Context

CQU continues to evolve as a strong player in Australian Higher Education. While sharing some characteristics with other universities in Regional Australia, it continues to develop its own unique characteristics, which allow it to contribute to five Central Queensland local communities (Bundaberg, Emerald, Gladstone, Mackay and Rockhampton); to the Central Queensland Region; to the State of Queensland; to national Australia; and to international communities, regions and countries.

CQU has a credible reputation for supporting its students, wherever they are located; for identifying and responding to the needs of its Central Queensland communities; for the flexibility of its program delivery; for the employment success of its graduates; for the durability, creativity and responsiveness of its staff to changing circumstances; and for successfully catering for a rapidly expanding international student population. It has developed one of the most multicultural profiles of any Australian university and thus has the opportunity to culturally enrich its programs and the experiences of its students and staff.

The 2003-2007 Strategic Plan recognises that the University is operating in a complex environment where challenges and opportunities abound. These challenges and opportunities arise from a range of sources:

- the changing nature of the regional communities we serve, with recent impacts of drought and significant industrial developments being particularly noteworthy;
- the increasing social and economic emphasis on globalisation and commercialisation with the recent impact of terrorism, warfare and global transmission of diseases creating a new layer of challenges;
- the preoccupation of the Australian community with the changing nature of the world in relation to economic, social and political contexts;
- the changing nature of career and employment opportunities for our Australian and international students and of visa and residency requirements of our international students;
- the changing and heightened expectations of an increasingly diverse student population
- the changing nature of work and associated staff performance;
- the need for lifelong learning to support career change and development;
- entry into a new set of Enterprise Bargaining negotiations for the period 2003-2006;
- an increasingly competitive higher education sector which will undergo some significant redefinition when the outcomes of the Commonwealth Government Review of Higher Education are promulgated and implemented during the period 2003-2006;
- the ever-expanding suite of legislation affecting the operations of the university and the financial impacts of compliance; and
- cost escalations which have exceeded revenue escalation.

During its first decade of operation as a university (1992-2002), CQU developed a complex structure of campuses reflecting its commitment to providing higher education opportunities for students in Central Queensland and Australia and, through commercial approaches, to extending those opportunities to international students. During that first decade and in the years since, technological developments have been harnessed to increase the speed of response to student demand wherever it is located and to enhance the quality and standards of our educational programs and our teaching. Academic and social support programs continue to be developed for our students so that their prospects of success are strengthened.
2005 has been a significant year in the transition and strategic reshaping of the University. In accordance with the recommendations of the Phillips Curran Report, a comprehensive strategic plan for the period 2006-2011 was adopted by Council in August 2005.

The 2005 Annual Report is the last report by the University against progress on the 2003-2007 Strategic Plan.

Vision Statement

Our vision is to be:

- a unified university, delivering a diverse range of programs at campuses in several Australian states and at a number of overseas locations;
- acknowledged universally as a leader in flexible teaching and learning and well focused research;
- acknowledged as contributing strongly to the sustainable development of the communities and regions in which we operate.

We will strengthen our essence as a university while operating successfully in an increasingly commercial and competitive world.

Mission

Central Queensland University will provide:

- local, national and international programs of education, research and scholarship and hence bring intellectual, social, cultural and economic benefits to the Central Queensland region, Queensland and Australia.

Values

The University values and has a commitment to demonstrate:

- excellence in its teaching and research programs, and in the quality of its graduates;
- excellence in research processes, ethics and outcomes;
- engagement with and relevance to its local Central Queensland communities and industries and to the broader national and international communities;
- a global outlook in relation to its standards, its curriculum, its campuses, its students and its staff;
- inclusiveness, flexibility, accessibility, equity and the use of appropriate technology in the delivery of its programs;
- teaching methodologies and media which cater to the diversity of learners’ needs, their individual learning styles and the creativity of staff;
- professionalism and integrity in all the operations which support its mission;
- a learning and workplace environment that encourages and supports the well-being of students and staff and requires students and staff to demonstrate honesty, courtesy, tolerance and civility;
- responsiveness to the increasing need to address, in both its programs and its operations, global issues of environmental sustainability; and
- an overall approach that values innovation and a determination to lead positive educational change.

The CQU learning community will be characterised by:

- a commitment to the principles of lifelong learning and information literacy;
- the acquisition of knowledge, skills, processes and values to enable positive participation in an ever-changing world; and
- the development of learning values and strategies appropriate to a wide range of learning environments.
## Strategic Plan 2003 – 2007

### Goals

**Goal 1:** CQU will have appropriate management, governance structures, quality systems and processes in place to enable corporate goals to be met.

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<tr>
<th>Priority Objectives</th>
<th>KPIs</th>
<th>Outcomes</th>
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<td><strong>1.1</strong> To develop and implement a coherent framework and set of processes for effective, ongoing institutional planning.</td>
<td><strong>KPIs</strong>&lt;br&gt;- Strategic Plan completed and revised annually by June each year.&lt;br&gt;- Annual Operational Plans constructed and revised (30 Nov. each year).&lt;br&gt;- Annual Budget constructed to support Strategic and Operational Plans (30 Sept. each year).</td>
<td><strong>Outcomes</strong>&lt;br&gt;- Third year of Strategic Plan 2003-2007&lt;br&gt;- The renewed institutional strategic plan was adopted by Council in August 2005. An enhanced framework to underpin operationalisation is being progressed.</td>
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<td><strong>1.2</strong> To implement systematic reviews of courses, programs and research direction to enhance the quality of teaching, learning and research across the University.</td>
<td><strong>KPIs</strong>&lt;br&gt;- University Strategic Plan for Research finalised and approved – June 2003.&lt;br&gt;- University Strategic Plan for Teaching and Learning finalised and approved – September 2003.&lt;br&gt;- Review of programs across the university completed September 2003 and implementation commenced December 2003.&lt;br&gt;- Review of academic legislation, policies and procedures for all campuses completed and submitted June 2003 and resulting revisions introduced December 2003.</td>
<td><strong>Outcomes</strong>&lt;br&gt;- Completed&lt;br&gt;- Completed&lt;br&gt;- External review of the Institute for Sustainable Regional Development completed - very positive and accepted by the Academic Board with continued operation for a further three years until internal review.&lt;br&gt;- Staff Development Plan and Policy approved and promulgated.&lt;br&gt;- Content Management System developed to enable an authenticated database for all University policies&lt;br&gt;- Consultation began for the first five-year Information Technology in Learning and Teaching Plan</td>
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<td><strong>1.3</strong> To ensure that the most appropriate student-centred systems, processes and support mechanisms are in place to facilitate equitable access, academic progress and success for all CQU students.</td>
<td><strong>KPIs</strong>&lt;br&gt;- All processes and systems related to enrolment, recording of examination results and graduation are reviewed annually (September 2003, 2004, 2005) and improvements introduced for following year (January 2004, 2005, 2006).&lt;br&gt;- Investigation, resolution and implementation of structural enhancements/upgrades to Peoplesoft and other strategic IT platforms.</td>
<td><strong>Outcomes</strong>&lt;br&gt;- Student Service Line Action Requests analysed and recommendations made.&lt;br&gt;- Priority was given to meeting the increased reporting and compliance requirements arising out of new legislation, DEST guidelines and the Higher Education Information Management System of Minister Nelson’s Higher Education reforms.</td>
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### Priority Objectives

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<th>Priority</th>
<th>Description</th>
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<tr>
<td>1.4</td>
<td>To ensure improvements required by Queensland Audit Office are implemented and that unqualified audit certification of annual accounts becomes a predictable annual outcome.</td>
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<td>1.5</td>
<td>To identify and implement strategies for cost containment and revenue expansion.</td>
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<td>1.6</td>
<td>To develop appropriate costing strategies to enable coordination of revenue and expenditure and to measure the impact of business decisions across all programs and activities.</td>
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<td>1.7</td>
<td>To ensure that the most appropriate communications and information technology infrastructure are in place to support the staff and students of the University.</td>
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#### KPIs

- Favourable audit reports received.
- Annual accounts certified without qualification by mid March each year.
- Cash deficit for 2003 reduced to less than $1mil (31 December 2003).
- Cash surpluses achieved in subsequent years (December 2004, 2005, 2006).
- A revenue enhancement strategy developed by December 2003 to identify, investigate and assess emerging commercial opportunities.
- Costing approaches for current programs and courses on Central Queensland campuses developed and approved – December 2003.
- Costing approaches for delivery of programs in international campuses (AICs) and in overseas locations – December 2003.
- All new course and program proposals include an approved costing formula prior to consideration for implementation – October 2003.
- Online handbook further developed – June 2003.
- Preparation for change from WebCT to Blackboard as course delivery tool completed – December 2003.
- Post implementation review of the Next-Generation Videoconferencing (video over IP) completed July 2003 and required adjustments made December 2003.

#### Outcomes

- Achieved
- Achieved
- 2003 – Deficit $4.6m
- 2004 – Surplus $16.5m
- 2005 – Surplus $31.6m
- Work is continuing based on Philips Curran Report recommendations.
- The Vice-Chancellor is directly overseeing the development of high level business planning, costing and pricing recommendations made in the Philips Current Report. Considerable work was invested during 2005 and as at end of the reporting period work was significantly completed.
- Completed in 2003. Faculties and Divisions now moving towards using standard University template for websites.
- Online Handbook improvements completed in 2003 with further improvements ongoing.
- Blackboard implemented as the University’s supported learning management system. Technical and staff development support provided.
- Post implementation review of the Next-Generation Videoconferencing completed in 2003.
### Priority Objectives

1.8 To have systems in place to meet the standards of an AUQA audit whenever scheduled.

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| • Self-assessment and mock audit completed March 2004.  
  • Adjustments and improvements made December. | • Self Review occurred in late 2004. Reports from the Self Review informed the development of the Trial Performance Portfolio submitted to the Trial Audit Panel in late March/early April 2005.  
  • The CQU Performance Portfolio was submitted to AUQA in early July 2005. The Audit occurred in September and October 2005. CQU anticipates that the University will receive the audit report during the first quarter of 2006. |

**Goal 2:** CQU will develop mutually beneficial partnerships with its rural, regional and international communities. There will be knowledge exchange through teaching, research and consultancy.

### Priority Objectives

2.1 To improve knowledge of, interest in and support for CQU and its programs within the local, regional, national and international communities in which it operates.

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| • Community surveys about CQU undertaken, compared annually and appropriate strategies built into annual revisions of strategic plan – October 2003, 2004, 2005. | • The Division of University Relations participated in the CQU’s Centre for Social Science Research’s 7th annual Central Queensland Social Survey. This was a follow-up to a survey conducted in 2003 to research:  
  1) the University’s reputation in the CQ community;  
  2) the demand for university in CQ; and  
  3) brand recognition.  
  • Research was undertaken by a marketing consultant in preparation for the development of a new brand positioning strategy.  
  • IDP Education Australia Limited benchmarking research for Australian universities international marketing and recruitment in Term 2 2005 provided information for strategy development. |
### Strategic Plan 2003 – 2007

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| **2.2** To develop procedures for ensuring that our campuses, programs and research contribute to the development of sustainable management practices. | - Research and publications of Institute for Sustainable Regional Development (ISRUD) receive regional and national acknowledgement for their contribution to sustainable management practices.  
- Centre for Environmental Management develops programs and demonstrates contributions to sustainable environmental management.  
- CQU as an organisation demonstrates reduction in consumption of water and electricity and demonstrates sustainable management of all resources. | - Strong partnerships established with government, industry and the community. Strong strategic research and commercial linkages also established with networks of national Universities such as the ARC networks and Centres of Excellence.  
- CQU played a major role in contributing to State and Federal Policy on sustainable regional economic development.  
- Following significant savings achieved in 2004 CQU continued to review usage and supply contracts during 2005 to ensure the sustainable management of resources. The Tertiary Education Facilities Management Association 2004 Benchmark Report highlighted the need to make a commitment to environmental management initiatives. |
| **2.3** To continue to improve the participation, retention and success rates of equity groups targeted by CQU. | - Numbers, retention, progress and graduation rates of students from low socio-economic backgrounds, disability groups and women in non-traditional areas of study increased by 5% per annum. | - CQU continues to strive to meet DEST access, participation, retention and success targets. |
| **2.4** To continue to improve participation, retention and success rates of indigenous students. | - Number of indigenous students participating in access and undergraduate programs increased by 5% - annually.  
- Retention, progress and graduation rates of indigenous undergraduate students improved by more than 3% - annually.  
- Numbers of indigenous students enrolled in postgraduate studies with CQU increased annually.  
- Numbers of indigenous postgraduate students completing programs of study increased annually. | - Student participation rates from 1999–2004 saw an increase from 1.99 to 3.13 on the DEST formula. 2005 followed the trend in the university and nation wide with a decline in student numbers. CQU’s decline was due to short term reduction in academic staff at Nulloo Yumbah necessitating a drop in enabling access numbers.  
- Retention figures indicate a decline since the introduction of the enabling program. DEST policies do not recognise enabling completions as ‘retention’ or ‘success’. If enabling students progress to undergraduate these numbers are reflected in access figures only.  
- Numbers remained relatively stable during 2005.  
- Postgraduate completions remained stable. Our second ATSI PhD graduated in 2005. |
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| **2.5** To work in partnership with Regional Development Organisations (RDOs), Area Consultative Committees (ACCs) and ATSIC for appropriate program, research and consultancy development. | - Current and proposed programs, research and consultancy reviewed and developed in consultation with Regional Development Organisations, Area Consultative Committees and ATSIC – September 2003.  
- Evaluation of programs include feedback from RDOs, ACCs and ATSIC – December 2003. | - The Office of Research liaises regularly with RDOs in the area and endeavours to establish and maintain such links in all cities which host a CQU campus. Open fora are conducted by the Office, with RDOs, ACCCs and similar agencies encouraged to attend and participate, with special reference to regionally relevant research.  
- RDOs and ACCCs are involved in reviews and commentary through public invitations to comment and make submissions on Faculties, Centres and programs. |
| **2.6** To engage CQU Alumni in promotion of the University and in mentoring and supporting current students. | - CQU Alumni profiles regularly published in all CQ communities.  
- A trial Alumni Mentor Program introduced on one CQ campus and one AIC – December 2003. | - Key alumni profiles regularly published in newspapers and University publications. A new testimonial database was established to hold graduate stories and publish them across the CQU website.  
- Alumni encouraged to attend CQU events including a VIP luncheon at the Multicultural Fair and Open Day in Rockhampton. Also an evening function was held in Brisbane. A group of Alumni have been receiving UniNews on a regular basis. Several stories have been submitted as a result.  
- A low key approach will continue until the divisional restructure is completed. |
| **2.7** To respond effectively to Government incentives for regional development. | - Analysis of incentives for regional development offered at both State and Commonwealth Government levels and determination of strategies for adoption by CQU – June 2003.  
- Successful application of these incentives to CQU  
  - research funds  
  - capital development funds  
  - scholarship and student support funds  
- Increased participation of international students in CQU programs at CQ campuses December 2003 (2004 & 2005). | - CQU continues to investigate all opportunities for regional development, and to engage with local, state and Commonwealth Governments and their agencies to ensure continued regional development.  
- CQU achieved an increase of 10.7% in undergraduate international students and a massive 61.6% increase in postgraduate international students on CQ campuses. |
### Strategic Plan 2003 – 2007

**Goal 3:** CQU will maintain its standing as a successful provider of programs for international students. It will emerge as a unified university in which the integration of programs for international and domestic students is a distinguishing characteristic. The whole academic and social experience of our students and staff and the fabric of our communities will be enriched by the diverse cultural mix of our students and teaching locations.

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| **3.1** To ensure all programs and courses are current in terms of global developments. | - Annual evaluation mechanism developed for curriculum review and implementation of changes identified as necessary  
  - Mechanism developed by September 2003  
  - CQU assessment guide developed and published for staff and students.  
  - Mandatory course and teacher evaluations implemented across all sites. Data publicly available on University website  
  - The Graduate Destination Survey/Course Experience Questionnaire received over 70% response. 5 stars for 4 criteria  
  - E-Graph and Axapta system implemented to improve workflow and expedite delivery of materials to students. |
| **3.2** To ensure all staff have development opportunities appropriate to teaching and research in a global environment. | - Staff development programs constructed to achieve this goal by December 2003 and introduced across the University by December 2004. | - 2005 Teaching Showcase held to showcase teaching issues related to working in a global environment. Refereed papers were published on the Studies in Learning, Evaluation, Innovation and Development website [URL: http://sleid.cqu.edu.au/]  
  - Graduate Certificate in Flexible Learning, resource based website offered to all staff.  
  - Staff Development Calendar promulgated on website |
| **3.3** To review current approaches to the management of program delivery for international students and change where appropriate. | - Council working party and senior management complete a review of current management of international program delivery – June 2003.  
  - Council, management and staff determine the overall strategy to be adopted by the University in relation to internationalisation for the period 2004-2010.  
  - partnerships  
  - contractual arrangements  
  - locations  
  - delivery methods  
  - programs by December 2003. | - Phillips Curran external review consideration and implementation begun (faculty amalgamation).  
  - Major review of structuring of C_ Management Services continued through 2005.  
  - Umbrella contract designed and drafted for all Raffles Education Corporation’s Asian operations |
### Priority Objectives

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<td>3.4 To harness opportunities for CQU in the international education sector.</td>
<td>Integrate the identification of emerging opportunities for the provision of international education services in the strategic planning process. Develop an international education strategy by December 2003 to investigate and assess identified opportunities.</td>
<td>International Propositions developed Involved internal and external stakeholders to identify market opportunities, and responded through presentation to senior executive as appropriate.</td>
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<td>3.5 To prepare CQ communities for the introduction of international students to all CQ campuses.</td>
<td>Campus strategies developed by all CQ campuses for the introduction of international students. Resource needs assessed. Cultural awareness programs developed for staff, local students and local communities.</td>
<td>All campuses profiled in marketing materials. Development of program offering schedule Development of issues frame identifying areas to be addressed for preparedness Increased community involvement and awareness, especially through job network building for international students</td>
</tr>
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<td>3.6 To continue to be an active participant in the Queensland Government program for attracting international students to Queensland.</td>
<td>CQU demonstrates successful participation in international markets identified as priority areas by State Government. CQU contributes to the identification of markets for the State to pursue. CQU continues to attract state and national recognition for its success as an exporter of educational programs.</td>
<td>Continued successful recruitment from identified countries particularly India and China. Participation in market development with QETI in Japan and China. Won National Export Award for Education</td>
</tr>
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<td>3.7 To ensure CQU meets the expectations of students, staff, State and Commonwealth Governments in terms of student support, customer service, and academic standards</td>
<td>Annual surveys of staff and student satisfaction introduced and repeated annually - introduced by December 2003 - implemented annually thereafter - changes made in light of outcomes. CQU continues to demonstrate Educational Services for Overseas Students (ESOS) Compliance through successful ESOS audit outcomes.</td>
<td>Completed scheduled audits and staff training for ESOS compliance at Central Queensland regional campuses and all onshore international campuses. Audits also complete at Fiji, Shanghai and Singapore sites.</td>
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**Goal 4**: CQU will respect the diversity of its student population by responding flexibly to the learning needs of students.

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| **4.1** To evaluate, develop and update, in annual cycles, the Teaching and Learning Management Plan. | All Faculties have Teaching and Learning Strategic Plans – June 2003  
Faculty Plans inform the review of the University’s Teaching and Learning Management Plan – December 2003. | Faculties were not required to produce Teaching and Learning plans due to the organisation review, however Deans and Directors will report annually against KPIs in the University’s Teaching and Learning Plan. |
| **4.2** To introduce and regularly update staff induction and training programs which will include the teaching requirements and learning outcomes expected within the Faculties and Schools. | A program developed and trialled in at least one school within each Faculty – December 2003.  
Program refined and implemented across the University – December 2004. | Teaching showcase to enhance Learning and Teaching at CQU was conducted. |
| **4.3** To further develop and constantly update the appropriateness and effectiveness of strategies to support learning being used with all groupings of students in all locations. | Staff and student evaluations of teaching and learning implemented – December 2003.  
Programs and program delivery adjusted as a result of review findings – Annual. | Mentoring program for off-campus students enhanced.  
Review of Blackboard and ISL conducted and recommendations implemented.  
Developed manuals to assist lecturers with assessment, student support, BlackBoard, Distance Education, Print, Teaching Online.  
STEPS bridging program available face-to-face and externally. |
| **4.4** To develop the Learning Evaluation Innovation and Development (LEID) Centre as a 'nerve-centre' to support further developments in flexible learning through research and information dissemination. | Director of LEID Centre appointed – June 2003.  
Report on attrition and retention published.  
Framework for evaluating courses developed. |
### Priority Objectives

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<tr>
<td>4.5</td>
<td>To review resourcing policies for teaching and learning to establish quality learning outcomes for all students in all locations.</td>
<td>- As part of annual budget process review university wide and faculty allocations to distribute funds appropriately.&lt;br&gt; - All Faculties and Campuses have funding appropriate to the learning needs of their students and teaching needs of their staff.</td>
<td>- CQU has continued to achieve substantial growth at the Australian International Campuses, which provided the University the opportunity to renew its strategic focus. 2005 has been predominantly a year of consolidation and transition.</td>
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**Goal 5:** CQU will have an international research reputation while contributing research-based knowledge and applications to the community it serves.

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<tr>
<td>5.1</td>
<td>To identify and respond strategically to opportunities for research and consultancy development at regional state, national and international levels.</td>
<td>- Increased research funding achieved by CQU from business and industry, Commonwealth, State and overseas governments.  - Measured annually.&lt;br&gt; - CQ communities are well informed of CQU’s research and consultancy capabilities and achievements - newsletters produced - researchers invited to speak to business and professional groups&lt;br&gt; - Increased number of approaches from CQU communities for research and consultancy support.</td>
<td>- Research funding provided by external agencies in 2005 demonstrates a continued effort to secure independent income streams for research at CQU. Commonwealth and State funding for research also remained static, with no defined growth.&lt;br&gt; - The research community is making itself more accessible by way of public seminars, a research expertise public website, guest lecture series and presentations by invitation. The Office of Research assists in developing relationships between researchers and the wider community.</td>
</tr>
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<td>5.2</td>
<td>To develop and regularly update the CQU Research Strategic Plan, taking into account national and state priorities, local capabilities and international opportunities.</td>
<td>- Research Strategic Plan finalised and approved – June 2003.&lt;br&gt; - Faculty and Centre plans adapted to support the University’s Research Strategic Plan – December 2003.</td>
<td>- The new Research Strategic Plan will be generated in 2006 and will be informed by the revised Faculty structure and the development of defined areas of research strength.</td>
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### Strategic Plan 2003 – 2007

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| 5.3 To encourage staff to improve their qualifications and research skills and to support staff and students undertaking research consistent with the Research Strategic Plan. | - Incentives and rewards developed for staff who complete research higher degrees.  
- Target academic staff recruitment to people with qualifications and research expertise supportive of Research Strategic Plan.  
- Staff development programs to assist in the acquisition of research and supervision skills introduced by Research Service Office and access by staff. | - Completion results in an increment in staff wages.  
- Staff development through the Research Office focusing upon supervisory skills, generic skills and enhancing skills for publishing of refereed journals. |
| 5.4 To develop the scholarship of teaching and learning as a valued research direction for staff at CQU. | - LEID Centre established and first annual plan for research into teaching and learning developed and promulgated – December 2003. | - Teaching and Learning Plan approved in 2005. |
| 5.5 To increase the number of CQU staff receiving national and international recognition for their research. | - Number and range of staff invited to present at internationally recognised conferences increased.  
- Number and range of staff having research published in national and international refereed journals increased. | - Staff at CQU continue to publish their research outcomes in national and international refereed publications, which ensures higher profile for both the individual and the University as an institution. |
| 5.6 To investigate commercial opportunities for intellectual property. | - Strategic Plan for management and commercialisation of Intellectual Property (IP) developed and approved – December 2003. | - Commercialisation is managed through the provisions of the University’s IP and Moral Rights policy.  
- CQU has developed a database and associated procedures for management of IP and commercialisation. |

### Multimedia award

CQU staff received various accolades throughout the year including Faculty of Informatics and Communication Associate Lecturer in Multimedia, Qing Huang, who was invited to Beijing in October 2005 to receive the first prize in an international competition conducted by China’s Central Television (CCTV). The award follows his recent visit to the United States where he exhibited his short multimedia piece entitled ‘The Way’ at the 28th Asian American International Film Festival 2005. ‘The Way’ adapts ancient Chinese art principles to create a new media art form. Traditional Chinese brush-stroke methods and aesthetic principles are simplified and codified using modern computer imagery techniques. Qing Huang has also been invited to submit multimedia animation material in 2006 for possible inclusion in Sesame Street.