their studies overseas.

Year	Number of students	Total student number	Percentage
2001	20	1269	1.68
2002	26	1372	1.9
2003	25	1382	1.8
2004	41	1323	3.1
2005	48	1444	3.3

Students receive Hessen Scholarships

Six undergraduate University of the Sunshine Coast students travelled to Germany after receiving scholarships from the State of Hessen, a Queensland sister state. The students took part in International Summer University (ISU) programs in Fulda, Frankfurt, Kassel and Marburg. Five students remained in Europe to spend a full semester studying overseas as part of their degrees. The Hessen Ministry offered only 14 student scholarships in 2005, and the University of the Sunshine Coast was one of only two Queensland universities to receive them.

■ Increasing the proportion of international students in the student body

International Recruitment

The University actively recruits international students into its programs utilising a variety of means. These include recruitment agents, exhibitions, visiting VET/TAFE institutions, visiting English language schools, print and electronic publications, and pathways established with partner institutions. The latter is significant and is reflected in the number of students enrolled in the Study Abroad program. A particular challenge in achieving this goal is that the number of domestic students in the student body is growing strongly, so the base against which the proportion is measured is increasing swiftly.

Year	Award Students	Study Abroad Students	Total Students	Percentage
2003	85	88	173	5.33
2004	127	153	280	8.14
2005	173	168	341	9.10

SUNY Cortland Students Visit

Fourteen pre-service teachers from the State University of New York (SUNY) Cortland campus visited the Sunshine Coast for 15 weeks as part of an international partnership between SUNY Cortland and the University. The students spent six weeks enrolled in the Intensive Study Abroad Program before heading out into Sunshine Coast schools for a nine-week classroom student teacher practicum.



Six undergraduate students travelled to Germany on State of Hessen scholarships.



Pre-service teachers from the State University of New York Cortland visited USC as part of an international partnership.

Worldwide Appeal

The International Communication course run at the University is proving popular with both local and international students. In Semester 2, 2005 the course brought together students from Australia, Chile, Mexico, USA, Switzerland, Germany, Sweden and Japan with a third of the students in the class from overseas.

■ Increasing the number of USC staff undertaking projects involving teaching and research in collaboration with international partner universities

The Office of Learning Teaching and Research is currently collecting data in this area.

■ Degree to which the curriculum is internationalised

Measuring Interaction

Internationalisation of the curriculum is mandated in the University's Learning and Teaching Plan. An implementation process began in 2005. By the end of 2006 all degree programs will be evaluated and modified to ensure appropriate internationalisation. The process was initiated with a staff development workshop conducted by Dr Michael Singh of the University of Western Sydney.

■ Degree to which interaction between international students, and other parts of the University and the broader community is achieved

Measuring Interaction

The University is currently investigating ways to devise a suitable means of measuring interaction between international students and the local community. An obvious contribution to the goal is through the use of homestay accommodation by international students. In excess of 900 students, including short term study tour students, were placed with Sunshine Coast families during 2005.

Peace Scholarship Recipient

IDP Education Peace Scholarship recipient and sociology student, Selvarajan Natarajan, studied at the University of the Sunshine Coast during 2005. Mr Natarajan had spent many hours helping the needy in his local community, most recently in the wake of the December 2004 tsunami that struck his hometown of Chennai, India. Mr Natarajan was appreciative of his time at the University and his Peace Scholarship Program scholarship. Since its inception in 2001, the Program has allowed more than 60 students the opportunity to study in Australia.



IDP Education Peace Scholarship recipient and sociology student, Selvarajan Natarajan.

Indicators of Success

■ Number of domestic students undertaking part of their undergraduate program overseas

In 2005, 48 students chose to study part of their program overseas.

2005 Destination

Country	Students
China	2
Costa Rica	1
Finland	1
France	2
Germany	9
Italy	3
Japan	12
Korea	2
Sweden	2
Thailand	1
USA	13

■ Number of staff pursuing projects involving teaching and research with colleagues from international partner institutions

The Office of Learning Teaching and Research is currently collecting data in this area for subsequent reports.



The International Communication course attracts a diverse group of international students.

Overseas Travel

Employee	Position	Destination	Purpose	Depart Date	Days Away	Return Date	\$Cost
Administration Offices							
Birks J, Ms	Lecturer	New Zealand	Conference	26-Mar	15	9-Apr	2,602.78
Bradley M, Mr	Director of CPO	New Zealand	Conference	3-Jul	4	6-Jul	2,778.66
Buchanan C, Ms	Visiting Researcher from UK	USC, Sunshine Coast	Research	11-Nov	23	3-Dec	13,990.89
Callaghan G, Mr	Systems Accountant	New Zealand	Conference	11-Dec	4	14-Dec	1,833.76
Maguire R, Mr	Security Team Leader	New Zealand	Conference	20-Apr	5	24-Apr	716.80
Short G, Ms	Team Leader, Grounds	New Zealand	Conference	25-Jun	7	1-Jul	1,300.00
Chancellor							
Thomas P, Prof	Vice-Chancellor	Shanghai	Graduation ceremony	19-May	5	23-May	7,458.93
Thomas P, Prof	Vice-Chancellor	UK	Meeting	10-Dec	30	8-Jan	20,306.56
Thomas P, Prof	Vice-Chancellor	Japan	Sugiyama 100 yr celebration	8-Nov	8	15-Nov	4,316.50
Thomas S, Dr		Japan	Sugiyama 100 yr celebration	8-Nov	8	15-Nov	4,316.50
Faculty of Arts and Social Sciences							
Babacan H, Dr	Lecturer	China	Conference	28-Jun	14	11-Jul	2,906.96
Babacan H, Dr	Lecturer	Timor Lest (East Timor)	Meetings	25-Nov	9	3-Dec	499.57
Babacan H, Dr	Lecturer	Canada	Conference	14-Oct	15	28-Oct	3,512.30
Brereton K, Mr	Associate Adjunct Professor	Korea/Taiwan	Marketing	4-Jan	14	17-Jan	4,864.46
Brooks K, Dr	Senior Lecturer	The Netherlands	Teaching and research	17-Nov	38	24-Dec	5,242.00
Carter J, Dr	Lecturer	Sth Africa	Research	30-Mar	11	9-Apr	3,259.55
Crew G, Mr	Senior Lecturer	New Zealand	PDP and recreation leave	8-May	16	24-May	799.93
Dyer P, Assoc Prof	Dean	USA	Conference	12-Jun	9	20-Jun	5,189.44
Dyer P, Assoc Prof	Dean	New Zealand	Conference	28-Sep	3	30-Sep	1,293.73
Eddy E, Dr	Lecturer	New Zealand	Conference	25-Sep	5	29-Sep	997.45
Gopalkrishnan N, Mr	Director of CMCD	China	Conference	28-Jun	14	11-Jul	3,458.76
Gopalkrishnan N, Mr	Director of CMCD	Timor Lest (East Timor)	Meetings	25-Nov	9	3-Dec	2,115.49
Gopalkrishnan N, Mr	Director of CMCD	India	Conference	11-Dec	58	6-Feb	4,299.19
Janzekovic J, Dr	Lecturer	Sweden	Marketing	23-Feb	38	1-Apr	2,459.40
Janzekovic J, Dr	Lecturer	New Zealand	Conference	27-Sep	5	1-Oct	1,210.62
Khakbaz M, Ms	Coordinator of CMCD	China	Conference	28-Jun	14	11-Jul	3,815.26
Laura F, Ms	Lecturer	Italy	Conference	26-Jun	78	11-Sep	230.00
Laura F, Ms	Lecturer	Italy	PDP	27-Jun	78	11-Sep	2,450.46
Magdalinski T, Dr	Senior Lecturer	USA/Mexico	Institutional visits	23-Feb	19	13-Mar	9,086.29
Magdalinski T, Dr	Senior Lecturer	Holland/Germany/Hungary	Conference	3-Apr	21	23-Apr	6,000.56
Magdalinski T, Dr	Senior Lecturer	Germany/Mexico/USA	Conference	12-May	45	25-Jun	6,376.84
Magdalinski T, Dr	Senior Lecturer	UK/Europe	PDP	19-Aug	53	10-Oct	3,803.68
Magdalinski T, Dr	Senior Lecturer	Wales/Germany	British Society Sports History and for ISHPES Congress	2-Sep	10	11-Sep	1,393.11
Magdalinski T, Dr	Senior Lecturer	The Netherlands/Germany	Meeting	25-Oct	12	5-Nov	2,843.27
Mahnken P, Dr	Lecturer	Indonesia	Marketing	16-Jan	33	17-Feb	2,547.65
Mahnken P, Dr	Lecturer	Indonesia	Teaching	28-Dec	26	23-Jan	11,650.78
Matthews J, Dr	Senior Lecturer	Singapore	Multiliteracies	29-May	6	3-Jun	1,862.29
Matthews J, Dr	Senior Lecturer	South Africa	PDP	24-Oct	38	30-Nov	4,053.09
Matthews J, Dr	Senior Lecturer	Thailand	Work with Rajabat Institute	4-Dec	16	19-Dec	1,428.19
Matthews J, Dr	Senior Lecturer	Canada/USA	Conference and university visits	3-Apr	30	2-May	5,376.09

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Molloy I, Dr	Senior Lecturer	UK	Research	14-Jun	37	20-Jul	no cost to USC
Potter A, Ms	Lecturer	UK	Research	27-Dec	32	27-Jan	4,457.92
Quinn S, Prof	Professor	Taiwan	Conference	22-Jun	20	11-Jul	3,897.92
Scott J, Dr	Senior Lecturer	USA	Marketing	23-Jan	17	8-Feb	5,480.55
Stevens B, Ms	Lecturer	New Zealand	Conference	25-Sep	7	1-Oct	1,361.92
Todd K, Mr	Senior Lecturer	UK & USA	Research and exhibition	25-May	23	16-Jun	400.00
Todd K, Mr	Senior Lecturer	USA	Marketing	16-Sep	17	2-Oct	3,756.78
Weeks D, Dr	Lecturer	New Zealand	Conference	25-Sep	6	30-Sep	740.00
Faculty of Business							
Bhola S, Ms	Graduate Studies	Malaysia/China	MBA admin meetings	26-May	7	1-Jun	3,701.37
Bhola S, Ms	Graduate Studies	Fiji	MBA admin visit and AVCC project	5-Jun	8	12-Jun	2,131.04
Craddock L, Ms	Associate Lecturer	China	MBA teaching	27-Jul	10	5-Aug	3,085.58
Farr-Wharton R, Dr	Lecturer	Fiji	MBA teaching	7-Mar	4	10-Mar	1,566.82
Farr-Wharton R, Dr	Lecturer	China	MBA teaching	6-Apr	7	12-Apr	2,918.70
Farr-Wharton R, Dr	Lecturer	USA	Conference	4-Aug	9	12-Aug	3,673.15
Fitzgerald E, Prof	Professor	Fiji	MBA teaching	21-Jun	5	25-Jun	2,072.68
Fitzgerald E, Prof	Professor	China	MBA teaching	11-Aug	9	19-Aug	2,730.06
Freeman J, Ms	Teaching and Research	China	MBA admin visit	6-Jan	7	12-Jan	3,124.93
Freeman J, Ms	Teaching and Research	Malaysia	MBA admin visit	19-Feb	7	25-Feb	2,075.62
Freeman J, Ms	Teaching and Research	Malaysia/China	MBA admin meetings	26-May	7	1-Jun	3,453.29
Freeman J, Ms	Teaching and Research	South Korea	Work experience trip with 12 students	18-Sep	13	30-Sep	2,978.74
Hamer M, Ms	Lecturer	Fiji	MBA teaching	5-Jul	7	11-Jul	2,655.62
Hamer M, Ms	Lecturer	China	MBA teaching	28-Jul	7	3-Aug	2,560.20
Harker D, Dr	Senior Lecturer	Ireland/England	Marketing and research	15-Jun	27	11-Jul	6,569.86
Harker D, Dr	Senior Lecturer	New Zealand	Research presentation	14-Dec	3	16-Dec	1,020.34
Harker M, Dr	Associate Professor	Fiji	MBA teaching	8-Mar	5	12-Mar	1,750.06
Harker M, Dr	Associate Professor	China	MBA teaching	7-Apr	7	13-Apr	2,995.86
Harker M, Dr	Associate Professor	Ireland/England	Marketing and research	15-Jun	27	11-Jul	5,251.11
Harker M, Dr	Associate Professor	New Zealand	Research presentation	14-Dec	3	16-Dec	1,020.33
Heron K, Mr	Lecturer	Fiji	Teaching	1-Nov	6	6-Nov	2,231.33
Heron K, Mr	Lecturer	China	MBA teaching	23-Nov	7	29-Nov	2,720.96
Lambert C, Assoc Prof	Associate Professor	Hong Kong	Visit and work with USC PhD student	28-Jan	11	7-Feb	3,449.65
Lambert C, Assoc Prof	Associate Professor	China	MBA teaching	17-Mar	8	24-Mar	3,001.20
Lambert C, Assoc Prof	Associate Professor	China/UK	Meetings and conference	23-Jun	20	12-Jul	6,546.07
Lawley M, Dr	Senior Lecturer	Fiji	MBA teaching	27-Feb	4	2-Mar	1,533.98
Lawley M, Dr	Senior Lecturer	China	MBA teaching	17-Mar	6	22-Mar	1,044.97
Lawley M, Dr	Senior Lecturer	USA	Conference and visit partner universities	23-Apr	8	1-May	6,046.81
Lawley M, Dr	Senior Lecturer	Fiji	MBA orientation	29-Aug	5	2-Sep	1,945.26
Lawley M, Dr	Senior Lecturer	Fiji	MBA graduation	29-Sep	3	1-Oct	1,134.48
Lawley M, Dr	Senior Lecturer	Fiji	MBA graduation	29-Sep	3	1-Oct	1,823.56
Lawley M, Dr	Senior Lecturer	Malaysia	Graduation and college visits	10-Nov	10	19-Nov	3,050.89
McKelvey J, Mr	Manager	China	MBA admin visit	6-Jan	10	15-Jan	4,751.93
McKelvey J, Mr	Manager	Malaysia	MBA admin visit	24-Feb	7	2-Mar	2,587.42
McKelvey J, Mr	Manager	Fiji	MBA admin meetings	10-Apr	5	14-Apr	2,248.90
McKelvey J, Mr	Manager	USA	Conference	29-May	13	10-Jun	6,810.36
McKelvey J, Mr	Manager	China	MBA teaching	9-Nov	8	16-Nov	2,895.33
Paez D, Ms	Project Manager	USA	Meetings	29-May	8	5-Jun	1,774.53
Parle G, Ms	Lecturer	China	MBA teaching	24-Nov	5	28-Nov	1,751.51
Parle G, Ms	Lecturer	China	MBA teaching	24-Nov	7	30-Nov	3,335.79
Ralston D, Prof	Dean	USA/Mexico	Conference and visit	20-Apr	13	2-May	5,972.61
Ralston D, Prof	Dean	China	Graduation ceremony	19-May	5	23-May	7,378.54
Saunders S, Dr	Lecturer	USA	Conference	28-May	9	5-Jun	2,522.99
Saunders S, Dr	Lecturer	Fiji	MBA teaching	5-Jul	5	9-Jul	1,062.50
Sharma B, Dr	Senior Lecturer	Malaysia	Conference	14-Feb	6	19-Feb	2,480.65
Sharma B, Dr	Senior Lecturer	Fiji	Postgraduate teaching	30-May	5	3-Jun	1,617.53

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Sharma B, Dr	Senior Lecturer	Fiji	MBA teaching	22-Oct	5	26-Oct	2,013.30
Sharma B, Dr	Senior Lecturer	China	MBA teaching	9-Nov	7	15-Nov	2,302.32
Slade P, Dr	Senior Lecturer	Denmark	Conference	22-Jun	11	2-Jul	5,035.35
Trimarchi M, Dr	Lecturer	China	Networks and business	30-Jun	13	12-Jul	1,162.40
Van Akkeren J, Ms	Lecturer	USA	Conference	9-Dec	10	18-Dec	5,132.48
Vinnicombe T, Dr	Lecturer	Fiji	MBA teaching	1-Jul	7	7-Jul	2,512.86
Vinnicombe T, Dr	Lecturer	China	MBA teaching	14-Jul	7	20-Jul	3,045.29
Willcoxson L, Dr	Project Officer	Tampa/USA	Conference	19-Jun	8	26-Jun	5,045.06
Faculty of Science, Health and Education							
Aspland T, Prof	Professor	Ireland	Conference	5-Mar	17	21-Mar	no cost to USC
Aspland T, Prof	Professor	Hong Kong	Teaching	29-Aug	8	5-Sep	0.00
Aspland T, Prof	Professor	Perth/Singapore	Meetings and teaching	23-Oct	10	1-Nov	no cost to USC
Broderick D, Mr	Consultant, DPI	New Zealand	Conference	19-Jun	5	23-Jun	358.80
Brooker L, Dr	Lecturer	Chile	Symposium	1-Dec	39	8-Jan	1,278.08
Burkett B, Assoc Prof	Associate Professor	USA	Meeting-Swimming Australia	10-Jul	12	21-Jul	no cost to USC
Duquemin E, Mr	Researcher	Brazil	Conference	5-Jul	27	31-Jul	2,778.04
Elizur A, Dr	Associate Professor	Holland	Teaching	16-Sep	31	16-Oct	2,545.60
Garlick S, Dr	Professor	Sweden	Conference	3-Oct	3	5-Oct	550.02
Goddard J, Prof	Visiting Professor from UK	USC	Conference	20-Jul	34	22-Aug	2,420.95
Hopkins W, Mr	Visiting Academic from New Zealand	USC	Seminar presentation	10-Aug	3	12-Aug	750.80
Katouli M, Dr	Senior Lecturer	Sweden	PDP	18-Jan	5 months	30-Jun	1,832.62
Kurtboke I, Dr	Senior Lecturer	Germany/Turkey	PDP	11-Oct	104	22-Jan	2,663.98
Lastra M, Prof	Visiting Academic From Spain	USC	Collaboration work at USC	15-Oct	33	16-Nov	4,676.88
Mellifont R, Dr	Lecturer	UK	Sports scientist for Paralympic Team	1-May	19	18-May	no cost to USC
Neller R, Assoc Prof	Associate Professor	France/China	Marketing	4-Jan	11	14-Jan	3,494.69
Neller R, Assoc Prof	Associate Professor	Denmark/Lapland/Sth Africa	Meeting	18-Mar	23	9-Apr	6,134.63
Neller R, Assoc Prof	Associate Professor	Sweden	Conference and meeting	30-Sep	10	9-Oct	4,113.31
Ovenden J, Dr	Consultant, DPI	New Zealand	Conference	18-Jun	13	30-Jun	358.80
Sayers M, Dr	Senior Lecturer	New Zealand	Meetings	16-Sep	17	2-Oct	no cost to USC
Sayers M, Dr	Senior Lecturer	New Zealand	Meetings	25-Oct	3	27-Oct	no cost to USC
Sayers M, Dr	Senior Lecturer	South Africa	Conference presentation	7-Nov	4	10-Nov	no cost to USC
Schlacher T, Dr	Senior Lecturer	Italy/The Azores	Workshop and conference	11-May	19	29-May	3,462.89
Schlacher T, Dr	Senior Lecturer	Italy	Symposium	11-Aug	19	29-Aug	2,990.62
Schlacher T, Dr	Senior Lecturer	New Zealand	Collaborative research	6-Feb	6	11-Feb	401.00
Schwartz J, Prof	Visiting Academic from USA	USC	Meetings and consultations	21-Nov	7	27-Nov	9,056.88
Shapcott A, Dr	Senior Lecturer	PNG	Research	26-Jan	25	20-Feb	9,000.00
Shapcott A, Dr	Senior Lecturer	Brazil	Conferences	5-Jul	27	31-Jul	2,077.37
Shapcott A, Dr	Senior Lecturer	UK/Madagascar	PDP	1-Aug	190	6-Feb	4,364.70
Simpson R, Prof	Dean	Germany	Visit and meetings	12-Oct	16	27-Oct	5,721.78
Tindale N, Dr	Senior Lecturer	Sth Africa	Meetings and presentations	30-Mar	11	9-Apr	3,167.29
Tindale N, Dr	Senior Lecturer	New Zealand	Meetings	25-Apr	4	28-Apr	58.46
Information Services							
Brown C, Ms	Manager	Ireland/USA	Meeting	17-Apr	12	28-Apr	3,065.01
Gordon H, Ms	Executive Director	New Zealand	Meetings	2-Apr	7	8-Apr	2,471.23
Lenord S, Ms	Manager	Fiji	Workshop	30-Jan	4	2-Feb	1,343.33
Information Technology Services							
Addona L, Ms	Business Systems Analyst	New Zealand	Conference	12-Dec	6	17-Dec	1,017.10

Employee	Position	Destination	Purpose	Depart Date	Days Away	Return Date	\$Cost
Basnet P, Mr	Business Systems Analyst	New Zealand	Meeting	20-Apr	3	22-Apr	522.00
Buckle L, Ms	Business Systems Analyst	New Zealand	Conference	12-Dec	7	18-Dec	720.12
Dacre B, Mr	Systems Coordinator	USA	Conference	19-Mar	8	26-Mar	4,194.82
Gorbett P, Mr	IT Coordinator	New Zealand	Conference	4-Apr	6	9-Apr	2,513.94
Klinkert M, Mrs	Executive Director	New Zealand	Conference	3-Apr	7	9-Apr	2,399.28
Mahoney B, Mr	Manager	New Zealand	Conference	3-Apr	7	9-Apr	2,411.17
International Relations							
Balfour C, Mr	Project Manager	Sweden	Marketing	12-Jan	33	13-Feb	8,241.38
Balfour C, Mr	Project Manager	USA	Visiting partner institutions	15-Apr	17	1-May	6,235.67
Batzloff J, Ms	Relationships Officer	Mexico	Marketing	14-Feb	22	7-Mar	7,100.43
Batzloff J, Ms	Relationships Officer	USA	Marketing	30-Sep	16	15-Oct	4,055.35
Craig M, Ms	Marketing Officer	India	Marketing	13-Feb	14	26-Feb	4,953.01
Craig M, Ms	Marketing Officer	Thailand	Marketing	15-May	16	30-May	3,650.79
Craig M, Ms	Marketing Officer	USA	Marketing	24-Sep	21	14-Oct	6,510.85
Eckard L, Ms	Coordinator	Germany	IDP Tour 2005	3-Nov	19	21-Nov	5,177.57
Elliot R, Prof	Pro-Vice-Chancellor	Japan/Korea	Institutional visits	15-Jan	13	27-Jan	7,564.13
Elliot R, Prof	Pro-Vice-Chancellor	China	Institutional visits	4-Mar	14	17-Mar	2,593.40
Elliot R, Prof	Pro-Vice-Chancellor	Poland	Conference	10-Sep	17	26-Sep	6,743.12
Elliot R, Prof	Pro-Vice-Chancellor	Korea/Japan/Malaysia	Malaysia graduation	5-Nov	9	13-Nov	2,835.67
Elliot R, Prof	Pro-Vice-Chancellor	Germany	Ambassadors tour	6-Dec	14	19-Dec	2,733.99
Elliot R, Prof	Pro-Vice-Chancellor	USA	Conference	23-Mar	8	30-Mar	4,217.17
Elliot R, Prof	Pro-Vice-Chancellor	Hong Kong	Conference	8-Jun	6	13-Jun	1,813.68
Hardy D, Ms	Admissions Officer	Taiwan/Korea	Marketing	1-Mar	12	12-Mar	7,109.57
Jones Y, Ms	Executive Director, Education Queensland	USA	Visiting institutions-(non staff)	8-Apr	24	1-May	11,920.21
Martin K, Ms	Planning Officer	New Zealand	Conference	9-Dec	9	17-Dec	1,052.99
McGowan G, Mr and Spierings K, Ms	Education Queensland	USA	Marketing	5-Dec	47	21-Jan	5,641.89
Robertson A, Ms	Academic Coordinator	China	Marketing	24-Jun	17	10-Jul	3,346.30
Solomon K, Ms	Director of Studies	Solomon Islands	Supervise exams	24-May	4	27-May	1,238.30
Solomon K, Ms	Director of Studies	Solomon Islands	Supervise and run IELTS exams	22-Nov	4	25-Nov	2,240.45
Tamba E, Ms	Manager, Recruitment	Japan/Korea	Marketing	15-Jan	12	26-Jan	4,580.46
Tamba E, Ms	Manager, Recruitment	China	Marketing	22-Feb	28	21-Mar	5,084.41
Tamba E, Ms	Manager, Recruitment	Korea/Japan	Universities visits	29-Oct	18	15-Nov	5,708.66
Vuille J, Ms	Admissions Officer	Switzerland	Visiting agents	24-Jan	3	26-Jan	113.10
Vuille J, Ms	Admissions Officer	Japan	Marketing	26-May	11	5-Jun	3,323.79
White G, Mr	Associate Director	South Africa	Marketing	2-Feb	18	19-Feb	5,634.61
White G, Mr	Associate Director	Germany	Marketing	14-Apr	23	6-May	9,346.93
White G, Mr	Associate Director	Mexico/USA/Canada	Marketing and conference	22-May	58	19-Jul	8,669.95
White G, Mr	Associate Director	Poland/USA	Marketing and conference, institutional visits	10-Sep	38	17-Oct	14,162.72
Student Affairs							
Deacon P, Mr	Senior Business Analyst	USA	Conference	19-Mar	8	26-Mar	4,175.90

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