

Annual Report 2005  
The Year in Review



# Annual Report 2005

## Facts at a glance

The University of Western Sydney (UWS) is a young institution that shares the spirit, determination and sense of purpose of the growing region of Greater Western Sydney. Its unified and integrated approach has been built on a long tradition of commitment to students and the Region. It stands as a testimony to the aspirations and energies of staff and supporters, and to their collective beliefs in the purpose and future of the University.

### General

- 6 teaching campuses across the Sydney basin
- 35,372 student enrolments
- Total income: \$363.2m
- Operating expenditure: \$354.1m
- Operating surplus: \$9.0m
- Net assets: \$677.7m
- Self generated income represents 33.8% of total revenue

### Students

- Of the 35,155 student enrolments:
  - 19,734 are female
  - 15,638 are male
- 24,057 Equivalent Full Time Student Load (EFTSL)
- 78% of all student enrolments are in undergraduate programs
- Over 50% of students enrolments are concentrated in two fields of study – Management and Commerce (30.2%) and Society and Culture (20.3%)
- Nearly 46% of students study at two campuses – Parramatta (23.4%) and Penrith (22.5%)

### Staff

- 2182 full-time equivalent staff
  - 925 academic staff
  - 1184 general staff
- 149 external appointments made
- 32 academic promotions made

### Research

- 50% of external research income is from industry or sources other than Australian Commonwealth Grants
- 15 new Australian Research Council (ARC) linkage grants secured
- 7 Research Centres
- University Research themes = Water, Culture and Community, Children's Future and Urban Development
- 15% increase in peer-reviewed publications

### Library

- 1.9 million individual visits
- 7.8 million successful hits on web site per month
- 746,549 physical items lent during the year
- 68,226 items requests through campus library loan service
- 802,674 monograph volumes (48,493 new in 2005)
- 55,000 serial titles and 4,600 monograph titles available online
- 1,067 discipline specific information literacy sessions delivered

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# Letter of Submission

28 April 2006

Dear Minister,

The Board of Trustees of the University of Western Sydney has the honour to submit the Annual Report of the proceedings of the University and audited financial statements for the year ended 31st December 2005, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

The Annual Reports and Financial Statements have been prepared in accordance with the Annual Reports (Statutory Bodies) Act 1984 and the Public Finance and Audit Act 1983.

Yours sincerely,



John Phillips, AO  
Chancellor



Professor Janice Reid, AM  
Vice-Chancellor



The Board of Trustees

# Chancellor's Message

In last year's Annual Report, I said the Board of Trustees had "endorsed a bold vision for the University's growth over the next decade". 2005 was the first year of implementation of that vision.

I would like to begin my Message this year by complimenting the staff of the University on the initial progress made. Not all the achievements had their genesis in 2005, of course. Many were the result of efforts in earlier years but the outcomes in 2005 were commendable.

We committed to the beginnings of a substantial investment program in teaching infrastructure and in research. On the other hand, we sought to achieve economies in operating expenditure by removing unnecessary duplication, using technology more effectively and reducing the reliance on casual staffing where practicable. We budgeted for a modest deficit, but the efforts of the staff meant that we actually achieved a small surplus in operations. That augurs well for 2006.

The new teaching building on Parramatta campus will be fully operational in 2006 and plans for the new Medical School are on track. More is said on the Medical School in other parts of the Report.

The pressures on staff in dealing with reorganisation and searching for efficiencies have been heavy. This has led to unease in some quarters. It would be difficult to go through the wide-ranging reforms required of the University in recent years without cutting across some people's preferences, leading to pockets of resistance and unhappiness. Nonetheless, it has been pleasing to see how the great bulk of staff have risen to the challenge and, on behalf of the Board of Trustees, I commend them for their commitment and persistence despite the difficulties faced.

2006 will be another challenging year. Among other things, it should see final preparations for the first intake of students for the new Medical School in 2007. Much remains to be done to ensure that happens smoothly. The University also faces its first audit by the Australian Universities Quality Audit (AUQA). Considerable effort has been put into preparing for this most important audit.

While the review of Schools and Colleges within the University is virtually complete, the ramifications are wide-ranging and bedding down the new arrangements will be a priority in the coming year.

As an added bonus, 2006 will see the introduction of the Government's expanded version of Voluntary Student Unionism from 1 July. This will involve the University in considerable expense as it seeks to identify and provide an acceptable range of the services required, some by law, on a university campus. In the past, some of these have been provided by, or in conjunction with, the student associations and financed partly from compulsory student contributions. The transitional challenges are substantial.



I would again like to thank my fellow Board of Trustees members for their support and their commitment over the past year. Particular mention should be made of Dr Anne Benjamin and Ms Meg Oates, both of whom completed eight years of service on the Board and retired at the end of 2005 in keeping with the terms of the University's Constitution. Each has been a major contributor, not just at Board meetings, but in myriad other ways. I thank them, and other retiring Board members, most sincerely for their service and hope they will continue their support of UWS.

I also offer the Board's thanks to the University community; the students and their elected representatives, the staff under the leadership of the Vice-Chancellor, and our supporters throughout Western Sydney. As I said last year, the successful achievement of our vision will depend heavily on their continuing support.

John Phillips, AO  
Chancellor

# Vice-Chancellor's Review of 2005



In 2005 the University of Western Sydney refined its plans to focus on future prosperity and growth. In March the Board of Trustees set the principles and directions that will guide development over the next decade, providing a \$100m charter for investment in key areas. In the context of major legislative and government policy changes, the outcomes of the Board's decisions in relation to teaching and learning, research, community engagement, revenue generation and campus development will position the University for long-term sustainability.

After several years of budgetary restraint, the University's financial prospects began to improve in the latter part of the year, with increased revenues and the continuing constraints leading to a significantly improved operating result. The \$9.5m operating deficit of 2004 was turned around to achieve a \$4.67m surplus. This was a testament to the commitment and tenacity of staff across the organisation who worked together to reduce expenditure and increase the institution's independently earned income. Reforms to our academic programs, realignment of the Colleges and Schools and implementation of significant savings in every College and Division during 2004-05 all helped the University to achieve a positive budgetary result. We will now be much better placed to fund growth and development, while continuing to contain administrative costs.

## Teaching and Learning

Since 2000 UWS has been consolidating and refining its academic programs, as the legacy of its three former member institutions included a very large, diverse and overlapping set of courses. With full implementation of the outcomes of the review of undergraduate programs in 2005, the University made substantial progress towards a streamlined suite of viable, high quality courses that will also provide efficiencies and budget savings. The number of undergraduate units has been reduced to 2,780 (from 5,500 in 2001), course/campus combinations to 109 (from 265 in 2001) and courses to 105 in 2005 (from 147 in 2004). Implementation of recommendations from the corresponding review of postgraduate courses is also under way, with a number of under-subscribed courses and units deleted, and the structure of awards simplified.

In 2005 UWS made more offers to applicants for its courses than ever before, and in a highly competitive market was about 2 per cent over-enrolled (that is, enrolled above the student "load" allocated by the Australian Government). The University received 571 new Commonwealth-funded student places in 2005, spread across disciplines such as teaching, nursing, science and business. These new places will be "pipelined" in each year over the period 2005-2008, which means that by 2008 there will be 1,561 new Commonwealth-funded places.

Considerable work went into the realignment of Colleges and Schools. From 2006 the University will have three Colleges instead of four, and 15 Schools (17 with the Graduate School of Business and the new School of Medicine) instead of 21. This will facilitate and enhance collaboration in teaching, research and community engagement across and among disciplines, providing synergies and administrative efficiencies. The realignment is supported by a new academic management structure within each College and School, featuring greater levels of devolved responsibility and a better aligned strategic planning, policy and reporting framework.

Over the past three years there has been a positive trend in access, participation, success and retention rates of Indigenous students. Three Indigenous Education students graduated with Honours in the autumn graduation ceremonies, two with First Class Honours and one with Second Class Division 1. Bachelor of Education (Primary) graduate Nicole Wade won a University Medal, one of only six awarded at ceremonies where almost 5,600 students graduated.

Following the 2003 review of its activities, reforms and new initiatives continued to be implemented in the UWS international program, which currently provides a significant proportion of the University's earned income. The focus is on assuring quality, reducing risks, building income and enhancing our standing overseas and at home. There was a 16% increase from 2004 in the number of commencing on-shore international students. Conversely we closed several international courses which did not meet the rigorous standards of academic quality which we apply to all courses, whether on campus or elsewhere.

The new School of Medicine made substantial progress towards welcoming its first students in 2007. After a rigorous tender and selection process, the highly regarded University of Melbourne School of Medicine was chosen as a curriculum partner. In July, the Australian Medical Council approved the first stage course accreditation submission. Further details of the State Government's in-kind contribution were negotiated, and the University worked closely with the relevant Area Health Services to reach agreement on student clinical places and clinical academic staff to be appointed to local hospitals. Following development of a functional brief for the new medical teaching and research facility, a design competition was run under the aegis of the Royal Australian Institute of Architects to select an architect, with construction to begin early in 2006.

In partnership with NSW Health, UWS formed a research unit to investigate the mental health effects of terrorism and disasters, including how to prepare for and address these, headed by Professor Beverley Raphael who is an international authority in this field.

Dr Kerry Robinson, Senior Lecturer in the School of Education, was awarded a prestigious NSW Minister for Education and Training and Australian College of Educators Quality Teaching Award, in the category of "Teaching Excellence for Educators in Universities".

### Research

A Research Investment Plan for the next 3-5 years was approved by the Board of Trustees in October. It will strengthen existing UWS research centres in plant and food science, complementary medicine, cultural research, self-concept and learning, auditory cognition, and social justice and social change. It will also establish a new teaching and research program in urban management, and build strong research groups in key areas of the biological and health sciences to support the development of the School of Medicine.

The improving performance of the University in Australian Research Council (ARC) grant competition for the years 2003–2006 was evident with a steady increase in the value of grants awarded and the success rate of bids, which is commensurate with the national performance standard for ARC Discovery grants and well above the national average for ARC Linkage and Linkage Infrastructure grants (since mid-2003). UWS continues to be among the top five universities in ARC Linkage grant success rates (i.e. the proportion of applications that are successful).

The University's research themes of Water, Culture and Community, Children's Futures, and Urban Development continued to galvanise UWS researchers with large scale external funding (for projects over \$100,000 that commenced in 2005), including ARC grants, other government grants and business contracts, totalling \$3,496,678.

There was a range of other notable research funding success. Professor Jann Conroy and collaborators from UNSW and UTS were awarded \$1.2 million by the Australian Greenhouse Office

to establish a climate change experiment to grow eucalyptus trees in chambers provided by the Swedish University of Agricultural Sciences. These visually arresting structures will support a range of studies, including assessing the effects of rising carbon dioxide levels.

UWS researchers for the first time won funding from the United States' highly competitive national research agencies. Professor Cathi Best, MARCS Auditory Laboratories, was awarded National Science Foundation funding to investigate how infants become native speaker-listeners of the adult language. Professor Alan Bensoussan of the Centre for Complementary Medicine Research was awarded National Institute of Health funding to explore the effects of Chinese medicine on functional bowel disorders. Associate Professor Roy Tasker of the School of Science, Food and Horticulture, was awarded \$US1.09 million through the National Science Foundation to undertake research into student learning in chemistry through dynamic animated visualisations of molecules.

### Engagement

Although good progress had been made against the goals in the Regional and Community Engagement Plan, a whole-of-University review was deemed timely to fine tune the plan. Dr Barbara Holland, a leading international scholar in community engagement and adjunct Professor at UWS, chaired the review panel. The outcomes will enable the University to focus, coordinate, track, measure and improve work in this area, and build on an existing high profile.

The UWS Regional Council refined its focus and extended its membership to better reflect the region's population and needs. The Council provided input to the University Engagement Review, and revisions to the Regional and Community Grants Scheme and Regional Partnership Awards. Individual members were instrumental in developing strategic relationships and programs with UWS staff. The Business and Industry Advisory Panel, a subcommittee of the Council, has been particularly productive in helping the University to establish research partnerships with industry.

The Hon. Gough Whitlam AC QC donated the originals of his "It's Time" speech and the Governor-General's letter dismissing his government to the University's Whitlam Institute during a week of events organised to commemorate the 30th anniversary of the dismissal.

"The History of Nepean College", edited by former Nepean Principal Dr Ellice Swinbourne, was launched at an event attended by some of Nepean's early teachers, administrators, Council members and support staff. This is the first publication to document the foundation of the College – one of the three former "members" of UWS – and its early years.

# Vice-Chancellor's Review of 2005

## Other developments

UWS played a central role in ensuring the new Sydney community television station TVS would be up and running by the launch date in November, with all necessary governance, financial, infrastructure and staffing frameworks in place. The University is a partner in the consortium responsible for TVS, which is based at the Penrith campus. The station will enable community groups to reach a wide audience, and will also provide UWS students in the new Master of Television and Master of Performance for Television courses with unique "hands-on" experience.

The University has used the Australian Universities Quality Agency (AUQA) Audit, scheduled for October 2006, as a platform for focusing its quality improvement agenda. Initiatives ranged across teaching, assessment, administration and student support. The UWS approach has been informed by extensive benchmarking, with a number of international universities participating. Information on performance produced by the Office of Planning and Quality is also being used to identify and drive improvements.

In 2005 the University moved from eight student organisations to the new structure of one undergraduate student association, one University-owned services company and one postgraduate student association. This positions UWS to provide more effective services to students and address changes arising from Voluntary Student Unionism.

Work began to leverage the University's land assets to deliver funding support for teaching and research infrastructure, and build a non-government income stream. Revision of master plans began for academic areas of Campbelltown, Penrith and Parramatta campuses where the most growth is expected in coming years. All six campuses were mapped and areas of each designated as academic, development or "green" footprints. Academic areas will expand, opportunities for development will be pursued, and there will be a large proportion of land set aside as green space.

Australian Government funding of \$25m for UWS infrastructure projects announced in the 2004 Federal election campaign was confirmed in the 2005 Federal budget. This was in addition to the \$18m previously committed to help establish the School of Medicine. The funds include \$7m for the School of Medicine's teaching and research facility at Campbelltown, \$9m towards the new teaching building at Parramatta, \$7m for enhancement of the Penrith campus library and \$2m for a confocal microscope and upgrade to research and teaching facilities at the Hawkesbury campus.

Under an exclusive million-dollar agreement, the French company APPLIXION will design, build and sell a new dairy processing technology developed by Food Science Australia and UWS. The technology converts the dairy by-product, whey, into a range of high-value products for use in medicines and health supplements. The project was featured in Business Review Weekly.

## Acknowledgments

I would like to thank the Chancellor Mr John Phillips, the Board of Trustees and members of our key committees for their invaluable guidance and direction, and the continuing enthusiasm and expertise they bring to their roles. I would like to thank the University's academic and general staff for their commitment, hard work, resourcefulness and inspiration. My thanks also go to the University's many friends, in the Greater West and beyond, whose practical support and willingness to share knowledge have contributed so much to the University's development.

Professor Janice Reid AM  
Vice-Chancellor

# The Organisation

## Charter

The University of Western Sydney (UWS) is established by the University of Western Sydney Act, 1997. That Act constitutes the University, and prescribes its functions and the authority of its governing body, the Board of Trustees.

The University is a contemporary organisation. Its academic and research programs are conducted on six campuses spread across the Greater Western Sydney region, and increasingly in the international field.

## Mission

To be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Western Sydney.

## Purpose

The mission of the University revolves around three core activities:

- 1** Learning – UWS will excel in providing relevant, quality and flexible learning experiences for its students
- 2** Research – UWS will be internationally recognised for the quality, distinctiveness and impact of its research programs and training
- 3** Regional and Community Engagement – UWS will be renowned internationally for its leadership and scholarship in regional and community engagement

## UWS Values

UWS is a modern institution committed to equity and fairness, a university which puts knowledge to work in the education of its students for employment, in the application of its research to contemporary problems and in partnerships with its communities which are mutually enriching.

It is a 'place to grow' in understanding, tolerance, compassion and insight and cherishes exploration and enquiry that is at the forefront of professional practice.

UWS has a shared and explicit set of values which underpins all that it does:

- Excellence and quality in all endeavours
- Scholarly rigour and integrity
- Equity of access and inclusiveness
- Collegiality and participatory decision-making
- Academic responsibility and freedom
- Relevance and responsibility to our communities
- Ethics and accountability

## Strategic Directions

- To pursue a managed growth strategy
- To have a broad academic profile with a strong professional orientation
- To acquire a diversified revenue base and actively pursue financial self-reliance
- To actively pursue an international focus in teaching and learning, research and community engagement
- To promote the distinctiveness of our campuses to maximise the visibility and standing of the University across the region
- To be accessible to our student and staff communities in ways that meet their needs

# The Organisation

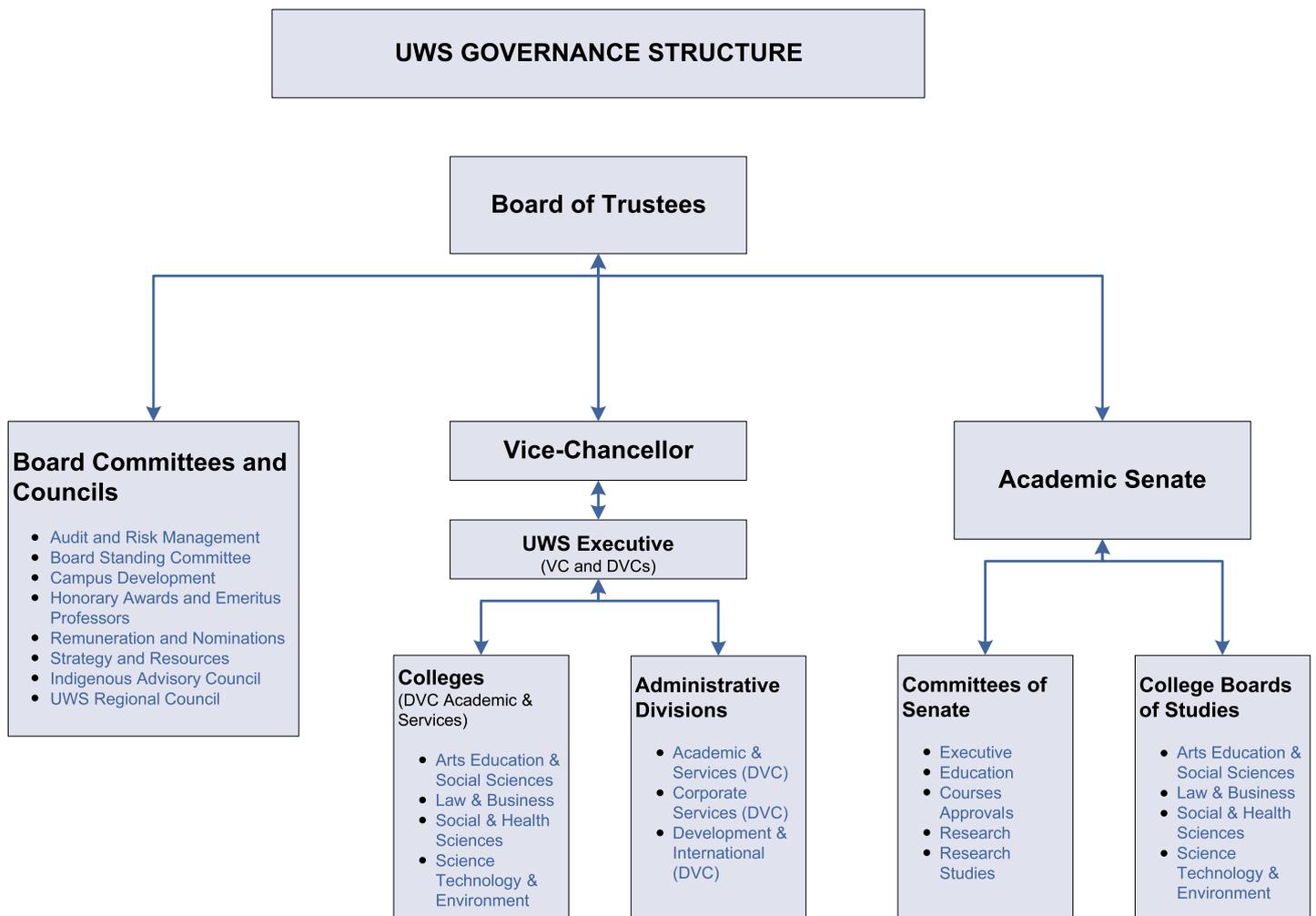
## Board of Trustees

Our University is governed by the Board of Trustees which is responsible for the overall governance of the University. The primary functions of the Board are:

- the development of broad policies and strategic plans with respect to the University
- generally defining the University's academic profile

- the management of the University's resources and the monitoring of the University's performance
- representation of the University as the occasion requires

The Board of Trustees normally meets six times per year and is supported in its work by a number of specialist standing committees in areas such as finance, staffing and audit.



## Academic Senate

The Academic Senate is a standing committee of the Board of Trustees and is the peak forum of the University for academic debate and discourse. The University Rules define the Senate's responsibilities for:

- (a) monitoring academic standards, values and quality assurance;
- (b) advising on the development of and performance against the Strategic Plan;
- (c) monitoring academic collaborations and partnerships;
- (d) approving academic course developments; and
- (e) fostering academic cooperation across the University and with other universities.

The Senate has delegated responsibility for academic policy formulation and decision making.

## Senate Activities in 2005

Following the re-alignment of the Colleges and Schools arising from the "sustainability" project, the University's academic governance arrangements were the subject of a comprehensive review, to ensure that workable arrangements to facilitate collegial decision-making within Colleges and Schools were in place for 2006. The review covered:

- The membership of the Academic Senate;
- The committees reporting to the Senate;
- Governance arrangements in Colleges and Schools.

The review was led by the Chair of Academic Senate, and encompassed extensive consultations across the University, as well as comparisons with the roles and functions of Academic Senates / Boards across the tertiary education sector.

Changed arrangements, and consequent amendments to the University Rules, were approved by the Board of Trustees.

During 2005, the Senate considered and commented on a range of issues impacting on the University and the higher education sector generally, including the Research Quality Framework and the Federal Government's aim "... to develop the basis for an improved assessment of the quality and impact of publicly funded research ..."

The Senate also considered and commented on the "Building University Diversity" issues paper released by the Minister for Education, Science and Training, Dr Brendan Nelson, the consultative paper on the development of an "Australian Certificate of Education", and assisted the University in formulating a response to the Department of Education, Science and Training's introduction of a Learning and Teaching Performance Fund.

Internally, a number of initiatives have been undertaken, including the preparation of a written Senate work plan (including performance indicators) to cover the tasks for the Senate during 2005, the establishment of formal standing orders for meetings of the Senate, the creation of the Academic Senate web-site, and the development of an induction and orientation pack for Senate members.

A major project launched in 2005, facilitated by the Chair of Academic Senate, and led by senior University staff, and involving Senate members, staff in Colleges, Schools, and the Office of the Academic Registrar, was the development of an on-line course approvals system.

The Chair of Academic Senate has led a project to support academic integrity in the work of students and staff in the University, by developing strategies to reduce the risk of plagiarism. The project has led to the development of a website as a resource, drawing on the extensive material available, both within and outside the University, including the referencing software that has been trialled within the University.

The Senate approved extensive changes to courses and units arising from the changes to the University's academic structure, and, by the end of the year, was beginning to consider proposals for the curriculum for the new Medical School.

The Senate also approved changes arising from the University-wide review of taught postgraduate courses.

# Quality and consumer response

## UWS Profile

UWS is a large multi-campus university located across Greater Western Sydney. It has over 35,000 students studying at six campuses located in Richmond, Penrith, Campbelltown, Parramatta, Bankstown and Blacktown. 78% of its students are undergraduates, 17% are postgraduates and 5% are studying non-award and enabling programs.

The largest programs at UWS are in business (30% of students), arts and social studies (28%), health and nursing (12%) and education (7%).

In terms of the profile of students by funding category, Commonwealth-supported (HECS) students comprise 79% of UWS student load and international students comprise 13% of students. The remaining 8% are made up of domestic fee-paying postgraduate students, research higher degree students and non-award students.

## Quality Management

Key aspects of the approach to quality management at UWS include:

- Drawing upon Australian and international knowledge and experience to inform improvement approaches
- Integrating a comprehensive system for tracking data and feedback on performance with action plans to deliver results, by working with key stakeholders
- Linking University strategic directions with concrete action plans and resources for implementation
- A focus on the student experience of university – both the learning experience and the broader campus experience
- Responding to feedback from students and staff on ways to improve services and courses and keeping the University community informed of those responses

During 2005, Professor Stuart Campbell was appointed as Associate Pro Vice-Chancellor Quality to work with the Pro Vice-Chancellor Quality on a suite of projects focused on improving academic quality and student retention. These projects include:

*Assessment Project* – ensuring consistency and clarity of assessment requirements across all units of study

*Unit outlines* – project to ensure appropriate electronic unit outlines are available for all UWS units

*Course Advisory Project* – to clarify online the units of study associated with various career pathways for students in different degree programs, and to ensure consistent communication and decision-making concerning credit precedents and electives packages for various courses

*Head of Program Network* – establishing a University-wide network for the Heads of Programs to work together on common issues and resolve common problems

*Retention and Transition Projects and Forums* – a number of initiatives bringing together a range of stakeholders to improve the student experience of admissions, enrolment, orientation and study.

The above projects aim to improve student retention. Student retention is an important focus because undergraduate retention rates at UWS have declined from 82% in 2002-2003 to 76% in 2004-2005.

## Colleges and Schools Realignment

In addition to these quality projects the University undertook a major review of its Colleges and Schools structure during 2005. This was initiated as an outcome of the UWS Senior Management Conference held in August 2004, with the underlying goal to develop a number of fundamental principles which would entrust key staff with the authority and opportunity to make decisions, to act in the best interests of their program, School or College, and to bring about a culture of responsiveness and responsibility at all levels of the University.

The intention of the realignment of the Colleges and Schools was to develop an academic framework that would be sustainable and serve as a platform for future growth and competitiveness in a rapidly changing sector.

The objectives of the realignment of College and School organisational structures were to:

- build better teams
- create stronger Schools
- address new opportunities
- assist financial viability
- enhance responsiveness

The Board of Trustees approved the structure of three Colleges and 17 Schools, including the Sydney Graduate School of Management (SGSM) and the new Medical School, as follows:

<b>Colleges and Schools Structure Effective 1 January 2006</b>		
College of Business	College of Arts	College of Health and Science
School of Accounting (1)	School of Communication Arts	School of Biomedical and Health Sciences
School of Economics and Finance (1)	School of Social Sciences	School of Computing and Mathematics
School of Law	School of Education	School of Engineering
School of Management	School of Humanities and Languages	School of Medicine
School of Marketing	School of Psychology	School of Natural Sciences
Graduate School of Business (SGSM)		School of Nursing

*(1) The School of Accounting and the School of Economics and Finance will be reviewed early in 2006*

The new structure provides a framework that allows Schools to be more responsive through the devolution of decision making and accountability in the context of agreed School business plans aligned with the strategic direction and priorities of respective Colleges. New delegations were also approved by the Board of Trustees to reflect the changes.

# Quality and consumer response

## International Benchmarking

During 2005, the Pro Vice-Chancellor Quality, Professor Geoff Scott, led a series of international quality benchmarking workshops with colleagues in the Canadian and South African higher education systems. He led an Australian AusAID-funded delegation of pro vice-chancellors to South Africa to address quality issues with the South African Higher Education Quality Council, focusing on mergers, community engagement, tracking and improving learning and teaching, and development of university networks.

Professor Scott also worked with the Canadian Quality Network of Universities during 2005 to benchmark best practice on tracking and improving teaching and learning. Insights from this work are being used to inform the UWS AUQA self-assessment.

## Tracking and Improving Quality

Enhancements to the UWS tracking and improvement system during 2005 included:

- A staff services survey to obtain feedback from staff on the various support services they use and how they might be improved
- An off-shore student satisfaction survey to complement the on-shore student satisfaction survey results
- A research student satisfaction survey
- A retention survey
- A survey of student feedback on units of study

Results of these surveys are being used to track performance and inform improvement strategies. They complement the suite of other surveys undertaken and analysed, including:

- Course Experience Questionnaire
- Graduate Destinations Survey
- Community Engagement Survey
- Exit and Image Surveys
- Employer Survey
- Feedback on Teaching

The Office of Planning and Quality produced annual course reports for Colleges and Schools which bring together and report a range of performance data for every course, including demand, student load, student satisfaction, graduate destinations and measures of retention and progress. These reports inform evaluation and improvement processes in the Schools and Colleges.

## Graduate Outcomes

UWS graduates have good employment outcomes. The percentage of recent graduates under 25 years of age in full-time employment (53%) is above the sector average as is the percentage in part-time employment (18%). The percentage undertaking further full-time study (16%) is lower than the sector average.

## Board Strategy Workshop

The Board of Trustees held a one-day strategy workshop in March 2005, informed by a detailed environmental scan and a review of UWS performance. Key strategic directions were agreed, including investments in learning and teaching, research, engagement and campus development.

## University Engagement Review

A Review of University Engagement was undertaken. The review has several components including a self-assessment exercise by Schools/Units and Colleges/Divisions. Analyses of UWS subject units with an engagement focus and of University surveys of employers and prospective students have been undertaken. The Review panel, led by Professor Barbara Holland, conducted interviews with selected staff to validate the findings contained in the self assessment. The findings of the review have informed future directions in the area of community engagement.

## AUQA Audit Preparations

The audit of the University by the Australian Universities Quality Agency (AUQA) will take place in October 2006. During 2005, a series of self-assessment meetings were held and UWS quality management processes have been explained to approximately 2,000 staff. The University has been developing its performance portfolio in the light of an analysis of its strengths and areas for improvement.

## Course Performance Fund

During 2005 the University developed a Course Performance Fund to recognise and reward quality courses, and to identify and target courses for improvement action. Key indicators used include CEQ measures of good teaching and overall satisfaction as well as student retention rates and graduate outcomes.

### **Action Plan for Learning and Teaching**

The University adopted an action plan for learning and teaching in late 2005. It aims to successfully implement evidence-based development priorities for learning and teaching over the period 2006-2008. This plan focuses on agreed University-wide initiatives and complements the specific initiatives identified in the Colleges' strategic plans for 2006 – 2008.

### **National Research Project: Accessing the Student Voice**

UWS has been leading a DEST-funded national research project involving 14 universities that is focused on the evaluation of qualitative student comments on the Course Experience Questionnaire concerning the best aspects of their experience at university and what needs improvement. Approximately 160,000 student comments were analysed using the CEQuery tool and a major report on the research has been drafted.

Professor Geoff Scott conducted a series of national workshops on the findings of the study with senior academic leaders during September and November 2005, to inform the development of strategies to improve learning and teaching based on these findings from analysis of student feedback.

### **Student Satisfaction**

UWS significantly improved its performance on measures of student satisfaction in the 2005 results of the national Course Experience Questionnaire (CEQ). For example, explicit overall UWS student satisfaction improved from 55.4% in 2004 to 62.0% in 2005 (explicit overall satisfaction refers to the percentage of recent graduates marking that they are "satisfied" or "very satisfied" with the quality of their university experience). This however remains below the benchmark for comparable post-1987 universities of 64.8% explicit satisfaction and the quality improvement projects outlined above aim to continue to improve the student experience of and satisfaction with university life.

### **Complaints Management**

During 2005, the University began a three year project to develop and implement a complaints management and resolution system that would comply with national and international standards.

Throughout the year, complaints continued to be submitted and managed as they had been previously, with the addition of an optional independent review by the University Ombudsman for those complaints that were unresolved after all relevant processes were exhausted.

A total of 166 complaints were submitted for independent consideration. Many of these had not exhausted all relevant options and were thus referred back into the normal procedural framework. They were tracked through to conclusion however, in order to inform the University about areas where process and product improvement could be made.

Progress on the complaints resolution project was significant. Agreement was reached between the Directors of Human Resources and Social Justice to introduce a formal mediation program, with a view to resolving complaints

internally with the assistance of staff trained as mediators. An intranet delivered complaint registration and monitoring system was developed in prototype form in-house and was put into development through our IT Directorate for roll-out during 2006. The prototype system enables the registration and management of complaints through a central database and provides for the statistical analysis of trend and problem areas, thus enabling continuous improvement in our processes and products.

Work also commenced on reviewing policy to ensure that the suite of policies relevant to complaints are appropriately linked. Discussions commenced with the Professional Development Unit to offer a three-phase training package for staff who deal with complaints.

### **Marketing**

The University provides detailed information to the public and to its various communities through its website – [www.uws.edu.au](http://www.uws.edu.au); on-campus and off-campus events and; advertising programs, promotions and publications.

The Office of Marketing coordinated the following information and outreach activities in 2005;

- Decision Day in January
- The Vice-Chancellor's Scholarship Event for commencing students
- Open Day in August
- Careers Advisers Information Day in April
- Postgraduate Orientation Evenings in March and July
- Postgraduate Information Evening in October
- 250 high school visits in the GWS region and beyond
- Hosted three of the largest Careers Marketing and Tertiary Information Events
- UWS Supported 65 Information Events throughout NSW
- Scholarship Presentation Ceremony in November
- Most Outstanding Year 11 Student Awards in November/December

The following initiatives were launched in 2005;

- The Emerging Careers Program
- The SmartStart Scholarship Program
- Parent information Evenings
- Postgraduate 'Priority' Offer Scheme

The following marketing publications were produced in 2005;

- Undergraduate Prospectus (Get Started 2006)
- Postgraduate Prospectus (Career Ahead in Your Career)
- 16 Area of Study Brochures
- Postgraduate Brochures and Leaflets
- Emerging Careers
- Guide to University for Parents
- UWS Style Guide
- Scholarship Brochure (A Flying Start)
- Graduate Life – Alumni Newsletter (Two editions)
- UWS Pocket Profile – Facts and Figures
- 2006 UWS Corporate Diaries

# Teaching and Learning

During the past few years, the University has engaged in a serious examination of all its taught programs, most notably the Academic Program Review, which took place in 2004, and the Postgraduate Coursework Review, completed in 2005. These reviews have resulted in a significant reduction in the number of courses taught and in the number of units offered in support of the courses. This has been achieved by removing those courses and units that were marginal in terms of student numbers. The University has cemented this approach through its funding model, which will no longer fund any unit that has less than 16 student enrolments.

This focus on quantity has not meant that the University has ignored the quality of its offerings. Indeed, the fact that staff no longer spread their efforts over a large number of different units means that they can give serious thought to the quality of what they do offer.

At the same time, the University has developed a number of tools to assist staff. These include the Student Feedback on Teaching questionnaire, the Student Feedback on Units Offered questionnaire, and a set of Annual Course Reports. The latter contain quantitative data about each course such as demand, progression, retention, student satisfaction, and employment rates. In addition, staff are provided with the qualitative data on what students found to be most useful and what they feel needs improvement. These comments are employed in a project titled "CEQuery" run by Professor Geoff Scott, the Pro Vice-Chancellor Quality, who has coordinated the work of 14 universities on this topic. CEQuery enables staff to identify with some precision, and respond to those aspects of a course that a number of students have identified as needing improvement.

These instruments together with the other surveys in which the University engages fall under the rubric, "Tracking Improvements in Learning and Teaching" or TILT. It is gratifying to note that the University has already witnessed a 6% increase from 2004 to 2005 in "Overall Student Satisfaction" on the Course Experience Questionnaire. TILT provides the tools that will enable the University to be confident in the quality of its teaching and learning endeavours.

## E-learning

In 2005, there was further growth in e-learning: the large majority of all taught units had sites in WebCT, almost 1,000 staff used WebCT, and 96% of students accessed WebCT in support of some aspect of their study at UWS.

Additionally, statistics on the reach and use made of e-learning in 2005 showed that:

- The system serves over 1.5 million requests per day
- Nearly 22 Gigabytes of data are transferred daily
- Most activity occurs between 8am and midnight
- Two-thirds of use is accessed from off campus
- The E-Learning Service Desk responded to and resolved over 8,000 enquiries
- There was an increase in the use by students and staff of self-help "how to" reference sheets made available online
- There was an increase in the uses made of WebCT to support learning-related activities across the range of uses outlined in the classification scheme in Figure 4

Student feedback on their e-learning experience at UWS has been highly positive. The 3,166 respondents to the UWS Student Satisfaction Survey 2004-5 rated WebCT the fourth most important item out of 85, and sixth most effective in terms of performance. The positive aspects of e-learning reported by respondents were the ease of access to course materials at their own choice of time and place, the capacity to interact online with the teacher, the learning situations, and fellow students.

Enhancements to the e-learning environment through streaming technologies were trialled during 2005. The trial showed that streaming could be used successfully to offer real time, online, presentation and discussion (audio and or text) capabilities, extending the communication functionality of WebCT through shared whiteboard spaces, real time audio and archived sessions for later retrieval. A more extended trial is planned for 2006.

Areas of policy and procedure were also developed during 2005 to support best practice use of e-learning within a framework of compliance with relevant legislation. The audit undertaken of WebCT sites in Semester 2 by the Library Copyright Officer for compliance with copyright revealed a good level of understanding by staff of their own responsibilities and the processes to be followed in making use of copyright material.

The development of a quality improvement framework for courseware design, development and implementation was commenced with the preparation of a discussion paper outlining the policy and practice dimensions of courseware and its relationship to blended and e-learning. A code of practice for e-learning and courseware setting out responsibilities of staff and students was identified as needing to be developed in 2006.

During 2005, staff development and training sessions on e-learning were conducted as a significant strand in the overall learning and teaching development program (see section on Professional Development).

### **Evaluation of Learning and Teaching**

The Student Feedback on Units (SFU) survey was implemented in 2005, with 1,665 taught units surveyed in Autumn semester and 1,163 units surveyed in Spring semester, representing almost 200,000 distributed survey forms. The response rate of 54% was better than expected for the inaugural UWS-wide round of the survey, and the reaction from staff and students to the process was highly positive. Following analysis and interpretation of results, Colleges prepared their responses indicating areas of strength and key actions planned for improvements.

The Student Feedback on Teaching (SFT) survey continued to be used by staff as a fundamental source of evaluation feedback on their own teaching. There was a slight decrease in the number of registrations from staff to use the SFT in 2005 compared with the previous year. This reduction was attributed to the SFU having been implemented, possibly because of a reluctance to ask students to complete two surveys at the same time.

### **Upgrades of Teaching Spaces**

The teaching spaces upgrades project was extended during 2005 resulting in refurbishments of a total of 108 smaller teaching spaces across all campuses except Parramatta. Additional refurbishments in smaller spaces are planned for 2006.

#### **Continuing Professional Development in Learning and Teaching and Postgraduate Supervision**

The Educational Development Centre (EDC) provided a range of activities focusing on learning and teaching improvement, academic development, and postgraduate supervision. More than 80 formal continuing professional development workshops or forums were conducted with registrations from approximately 900 staff.

#### *Introduction to Learning and Teaching for new staff*

This year, the Introduction to Learning and Teaching program was provided for the first time for new staff with teaching roles. The program, comprising the first induction stage in a more extensive program, provides new staff with an overview of the distinctive characteristics of the learning and teaching context at UWS, and engages them in discussion of problem-solving scenarios based on authentic learning, teaching, and assessment issues.

#### *Academic development workshops*

Workshops included those advertised to all staff, and those customised to particular School contexts. Strands in the workshop program included e-learning, assessment, tutoring and lecturing, and scholarship in teaching. Customised sessions were conducted for staff groups in all Colleges.

#### *Postgraduate Supervising Forums*

Forums to inform and update research supervisors at UWS continued to be held throughout the year including sessions for new and inexperienced supervisors, a large forum on industry partnerships and a College based session on Professional Doctorates.

#### *Consultancies to Schools*

EDC staff provided advice and consultancy to School groups and individual academic staff in leadership positions on a wide range of issues including fostering quality improvements within programs and Schools, interpreting and responding to evidence about learning and teaching quality, planning and implementing blended learning strategies, and teaching skills development approaches.

### **Library**

The Library continued its integration of virtual and actual information resources and expansion of online and in-person services throughout the year. In addition to provision and enhancement of core services in support of the learning, teaching and research endeavours of the University, the Library launched the new e-collection for the Whitlam Prime Ministerial Library in November, and has added some 2,500 items from Mr Whitlam's personal library to the Whitlam Institute physical collection.

#### **Collections**

Throughout the year 48,493 new monograph volumes were added to the collections and 1,115 new serial titles were made available. This significant collection enrichment was achieved through cancellation of multiple print subscriptions and careful negotiation with suppliers, both consortia based and independently. Within a steady state or declining budgetary framework, purchasing power has been optimised.

UWS Library now provides one of the strongest collections nationally of electronic books and serials, with over 55,000 serial and 4,600 monograph titles available online, any time, anywhere. Notable additions in 2005 included the EBSCO MegaFILE Premier, a full text database of 12,000 multidisciplinary publications; PsycBooks from the American Psychological Association providing over 12,000 chapters from 700 authoritative publications and the Gale Reference Library containing over 30 encyclopaedias and handbooks covering a wide subject base.

At the end of 2005, the Library's monograph collection totals 802,674 volumes with over 55,000 current serial titles (print and electronic). A total of 4,138 superseded monographic titles were withdrawn throughout the year to accommodate new materials. Space for collections and clients continues to be an ongoing problem across the Libraries.

# Teaching and Learning

## Clients

In May 2005 the Library conducted its third biannual Client Satisfaction Survey, externally administered by the Rodski Research Group as an initiative of the Council of Australian University Librarians. It is extremely pleasing to report that UWS Library now ranks amongst the top quartile of all Australian university libraries, having moved from the lowest quartile in 2001. Much has been achieved since unification, with Rodski commenting on "overall tremendously positive results".

Major areas for improvement remain adequacy of collections and the number of computer workstations available. We continue our work in building the collections and, while space is at a premium, 68 additional computers have been added.

Validating the results of the externally benchmarked survey, the UWS Student Satisfaction Survey administered by the Office of Planning and Quality ranked the Library as both the most important and the highest performing area across a range of 85 variables.

## Services

Physical and virtual use of the libraries continued to increase. 2005 saw nearly 1.9 million individual visits to the libraries, with a monthly average of 7.8 million successful web hits. Following sector trends and reflecting increased electronic access, loans of physical volumes decreased slightly with 746,549 items lent, a 4.6% decrease on the figures for 2004. Use of the popular inter-campus loans service increased to 68,226, a 3.4% increase over the previous year.

2005 saw the first full year of operation of Online Librarian, a real time, interactive information service. Over 800 online sessions were conducted throughout the year. Contact Us, the Library's email based enquiry service, received over 1,190 queries.

The Library's Information Literacy classes continue to be well received. With consolidation of the program, 1,067 discipline specific sessions were delivered to 13,598 students.

Continued systems developments included implementation of cutting edge technology to streamline and enhance document delivery services in conjunction with the National Library of Australia.

## Student Support and Student Equity

In 2005 Student Support Services continued to offer a comprehensive range of professional services to assist students. These included careers and employment services, study and learning skills, disability services, the resolution of personal difficulties, First Year Experience and transition programs, retention strategies and a range of equity programs. Service provision focused on the following areas.

## Student Retention

A comprehensive range of professional services to assist with career development, success in study, the resolution of personal difficulties and the transition and support of students with a disability to university life continue to be offered, including;

- Comprehensive university preparation programs such as Unistep, AcPrep and Getting Started were offered prior to the commencement of the academic year. These programs cover academic, literacy and numeracy skills and the "life skills" necessary for successful transition to university.
- Expansion of workshop programs to help students reach their academic, career and personal goals. Planning was undertaken in 2005 to target more specific cohorts of students via workshop programs in 2006, for example, mature age students.
- The First Year Support Program, aimed at the early identification of students at risk of failing, was rolled out across all UWS Colleges in 2005. This program targets all first year core units and is focused on the Autumn semester of each year.
- The introduction of a College Disabilities Coordinator Program in 2005.
- Academic peer mentoring across units in all Colleges providing supplementary learning opportunities to identified students.
- First Year Central as an online student resource to assist all students, but in particular commencing students, in finding answers to their questions and providing resources that enabled students to navigate their way around the University infrastructure.
- For the first time targeted student emails were sent to commencing students, welcoming them and raising awareness about critical dates and resources as part of the student transition program.
- Continued expansion of a targeted online learning support program, making available an extensive range of resources including modules on maths, literacy, e-learning, IT and the opportunity for 'virtual meeting spaces' for all students.
- Mini careers consultations which took place on Open Day to assist students in course choices and two inaugural careers expos targeting the areas of education and engineering were held in conjunction with a virtual careers fair. These expos were attended by approximately 400 students and will be expanded to include a business careers expo in 2006. Six hundred students 'attended' the virtual careers fair.

### **Research, Organising, Planning and Quality**

Student focus groups across all six UWS campuses were held and the feedback has been used in the planning process to inform the Student Support Services Strategic Enabling Plan.

A set of principles to guide the quality improvement process for Student Services was developed, together with a quality and planning cycle.

A booklet, entitled "From Cradle to Campus", and a series of workshops have been developed for parents of commencing students who are school leavers. These will be launched in 2006. In addition a series of workshops to assist mature age students with transition to University have also been developed, and will commence in 2006.

Student feedback on the orientation experience and the usefulness of written material provided during orientation has informed changes to the undergraduate orientation program for 2006 and the way in which written information is provided.

In addition, research, planning and/or program development involving wide UWS stakeholder representation and input in the following areas has occurred: transition issues for TAFE articulating students; employment outcomes for students with a disability; and services for students with mental health issues. These activities will result in the staged implementation of services and resources for students during 2006.

Reviews of the UWS peer mentoring program and student tutoring program were undertaken, in addition to ongoing review and evaluation of the Unistep program and workshop series.

A benchmarking study into the provision of programs for students entering university through non traditional means was also undertaken.

### **Flexibility and Delivery**

Work is underway on a collaborative project – the 'Academic Honesty' web portal project – which aims to demystify academic honesty and plagiarism issues for both students and staff and provides students with links to useful resources. Existing online sites are being reviewed and refined to align with this project.

New online sites are being developed to support different aspects of student life, academic skill development and careers initiatives, including:

- A critical thinking site
- Grammar and Academic Writing site
- Resources for improving assignments
- Campus Connections – virtual meeting space
- 'Getting Started' – students with disabilities online site
- Pilot career guidance program – 'Future Selves'
- Virtual Careers Fair
- Online capabilities for workshop and event registrations

### **Equity Support Programs**

An analysis of UWS equity data was undertaken in 2005 to inform the target groups for the development of a pilot 'buddy' scheme for commencing students from Non English Speaking Backgrounds. This program is currently being developed.

A number of programs that met the DEST equity targets were initiated in 2005. These include: Caring for Country; Targeted Peer Mentoring and online programs for equity groups; and assisted learning initiatives. Other initiatives such as the Widening Participation program and the College Disabilities Coordinators program have continued.

# Teaching and Learning

## Indigenous Education

The six campuses of UWS are located in a region with one of the largest Indigenous populations in Australia. In 2005 UWS undertook an Indigenous Planning workshop to build on the previous year's work and to continue to elevate its relationships with Indigenous communities both in Greater Western Sydney and rural areas. Strategies included increased community visits to encourage enrolments, increased visits to high schools to encourage students to continue in education and working with community organisations to distribute information to mature age students wishing to return to study. Staff also attended several career markets.

A strategic recruitment and marketing plan is currently being developed in collaboration with the key stakeholders within UWS.

## Achievements

- The number of enrolled Indigenous students increased from 207 in 2004 to 221 in 2005. Of this total 97 were commencing students and 30 were postgraduate students.
- Thirty-eight Indigenous students graduated from UWS in the April 2005 graduation ceremonies. Of these, one student received the University Medal for high achievement and three others graduated with distinction.
- Staff provided cultural support in research for five postgraduate students, and on the recommendation of the Aboriginal Education Centre a UWS Indigenous postgraduate student received the National Council of Women NSW Award.
- UWS has offered a number of scholarships in 2005 which have special provisions for Indigenous Australians:
  - UWS Reconciliation Scholarship (exclusively for Indigenous students)
  - Neville Amy Scholarship
  - U-Step – Merit Equity Scholarship for commencing and continuing students (up to 30)
  - College of Law and Business – Merit Equity Scholarships (Commencing Students)
  - The Commonwealth Learning Scholarships

The Aboriginal Rural Education Programs (AREP) continue to be a successful entry pathway for Indigenous students and 2005 saw the re-commencement of student intake into the revamped AREP Welfare program. The access and participation rate trends continue to be positive for Indigenous students at UWS.

The number of permanent Indigenous staff at the Aboriginal Education Centre increased to 19. Three Indigenous traineeships were completed with one trainee gaining permanent employment with the University. These staff continued to provide wide-ranging support for Indigenous students, including the coordination of the Indigenous Tutorial Assistance Scheme (ITAS). This support is a contributing factor to the retention of Indigenous students, in particular those from rural and remote areas.

### **Major Activities**

The Acting Manager of the Aboriginal Education Centre, in collaboration with the Professional Development Unit, provided a number of training sessions for UWS Managers, as part of the Management Essentials program, to examine the benefits of profiling the workforce to increase diversity. Indigenous staff employed by UWS continue to be active in the community and hold positions on various committees both internally and externally to UWS.

The Vice-Chancellor hosted the Yarramundi Lecture on 27 May 2005 with guest speaker Maria Melito and the Aboriginal Education Centre hosted two Christmas luncheons for local elders on Penrith Campus and Bankstown Campus.

The Acting Manager of the Aboriginal Education Centre attended the inaugural Conference of the Indigenous Higher Education Advisory Council which was held in order to provide the Minister for Education, Science and Training with information on the concerns of the Indigenous community in relation to education. The Aboriginal Education Centre has also provided input into a number of reviews for Department of Education, Science and Training schemes and together with staff located in the Colleges and Schools and other UWS units provided input into various surveys and reports on Indigenous education.

Indigenous staff from UWS had the opportunity to attend the World Indigenous Peoples Conference on Education which was hosted in New Zealand. This conference, together with the opportunity to host overseas visitors at the Aboriginal Education Centre, provides opportunities for international linkages and a number of avenues for ongoing research of current trends for disadvantaged people.

### **The UWS Indigenous Advisory Council**

The Indigenous Advisory Council met four times in 2005 and continued to oversee the UWS Australian Indigenous Education Review. The Council continues to provide an Indigenous perspective in relation to the decision-making processes of the University and is an important link to the Indigenous community of Western Sydney. The Council provided ongoing advice regarding the UWS Medical School, hosted a half-day workshop on the recruitment and retention of Indigenous students at UWS, has articulated the principles underlying the strategic direction for Indigenous education at UWS and continues to provide comment on a number of issues.

# Teaching and Learning

## **UWS International**

In 2005 there was a very pleasing increase of 15.5% over 2004 in the number of commencing on-shore international students. Total international student load has decreased with the strategic closure of a number of off-shore programs. China, India and Canada account for approximately 50% of our commencing on-shore students while Nepal, Vietnam, the Philippines and India account for the highest percentage increases in commencing on-shore students. UWS has refocused on the Singapore, Malaysian and Indonesian markets with articulation arrangements being negotiated and proposed for Malaysia during late 2005. A dramatic increase in student numbers from India has resulted from the close co-operation in marketing and promotion with academic staff from the College of Science, Technology and Environment. UWS has been highly successful in the Chinese student recruitment market, with our continuing partnership with Australian College Information Centre (ACIC) bringing strong results. In 2005, our Chinese student enrolments increased by 24%, the largest single year increase from China since 2001.

UWS continues to be a recipient of University Mobility in the Asia Pacific (UMAP) funding which supports exchange opportunities for our students. We have received \$49,000 for exchange programs in Chile and Hong Kong in 2006. In 2005 over 45 students travelled abroad with UWS financial support and undertook exchanges in the USA, Canada, Poland, Malta, Turkey, France, Chile and China.

During 2005 UWS International has put in place a number of initiatives, some in response to the 2003 Review of International Activities: establishment of an International Strategy and Policy Committee and four International Regional Reference Groups with responsibility for establishing and implementing UWS's International Strategy and coordinating and monitoring key international activities; review of UWS's representative agents; review of off-shore activities; development of a strategy to enhance and focus study abroad and exchange possibilities for UWS students; appointment of a Director and Deputy Director, UWS International; relocation of international marketing and admissions activities from Hawkesbury to Parramatta campus resulting in an expanded, refurbished and central "home" for UWS International.

The development of strong articulation partnerships to assist in a steady flow of quality students studying at UWS is an important element in our international strategy. There has been a sharp increase in the number of Chinese universities seeking articulation and research relationships with UWS. A number of these have proceeded to formal agreements and we are starting to see the flow of students and academic staff between UWS and these universities. We have continued to expand our articulation arrangements with key Canadian colleges and the School of Management has developed a comprehensive articulation program for Danish students. In the second half of 2005, we hosted 3 major Chilean delegations. From these visits have flowed opportunities that may see UWS as a major resource in Chile's plan to embrace English as its second language.

Approval was given to allocate funding to the introduction of an Online Application System. This together with a conversion strategy for applications will see UWS improving its competitiveness with other Australian universities. It has also been a high priority to develop mechanisms to measure international student satisfaction to ensure that we retain an appropriate percentage of students.

## **UWS Medical School**

During 2005, the Medical School has undergone intense planning and development. The project team of three full-time staff at the start of the year has grown to include several adjunct professors, a full-time head of the Medical Education Unit (Professor Ian Wilson), a part-time senior professor of surgery (Professor Reg Lord) and a research professor of Community Mental Health and Adversity (Professor Beverley Raphael). They have outstanding records of achievements in their academic careers at other institutions. By year's end, appointments had either been completed or were pending for the Chair of Anatomy and Cell Biology, and the key position of Clinical Dean at the Macarthur Clinical School (Campbelltown and Camden Hospitals).

The University decided to license the medical curriculum from The University of Melbourne for years 1-2 of the 5 year UWS medical course, after evaluating bids from five other medical schools. As part of this arrangement, UWS will benefit from academic support by Melbourne's Medical Education Unit and IT & Multimedia Unit; a substantial amount of educational multimedia material is included in the agreement. Much work is now being done to adapt the licensed curriculum to fit the UWS School's needs. Planning for the final 3 years of the course has intensified recently. This part of the course is where UWS has good opportunities to innovate in teaching during the clinical clerkships.

An important milestone was the successful passing of the Stage 1 of accreditation of a new medical school by the Australian Medical Council (AMC).

Details of the in-kind support for the School by the NSW Government have been clarified during the year. This includes provision of important space for the School in the Liverpool educational precinct, and for clinical schools at Campbelltown and other hospitals in Greater Western Sydney – as well as help in funding clinical chairs needed by both the health services and the University.

Architects have been appointed for the main School of Medicine building at the UWS Campbelltown campus after a design competition held under the auspices of the Royal Australian Institute of Architects. The striking building will include state-of-the-art teaching spaces (a resource for the whole Campbelltown campus) with modern research laboratories. Some temporary renovation of TAFE facilities at Liverpool will need to occur, while waiting for permanent research and clinical teaching space to be built into the redevelopment of the Liverpool Hospital.

## Research Strategy

In 2005 UWS consolidated its research development goals, reflecting the clear research development trajectory outlined in the Strategic Plan 2004-2008. The key themes of the Strategic Plan are to boost the development of research generally, while reflecting the University's distinctive strengths and orientation to practical knowledge, through research that is conducted in partnership with industries, organisations and communities in the Greater Western Sydney Region. These priorities include the development of distinctive research training.

In 2005, following the major external review of research concentrations and the review of all central research support mechanisms, all the major recommendations of the Themes in the Landscape review report have been implemented, particularly those relating to research strengths and the renewal of research infrastructure.

The University now supports a significantly smaller number of centres – seven in 2005 – in a development that foresees larger University Research Centres, and a funding regime in which such centres become self-sustaining on the basis of their own performance.

UWS research is inter-disciplinary and collaborative in style, and will continue to develop along substantially professional and applied lines. UWS is developing a distinctive research culture that encourages synergies across disciplines and collaboration among students, researchers and colleagues in industry, government and the community. The external reviews of 2001 and 2004 have confirmed the UWS commitment to investing in and promoting a small number of university wide research themes: Water, Cultural and Community, Children's Futures and Urban Development.

In April 2005, the Board of Trustees approved a major new research investment strategy, reaffirming its commitment to UWS's significant engagement in research, confirming that research is part of the 'core business' of UWS. This commitment involves further substantial investment over the next decade to fast-track the development of new research areas and consolidate existing areas of national competitiveness, involving an investment of \$50 million.

The first tranche of this investment has been accessed to action the establishment of the UWS Urban Research Centre, a university-wide research program in urban and community development that will develop and foster multi-disciplinary research, policy analysis and professional education and training in urban issues. This initiative will harness existing strength in the social dimensions of urban settlement and urban living and propagate new strength in the urban development and design, infrastructure, and governance dimensions of urban management.

In response to further sectoral reform, through the foreshadowed introduction of an Australian Research Quality Framework (RQF) and the increasingly competitive nature of the research funding climate, UWS is examining how it might allocate new or augmented streams of performance based funding that will be distributed on the basis of quality, as opposed to present formulae that rely on national share of research income, publications, student load, and completions. UWS is preparing for the RQF by being an active player in a Research Assessment Trial being undertaken in collaboration with New Generation Universities. The RQF will fundamentally alter how UWS designates, manages and celebrates its research activity and achievements, and how its research is viewed in a national and international context.

## Code of Practice

In 2005, the UWS Research Integrity Committee was inaugurated as part of the final bedding down of the UWS Research Code of Practice which was developed and endorsed by the Executive and Senate in 2004, demonstrating the University's commitment to research and the pursuit of knowledge as vital institutional functions to be pursued in accordance with the highest standards of professional conduct.

## Funding

Much of the research UWS undertakes has a collaborative problem-solving approach, and is conducted with a wide range of research partners. Approximately 50% of the external research income UWS receives is from income sources other than Australian Competitive Grants (ACG). Equally, the success of UWS in attracting significant funding from nationally competitive granting schemes denotes the competitive nature of its key research strengths, particularly its success with large scale funding through the rural research agencies and the Australian Research Council (ARC) Linkage program.

In 2005, UWS secured 15 new ARC Linkage grants. UWS success in the two rounds per annum ARC Linkage Scheme continues to be above the sector average and shows an increasing quantum and contribution from industry partners. UWS accounted for 2.29% of 2005 ARC Linkage applications and 3.07 per cent of successful 2005 ARC Linkage grants. The UWS success rate of 62.5% was well ahead of the average national success rate of 46.56%.

This success in national competitive grants has been led by University Research Centres (URC) who accounted for 62.5% of the 2005 Discovery and Linkage projects awarded to UWS, vindicating the implementation of a focused research strategy in 2002, based on selectivity and concentration. UWS continues to be in the top five universities in ARC Linkage grant success rates.

Many of the successful Discovery and Linkage projects have grown from internal investment. In particular the UWS Research Partnerships program has been effective in supporting the University's above sector average success in ARC Linkage grants. Collaborating partners have come from business, industry, public and community sectors

In response to the Themes in the Landscape Review, UWS has also introduced a new Research Infrastructure Fund and awarded \$850,000 in 2005 to research teams across the Colleges to support the infrastructure needs of a small number of nationally competitive research teams.

The University's research themes – Water, Culture and Community, Children's Future, Urban Development – continue to galvanise UWS researchers with large-scale project funding (above \$100,000) totalling \$3,496,678 commencing in 2005.

In 2005 external research income regained its upward trajectory with significant increases in Australian Competitive Grant (ACG) income achieved through the ARC programs. As DEST noted in its UWS Institutional Assessment Framework documentation, average research income relative to academic staff numbers managed to stay close to the increase achieved across the sector – 34% as opposed to 37%. While maintaining its excellent success rates with the ARC Linkage program UWS has also managed to increase significantly the average size of the grant, ensuring greater scale and scope for such competitive research activity.

### **Commercialisation**

UWS continues to improve its response to commercialisation opportunities that arise from its collaborative industry-focused research.

UWS has begun to coordinate the commercialisation of several promising research innovations. Commercialisation of intellectual property nurtured by a UWS research team led by researchers from the Centre for Plant and Food Science, and partners (Dairy Australia, CSIRO Food Science Australia, and Dairy Farmers) occurred during 2005.

In March 2005, the University in collaboration with the University of Sydney and the medical biotechnology company, Medical Therapies Pty Ltd, launched a new venture in commercialising University IP, based on years of ground-breaking research into better anti-cancer and anti-inflammatory drugs, through the establishment of a new company.

## **Major Projects Across UWS**

### **National and International Collaboration**

UWS researchers are increasingly involved in collaborative research, both nationally and internationally, with government agencies, universities and private companies. Overwhelmingly such partnership building is linked to UWS research strengths – see Appendix 5 for list of University Research Centres (URC) in 2005.

In 2005 UWS researchers have, for the first time, won research funding from the US's highly competitive national research agencies. Professor Cathi Best, MARCS Auditory Laboratories, has been awarded National Science Foundation funding to investigate how infants become native speaker-listeners of the adult language, providing insights into developmental reading disabilities and second language learning, which is of increasing importance to Australia's bilingual, multicultural society. Professor Alan Bensoussan, CompleMed, has been awarded National Institute of Health funding to explore functional bowel disorders in Chinese medicine. Success with the National Science Foundation from the US has also occurred with Roy Tasker from the School of Science, Food and Horticulture being awarded funding of \$US1.09m to research learning in the field of chemistry through dynamic animated visualisations of molecules.

In collaboration with key Italian researchers and research institutions, Dr Brett Neilson from the Centre for Cultural Research (CCR) leads an interdisciplinary team examining the human consequences of globalisation, with a particular focus on cultural gerontology and the biopolitics of ageing. The project seeks to inform the long-term policy debate regarding the health of Australia's ageing population.

UWS research on food and water continues to drive major economic and social well-being efforts in developing countries in the Asia Pacific region. In 2005, Dr Paul T Smith consolidated his pioneering work with remote communities towards improving availability of traditional foods, while Professor Peter Cornish secured major funding from the Australian Centre for an International Agricultural Research (ACIAR) to develop water harvesting and better cropping systems for the benefit of small farmers in watershed areas of India.

UWS is an active participant in the CRC for Irrigation Futures, leading large-scale collaborative research on urban and peri-urban irrigation, as well as supporting several CRC funded research students. Such environmental research links into national research priorities, particularly An Environmentally Sustainable Australia, while also forging links between environmental science and social and cultural research.

UWS continued to develop its research alliance with Sydney Water Corporation and Sydney Catchment Authority to support innovative research in water reuse within Greater Sydney.

In 2005 Professor Ien Ang from the Centre for Cultural Research commenced work on her prestigious ARC Professorial Fellowship, the first awarded to UWS.

Professor Jann Conroy (Centre for Plant and Food Science) and collaborators from UNSW and UTS was awarded \$1.2 million by the Australian Greenhouse Office to establish a climate change experiment involving growing eucalyptus trees within chambers provided by the Swedish University of Agricultural Sciences. These visually arresting chamber structures will be located at the Hawkesbury campus and will support a range of climate change experiments for staff and research students.

Associate Professor Kate Stevens (MARCS Auditory Laboratories) and collaborators from across Australia secured major ARC funding to work with the Australian Choreographic Centre, the Australia Council of the Arts and AusDance to explore the cognitive and kinaesthetic process involved in creating, refining, and performing significant dance works.

## Regional Collaboration

In 2005 UWS research teams focused their energies on a range of regional collaborations exploring key economic, social and cultural issues. UWS aims to be at the heart of its region's development, particularly as a catalyst for innovation and as a contributor to the region's well-being, social capital and economic vitality,

Associate Professor Frances Parker from the UWS Social Justice Social Change Research Centre (SJSC) has spent years researching agriculture in the Sydney basin. Agriculture injects a massive \$1 billion into the NSW economy. Dr Parker's work has shown that at the heart of this billion-dollar industry are small, family-run farms in south-west and north-west Sydney, producing the majority of Sydney's supply of fresh leafy greens and other vegetables, poultry, strawberries, cherry tomatoes and flowers. Her research collaboration with these families and the promotion of the research findings links firmly into the needs of peri-urban sustainability – and preservation of this hidden part of the productive economy, particularly the marvel that fresh produce is still able to be grown within 50 kilometres of the international city of Sydney.

Dr Elaine Lally from the Centre for Cultural Research (CCR) is undertaking research that will assist Fairfield City Council develop a Creative Industries Hub. Creative industries are among the fastest growing economic sectors in Australia and internationally. There is now widespread international recognition of the productive role of creativity and diversity as key driver of innovation and economic development. Dr Lally and Professor Robert Hodge, also from CCR, are working on a major ARC Linkage project with

the Western Sydney Regional Organisation of Councils (WSROC) and the Information and Culture Exchange (ICE) to address, theoretically and practically, goals and demands for cultural planning in the information age. The research uses Geographical Information System (GIS) digital infrastructure to develop new information architecture, new interface design and new strategies that interrogate and use available databases and information systems relevant to regional strategic cultural planning in Greater Western Sydney.

In late 2005, two University Research Centres (CCR and MARCS) were awarded UWS competitive UWS Postdoctoral Research Fellowships in collaboration with regional partners to support their work in developing research programs around the Children's Futures Theme. These fellowships will commence in 2006.

## Recognition – Research Active Staff

UWS supports high achieving individuals in research. The Register of Research Activity is designed to provide a framework within which research active staff can be rewarded through:

- priority access to UWS internal research funding schemes
- access to Higher Degree Research supervisory opportunities
- their research commitments being monitored to ensure that these are formally built into their workload agreements
- their achievements promoted to external communities and agencies

The Register measures audited research performance using the measures articulated by the Commonwealth government and used by the Department of Education, Science and Training (DEST) to allocate performance-based research funding under the Institutional Grants Scheme (IGS) and the Research Training Scheme (RTS). These involve a total sector allocation of over \$750 million to support university research activity. The performance measures employed by the UWS Register relate to:

- External research income (operating through a university research account and reported to DEST) – a total of \$5,000 in the triennium
- Refereed research publications, using DEST categories, following (a) registration and audit – 1.50 publication points (the equivalent of 1.5 sole-authored refereed journal articles) in the triennium
- Higher Degree Research completions (as formally reported to DEST) – 1.0 (the equivalent of sole supervision of one completing student) in the triennium

Full registration requires an individual to have met any two of these three thresholds, or to have met a higher threshold on the basis of publications alone, during the audited triennium. The Register also encompasses an Early Career Researcher category (within 5 years of the award of the PhD) and subject to a modified high publications threshold.

All registrants are subject to annual review, undertaken by the UWS Research Committee, on a rolling triennium basis, ensuring that UWS can reflect its growth in Research Active Staff. In 2005, the fourth formal triennium review of the UWS Register of Research Activity (DEST Recognised Research Activity) was undertaken, with the results published on the University's web pages. Almost 700 staff are now registered and the percentage of research active staff has risen again, in line with the Strategic Research Plan. In the 2002-2004 triennium, over 30% of academic staff met the thresholds.

In the latest national publications data return submitted in 2005, UWS had a 15 per cent increase in peer-reviewed publications as reported to the Commonwealth, continuing strong growth in research publications since the integration of UWS in 2001. For the first time, the majority of academic staff published in the reporting year. The publication output per academic FTE at UWS is now equivalent to the sector average.

In 2005, the Office of Research Services (ORS) undertook an analysis of the refereed journal output of University Research Centres (URC) across the 2001-2003 period with reference to "Journal Impact status" (where applicable, using the ISI Web of Knowledge databases). This has informed discussion with URC regarding where they publish, how the publishing field relates to their areas of declared expertise and how journal impact factors might guide their choice of journals. For certain humanities and social science URC, this discussion has focused less on Impact Factors and more on the perceived quality of the journals and books within their broad discipline area.

### **Research Training**

UWS is determined to maintain a vibrant research training program, ensuring that Research Training Scheme (RTS) places stabilise and grow over time. The focus on generating growth in research income/infrastructure and on timely completions will assist UWS in this aim. UWS has also developed a small but sustainable cohort of full-fee paying domestic research students. In 2001, UWS put in place the structure for a general fee-paying regime for domestic research students across all its programs. In 2005, UWS sustained further growth in this category of research students, achieving a load of 49 EFTSU in this student category across all four Colleges, ensuring that the overall research student load stabilised above the 500 EFTSL mark.

Since 2001, UWS has placed particular focus on timely research degree completions. This strategic focus has seen UWS increase both its number of students with successful completions and its ratio of research completion to research student load. Our 2005 reporting declared 100 Higher Degree Research (HDR) completions. From being well under the national average in 1998, UWS now has a completions ratio on par with the national average.

UWS undertook a major Postgraduate Research Student Survey in 2005. The outcomes of this survey are being examined by the Research Studies Committee in concert with the Colleges, with the aim of improving service and building on key findings to ensure communications processes and access to resources are clearly articulated and monitored across UWS.

In what is considered to be a national first, the University's Centre for Cultural Research is offering a professional doctorate in cultural research, aimed at professionals in government, business and community sectors who want to explore how culture shapes and transforms contemporary societies. The doctoral program has pioneered a new alliance between industry and academia around the theme of 'culture'.

### **Research Appointments**

UWS secured several notable senior research appointments in 2005.

Professor Beverly Raphael, former Director of the New South Wales Centre for Mental Health, commenced working with UWS through a collaborative partnership with NSW Health and the establishment of the Mental Health Development and Disaster Planning Unit within the new UWS Medical School. Professor Raphael's research collaboration will identify research priorities to boost Australia's capacity to respond to, prevent and manage the mental health fallout from major adversities such as terrorist attacks, natural disasters or events such as an influenza pandemic.

In early 2005, Professor Ivor Indyk, one of Australia's leading literary critics, with experience in both the scholarly and commercial aspects of Australian literature, was appointed as the inaugural Whitlam Chair in Writing and Society. Professor Indyk has an extensive background in research, teaching, editing and publishing, and a demonstrable commitment to Australian literature.

In late 2005, Professor John Howard commenced work as Director of the Australian Expert Group in Industry Studies (AEGIS). Professor Howard comes to UWS having undertaken a number of significant research projects including his work on: the use of information and communication technologies in the Australian manufacturing sector; commercialisation processes for university research; and knowledge exchange networks in the Australian innovation system. He has also undertaken major reviews, including the Cooperative Research Centres Program; the Innovation Investment Funds Program; the Commercialising

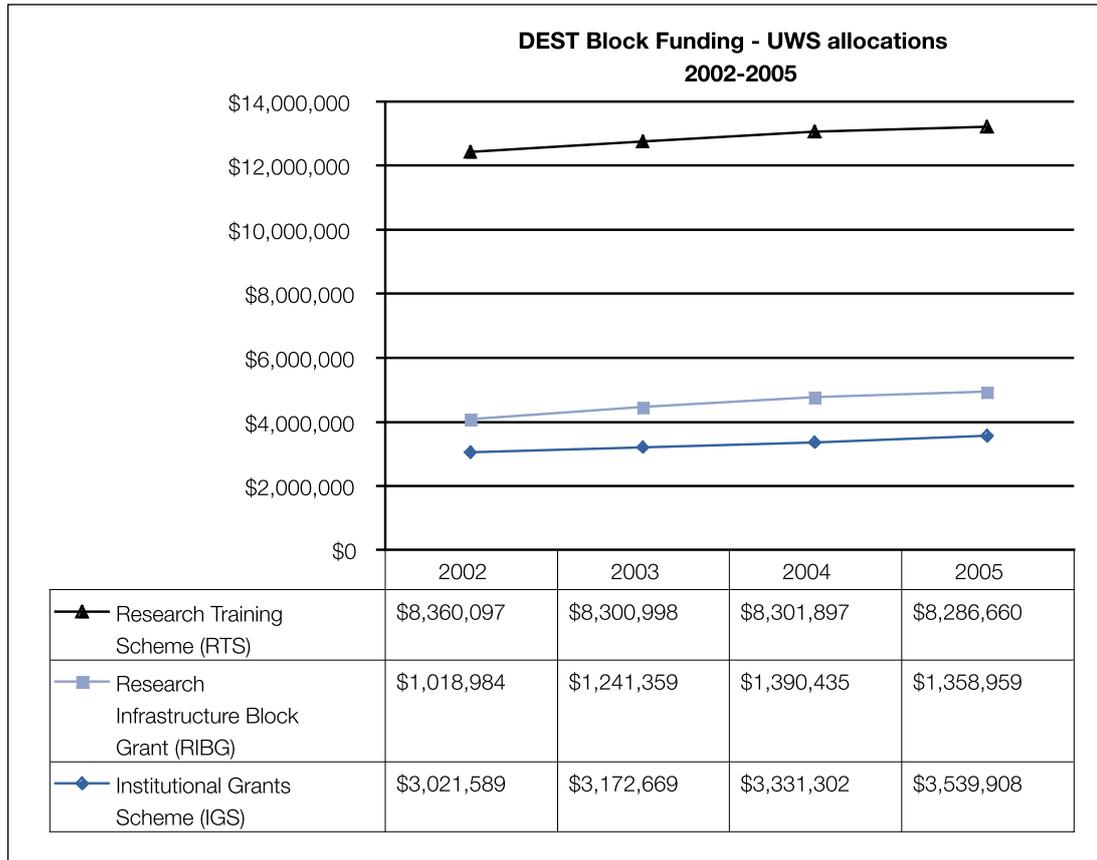
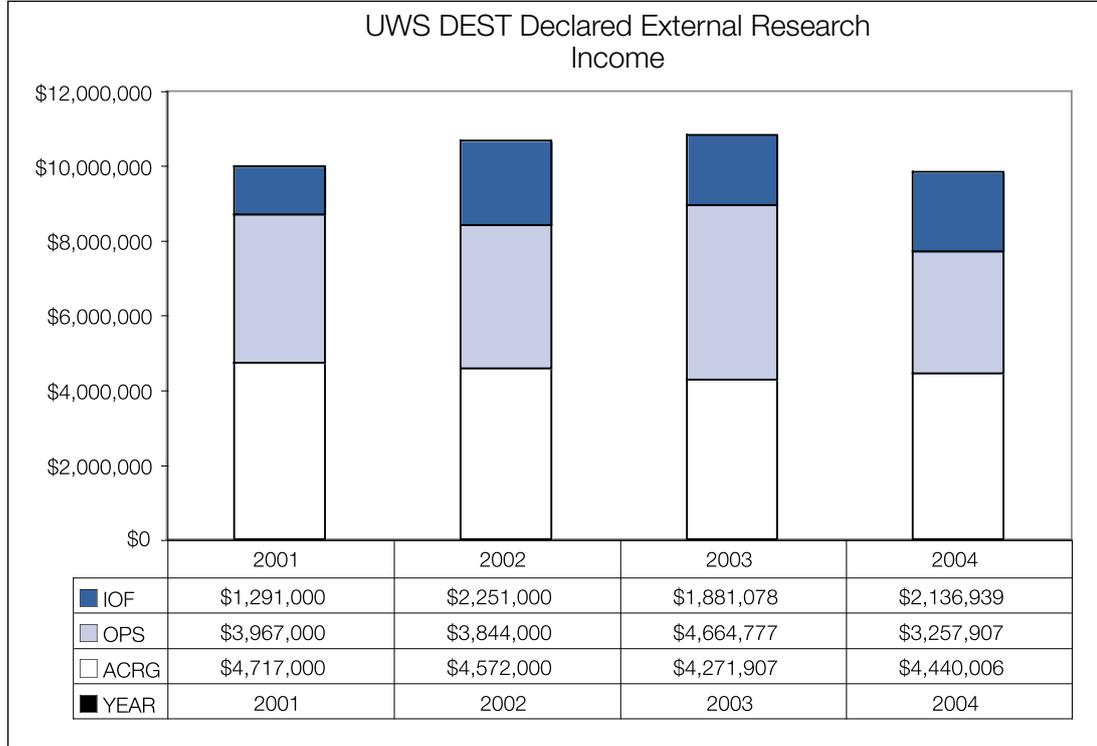
# Research

Emerging Technologies Program; the New Industries Development Programs; and the Renewable Energy Equity Funds Program.

In late 2005, UWS commenced recruitment of an eminent Foundation Director and several senior researchers to staff the new UWS Urban Research Centre.

## Statistics

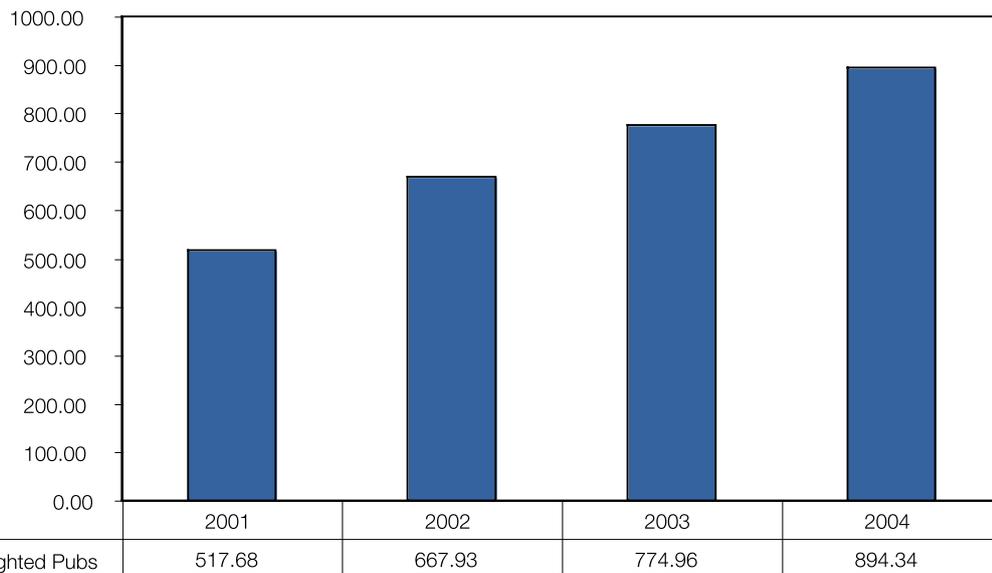
### Research Performance Trends



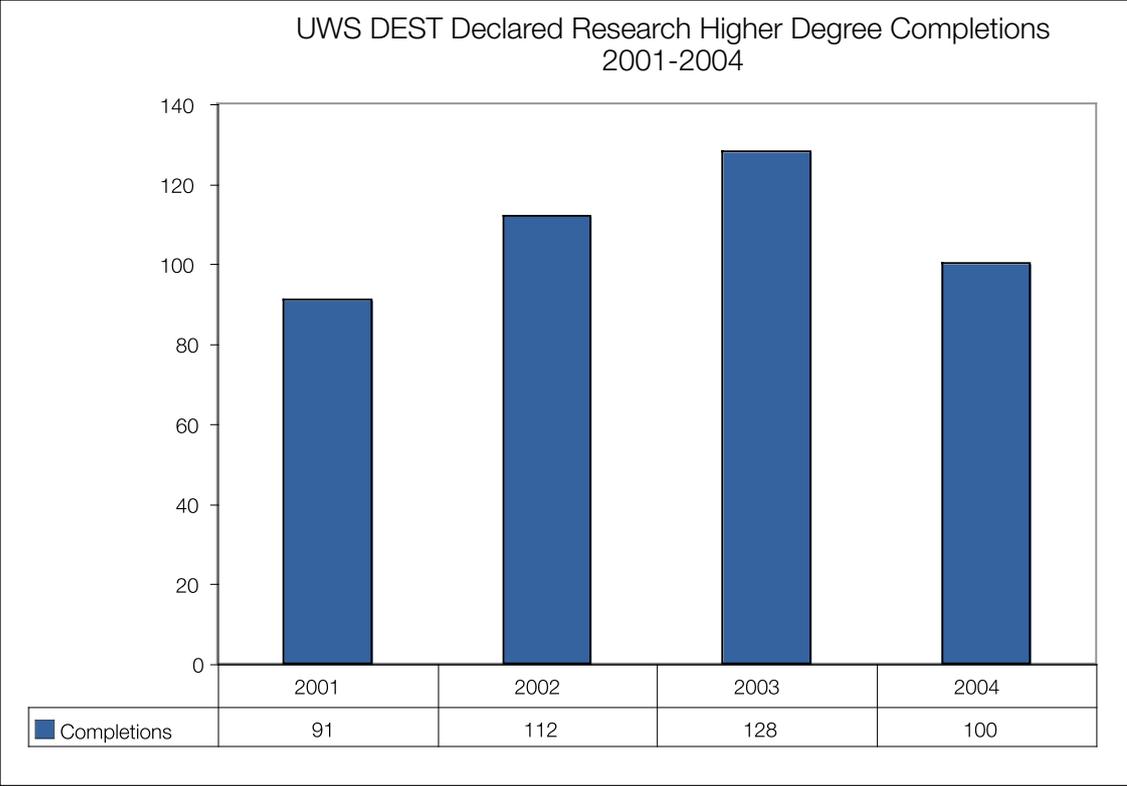
**Weighted research publications per academic FTE**

<b>Weighted Pubs</b>	<b>UWS</b>	<b>Sector</b>
2004	894.34	n/a
2003	774.96	35,063.78
2002	669.18	31,862.19
2001	524.17	29,666.62
<b>Weighted Output per FTE</b>	<b>UWS</b>	<b>Sector</b>
2004	0.99	n/a
2003	0.87	1.10
2002	0.70	1.03
2001	0.56	0.98

**UWS DEST Declared Weighted Publications  
2001- 2004**



Research Higher Degree completions per academic FTE		
Completions	UWS	Sector
2004	100	n/a
2003	128	6329
2002	112	5,805
2001	91	5,366
Completions to Load	UWS	Sector
2004	0.17	n/a
2003	0.22	0.20
2002	0.18	0.19
2001	0.14	0.18



# Regional and Community Engagement

In 2005 the University strengthened its support for engagement through the appointment of a Pro Vice-Chancellor (University Engagement) and a decision to establish an Associate Dean (Engagement) in each College. The University also conducted an audit of University Engagement activities in order to identify examples of good practice across the institution and to establish improvement priorities for our work in this area. The outcomes sought from the audit included better alignment between UWS academic strengths and the strengths and needs of the community; a clearer operational understanding of what “university engagement” means; an efficient and more robust structure to lead, support, and “embed” the area in core activities of learning and teaching and research; development of a system for capturing all of our activities; and informing the role of the UWS Pro Vice-Chancellor (University Engagement).

During 2005 the University’s commitment to engaged learning and teaching was enhanced by the development of a unit to be offered for academic credit and entitled “Learning through Community Service”. This is the first such unit of its kind to be offered by an Australian university. Students will receive a structured learning experience through providing a service. “Learning through Community Service”, also referred to as Academic Service Learning, is an effective pedagogy that requires students to link theory and practice and to draw upon and integrate a wide range of knowledge. It also encourages the student to recognise the way in which a private benefit (one’s own educational development) and a public good can be mutually reinforcing and it does that by incorporating that lesson in the curriculum that the student is studying.

## **Office of Regional Development (ORD)**

In 2005 the Office of Regional Development reviewed and strengthened its undertakings, continuing to represent the University’s interests in many regional projects as well as in membership of key regional organisations. All ORD activities support the University’s commitment to high quality community engagement.

The UWS Regional Council refined its focus and membership in order to better reflect the region’s population and needs. The Council, in its fourth year of operation, has provided input to the Community Engagement Review, refinement of the Regional and Community Grants Scheme and Regional Partnership Awards, and has seen individual members develop strategic relationships and programs with staff at UWS. The Business and Industry Advisory Panel, a subset of the Regional Council, has been particularly productive in aiding the University in establishing research partnerships with industry.

The first Woman of the West Award was conferred on Sister Mary Louise Petro for her outstanding contribution to the community in the Greater Western Sydney area (GWS) through the Mamre Project. Sister Mary Louise has accepted membership of the Regional Council.

Three Regional and Community Grants were funded in this year’s grants round and \$30,000 was allocated by the Regional Council to support 10 Cooperative Program projects for SMEs and NGOs in GWS who would otherwise be unable to take advantage of the Cooperative Programs. This has been well received with 10 projects selected from over 70 applications.

A Local Government Strategy was implemented in order to maintain contact and develop mutually beneficial relationships and opportunities between GWS councils and the University. Part of this strategy involved surveying councils as to their perceptions of UWS and the critical needs of the Region.

The Maximising Potential in Macarthur (MPM) Leadership project, funded through the Department of Transport and Regional Services Sustainable Regions (DoTaRS) Program, aims to improve the capacity of the Region to create sustainable social change and leadership aptitude for young people. The young people explore 10 Life Principles aimed at maximising their potential, particularly with respect to personal leadership and related life directions. MPM draws on leaders within the community, business, industry, schools, TAFE and university to work as ‘one-on-one’ coaches with young people. To date, 46 community representatives have been trained to coach 66 young people in leadership and to work with the MPM participants to facilitate civic leadership projects within the community.

The Innovative Technology Network and Nanotechnology Network continued with regular meetings. These events were well received with new and interested businesses present. The Networks continue to attract interest from industry and governments at the federal and state level. Presentations about the NanoNetwork have occurred at the University of Queensland’s ARC Centre for Functional Nanomaterials and at the ANZRSI Conference in NZ. An application has been lodged with DoTaRS for further funding to work more closely with industries and schools to promote Nanotechnology and science.

# Regional and Community Engagement

In 2005 Cooperative Programs celebrated 10 years of operation and the completion of 1,000 projects. A Cooperative Programs Alumni Network is being established. The programs have grown with approximately 200 students participating this year. The suite of programs has been extended with the addition of the Industry Internship program. This program was introduced in response to feedback received from industry partners; it entails a final year or postgraduate student studying part-time or deferring university for one semester and working for 26 weeks with an organisation. Organisations continue to support Cooperative Programs with a growing number of past students now becoming industry partners and sponsoring projects.

UWS's ongoing support for the Australian Universities Community Engagement Alliance (AUCEA) has continued to bear fruit in the formal establishment of the Alliance into an incorporated not-for-profit association. AUCEA held another successful national conference on community engagement. UWS's commitment to the Alliance demonstrates the University's continued leadership in this field.

## Alumni and Graduate Services

In 2005, the Alumni Development Advisory Committee (ADAC) focused on the challenges facing the University in moving its alumni relations activities forward. ADAC recommended a focus on recent graduates, final year students, graduates who have elected to remain in touch with the University, and alumni chapter development as priorities for the University's alumni relations strategy.

Communication outreach to our alumni community was achieved through the paper newsletter, Graduate Life, and a regular bulletin to graduates who have elected to be contacted at their email addresses.

Events and Seminars – Alumni and Graduate Services continued with its two principal series of seminars, Rising Star for young alumni and Successful Ageing in Western Sydney for senior alumni. Both are designed to showcase talent from the UWS community (academic or alumni) with people presenting material from their field of expertise that has practical value for the lives of our graduates. Topics for 2005 were:

### Chapter Development

- Work in alumni chapter development over the previous two years came to fruition in 2005 with the creation of five new chapters; Education; Golden Key; Cooperative Programs; Singapore; Kuala Lumpur and Selangor

Chapters that are currently in development include: Accounting; Psychology; Journalism; Tourism; and Jakarta.

Alumni chapters being assessed for strategic viability include:

- Bangkok
- Toronto

As the chapters in development and being assessed become established, the number of UWS alumni chapters will reach 16 over the next two to three years.

## Performance Measures

A number of performance measures are applied to the University's alumni relations strategy. Strategy level performance measures include an engagement scorecard and rate of active alumni acquisition. Event level performance measures include an event and venue evaluation, and an attendance ratio scorecard.

## Major Works in Progress

Major works in progress for the University's alumni relations strategy include the development of a mixed-media model for Graduate Life, undertaking research into the organisational identification of our graduates, and the refinement of the University's international alumni relations strategy.

# Business and Resources

## Our staff

In 2005 we had 2182 full-time equivalent staff in ongoing and fixed term positions.

### Ongoing and Fixed Term

	2004	2005
Academic	943	925
General	1,205	1,184
Senior	n/a	73

UWS appointed 149 staff through external advertisement, 33 of which were academic positions, 109 general staff positions and 7 senior positions.

### Human Resource (HR) Systems

As part of the culture of continuous improvement for HR operational processes under the auspices of the Quality of Service initiatives, further enhancements have been made to HR systems to deliver quality services to our internal clients. This includes the continued enhancement to Staff OnLine which now provides staff with online sick leave bookings and online training nominations following the introduction of the Alesco Training & Development module. In addition staff can now to view their own training history, details of their qualifications held in the qualifications register, superannuation deductions and other payroll related transactional information.

UWS was chosen as the lead university site for the HES beta testing and sign-off for the Alesco V10, the HR Information System utilised by the University. Work has continued on improving the UWS Demographics Portal, the web based management information system. The portal has been presented to external bodies, culminating in the presentation of a paper at the Talent2 International User Group Conference in Perth earlier in 2005.

## Occupational Health and Safety

The focus for Occupational Health and Safety (OHS) during 2005 has been to enhance the level of engagement in building occupational health and safety into core business, in line with the strategic direction of the organisation. This planned approach to building OHS into the business fabric of the organisation has proven to be successful with greater levels of accountability and responsibility demonstrated. New initiatives for OHS training have also contributed to the level of knowledge and awareness of OHS related issues throughout 2005. A focus has been maintained on the injury management portfolio during the year which has achieved significant results in terms of cost, rehabilitation for injured workers and staff care arrangements. There have been no prosecutions for breaches under OHS legislation during 2005.

The following statistical data provides an overview of accident injury performance during 2005 against previous years.

Table 1: Comparative Incidents/Accidents and Claims at UWS

Month	2003		2004		2005	
	Incidents/ Accidents	Claims	Incidents/ Accidents	Claims	Incidents/ Accidents	Claims
Jan	21	7	21	6	16	1
Feb	29	4	17	8	24	3
Mar	52	17	45	11	44	8
Apr	42	9	30	4	20	5
May	34	7	40	5	37	9
Jun	27	3	20	4	44	6
Jul	10	9	19	6	17	7
Aug	50	11	36	12	38	7
Sept	67	11	37	7	43	8
Oct	36	8	39	7	27	7
Nov	16	8	26	5	30	6
Dec	17	4	19	3	3	2
Total	401	98	349	78	343	69

## Enterprise Agreements

The UWS Academic Staff Enterprise Agreement 2005-2008 and the UWS General Staff Enterprise Agreement 2005-2008 were certified by the Australian Industrial Relations Commission in March 2005. This was the culmination of extensive negotiations and consultation between the University, unions and staff during 2004. Since certification, two Implementation Committees, established to facilitate the implementation of each Agreement, have been working through the various enabling clauses to develop the appropriate processes necessary for full implementation.

# Business and Resources

## Academic Promotions

The 2005 round of academic promotions attracted 57 applications from academic staff. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions policies with a total of 32 applicants gaining promotion in this round.

- There was an almost even gender split of applicants (51% female, 49% male)
- Females were proportionately more successful than males (63% of successful applicants)
- The percentage of female applicants increased from 2004, when only 37% of applicants were female
- 66% of successful applicants have a PhD. 75% of all applicants who do not have a PhD were successful in demonstrating a case for equivalence

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	5	1	4	5	1	4
C	27	9	18	18	5	13
D	20	16	4	8	6	2
E	5	2	3	1	0	1
Total	57	28	29	32	12	20

## Higher Education Workplace Relations Requirements (HEWRR)

In April 2005 the Federal Government announced the introduction of the Higher Education Workplace Relations Requirement (HEWRR) and resultant changes for the sector. These changes necessitate compliance with the provisions of the HEWRRs in order to qualify for additional Commonwealth Grant Scheme funding with the initial submission required by 30 November 2005. The decision (in 2006) whether the University has successfully met the requirements to qualify for the funding rests with the Minister for Education, Science and Training.

## Organisational Change

A realignment of the structure of the Office of Human Resources has provided improved service and advisory support to Colleges and Divisions to assist in achieving their strategic objectives, together with a more client focused approach to day-to-day people management issues.

## Our Finances

### Financial Resources and Budget Outcomes

The University ended 2005 with a consolidated operating surplus of \$4.7m as compared to a deficit of \$27.5m in 2004. The major contributing factor to the turnaround was the detrimental effect on the 2004 result of the altered timing of Operating Grant payments from the Commonwealth, which contributed \$17.4m to the deficit leaving around \$10m as the true underlying deficit on recurrent operations in 2004. The remaining improvement is attributable to improved student numbers and overall expenditure restraint.

Total revenue in 2005 (excluding deferred items) increased by 12.9%. Income increased by \$40.9m to \$358.4m (2004: \$317.5m). Additional Federal Government revenues were the major contributor. This represented a favourable variance (\$8.7m) against the originally budgeted income for the year. The better than budgeted result is due mainly to the effect of a \$6.3m (\$1.8m actual) increase in International On-shore student fee receipts.

The University's level of self-generated income rose 7.2% and now represents 32.9% of total revenue. Growth in self-generated non-government income remains a key objective of the University and its achievement is essential to meet escalating costs and provide for development initiatives.

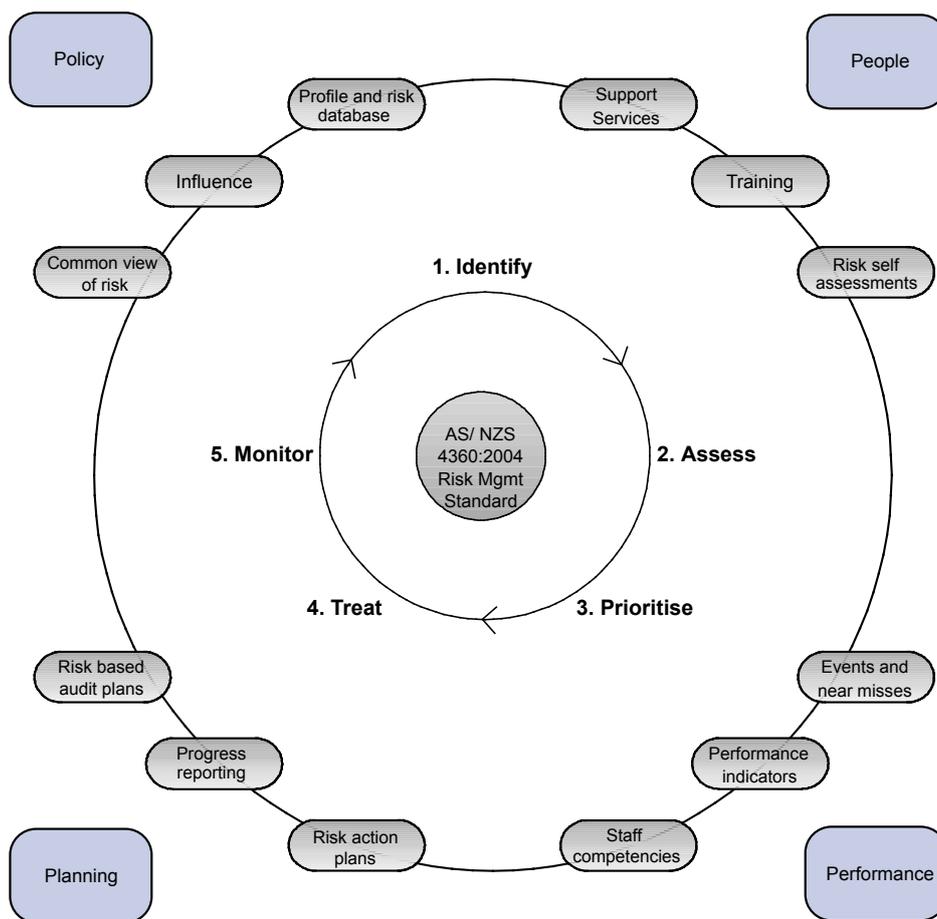
During 2005, operating expenditure (excluding deferred items) was \$353.7m, an increase of 2.5% from \$345m in 2004. The expenditure result compares favourably against the previous increases of 3.3% and 4.9% in 2004 and 2003 respectively. This continues to reflect the University's strong commitment to maintaining tight expenditure controls on its activities.

The University's financial position remains sound. There are no external borrowings or debt. Net assets (assets less liabilities) are recorded at \$680.6m (2004: \$669.8m). The current ratio which is a measure of financial liquidity (current assets as a ratio to current liabilities) of 1.3 (2004: 1.1) is below the DEST "good practice" benchmark range of between 1.5 and 3.0. However, there is an additional \$26.1m available which, although technically classified as long term investments, can be readily converted to cash. The inclusion of these investments raises the University's current ratio to 1.8 which is well above the DEST recommended minimum level. Even so, it remains incumbent on the University to continue to look to improving its financial position over the coming years.

The University Funding Model (UFM) is the main resource allocation mechanism for funding the University's strategic imperatives at an institutional level. This model recognises student load by teaching unit, allows for cost differentials between disciplines, and provides incentives to Colleges for research performance and generation of fee income.

The inadequate indexation of Commonwealth funding to meet actual salary increases, escalating competition for non-government income (particularly in the international student market), rising costs and the increasing demand for high quality teaching and research outcomes continue to dominate the UWS budget planning process. In addition, the University faces the constant challenges of operating on six teaching campuses supporting the Greater Western Sydney region and its growing population.

The University has budgeted for a consolidated operating surplus of \$17m for 2006. However, the exclusion of Commonwealth Government Capital Grants to the same value provides an underlying break-even operating budget target. This forms part of the University's longer term strategy to return to positive financial operating results.



**Risk management**

The University maintains an enterprise-wide strategic risk assessment and management program which is based on the methodology contained in the Australian/ New Zealand Risk Management Standard AS/NZS 4360:2004.

The UWS Risk Register and Risk Profile are updated on a cyclical basis. Risks are identified via surveys and risk workshops conducted with senior executive and managerial staff across the University and its related entities.

The Risk Register is used to consolidate the identified risks and record the ways in which these risks will be addressed based on a) their probability of occurrence (likelihood) and b) magnitude of impact (consequence). The Register also helps to ensure that efforts to address risk are not duplicated and that responses to risk are integrated and focused where they are needed the most.

The Risk Profile is a graphical representation of ‘categories’ or groups of potential risks and is used to prioritise risk remediation efforts.

The actions that are needed to address high priority risks are established in consultation with relevant functional areas and stakeholders. The Audit and Risk Assessment Unit then monitors the progress of the implementation of these risk mitigation actions via Audit and Risk Returns which are forwarded to relevant functional areas on a quarterly basis to check progress against plans. This work is subject to quarterly oversight by the Audit & Risk Management Committee of the Board of Trustees.

In addition to the identification and remediation of specific high risks the University is co-ordinating the progressive integration of risk management methodologies/ thinking across all areas of the University’s business and operations (including its related entities and commercial activities). This work is being undertaken according to a structured framework, the elements of which are summarised in the following. The successful implementation of

each component of the framework involves cultural change and is regarded as an ongoing and (essentially) long term exercise.

The Audit & Risk Management Committee also monitors progress with this work and in turn provides formal reports to the Board of Trustees when project milestones are reached i.e. a major component of the framework implemented, a fresh risk profile developed, highest risk issues addressed. The Committee also provides the Board with advice and information on high risk activities or events that do not necessarily form part of the formal risk assessment program, such as new or emerging risks including funding issues, major IT projects, etc.

In addition to the above, the risk assessment and management program is subject to an independent peer review on at least a 5 yearly basis as part of the Audit & Risk Assessment Unit benchmarking and quality improvement program.

Key outcomes of the 2005 risk management program include:

- UWS Risk Management Policy adopted. The policy defines the broad accountabilities and structures the University will maintain in order to manage risk. It confirms the commitment of UWS to good corporate governance through risk management
- Dedicated assessment of risks associated with UWS related entities undertaken and unique risk profile developed
- Process for reporting the top 10 risk issues to the Board of Trustees established
- Staff resources devoted to risk assessment work increased
- Remedial actions to address risk incorporated into Audit & Risk Returns, and a formalised reporting mechanism and clearer accountabilities established

# Business and Resources

## Employment Equity

Major Equal Employment Outcomes during 2005

### General

During 2005 there was a comprehensive review of the role and functions of the Social Justice Unit, which is responsible for the promotion of equity and diversity. The review process included an extensive consultation process and the resulting report has recommended a new model and action plan for 2006-2008.

This report is presently under consideration and when it is approved key equity objectives for 2006 will be articulated.

The new Academic and General Staff Enterprise Agreements for 2005 -2008 reinforced the University's commitment to respecting the values of its employees, the diversity of its workforce and the right of employees to work in an environment free from unlawful discrimination, harassment and bullying. The Agreements have delivered improved employment leave provisions for staff, including 20 weeks paid maternity and adoption leave, paid partner leave of two weeks and enhanced personal leave options.

### Women

International Women's Day 2005 was widely promoted at UWS. The Office of the Vice-Chancellor hosted a function to which all women in the University were invited

The program for the event included the inaugural "Women of the West" awards and the launch by the Hon EG Whitlam of "Ten Hours in a Lifetime", the story of Nancy de Vries, a member of the Stolen Generation and a distinguished graduate of UWS.

Also as a tribute to International Women's Day a special art exhibition, Contested Ground was mounted at the University's administrative centre featuring works by Indigenous female artists.

The Lucy Mentoring Program for young women studying accounting, economics finance or law at UWS continued to operate in 2005 providing career development opportunities for young women. Priority was given to students who were the first generation of women in their family to attend university and to those who went to a high school in or live in the Greater Western Sydney area.

### People With Disabilities Requiring Workplace Adjustments

A project examining Occupational Health and Safety issues for people with disabilities in education and employment was conducted by the Regional Disability Liaison Officer. Following research and survey work a presentation titled "Out of Harms Way" was made to the Pathways 7 Conference .

### Aborigines and Torres Strait Islanders

Reconciliation Week was celebrated with the traditional Yarramundi Lecture in May.

The lecture, "Caring is a Black and White Issue" spoke about how caring transcends race or colour and was a call to all members of the community to care for each other.

### Ethnic Affairs Priority Plan and Statement

The UWS 2005-2007 Ethnic Affairs Priority Statement Plan enunciates the principles of multiculturalism and details the key objectives and strategies for implementing these principles at UWS. The Plan is available on the university website.

### Key Achievements 2005

The UWS Regional Council, through its Regional Community Grant Scheme provided funding for the following innovative projects which are enhancing the links between UWS and the diverse communities of the Greater Western Sydney Region:-

- The Muslim Harmony Relationship Building Project received funding for a Ramadan Itfar (breaking of fast) function in October 2005. Over 80 people including UWS staff and students, students and teachers from high schools in Greater Western Sydney and key representatives from Muslim associations across the Region attended.
- The School Parent Alliance Project which is directed at improving the educational outcomes of Arabic speaking children through the continuous engagement of parents.
- The Assyrian Community Capacity Building Project in Fairfield City which will produce a resource kit for the Assyrian Community to improve their access to services.
- The Widening Participation project, currently being piloted within five schools in the Penrith region, is designed to engage high school students from low socioeconomic backgrounds and non English speaking backgrounds with UWS students, staff and resources at an early stage in order to build interest and credibility for higher education as a possible pathway.
- A Rabbi has joined the UWS chaplaincy group and preliminary discussions regarding inviting an Imam to join the chaplaincy have also been held. UWS is looking to develop the foundations of a multi faith chaplaincy which encourages inter faith dialogue and some joint activities.
- A training program entitled "Working Harmoniously in a Multicultural Environment" was developed in conjunction with the Social Justice Unit and run through the UWS Professional Development Unit.

## Office of Business Development

The Office of Business Development (OBD) is an enabler of non-government revenue and profit generation of UWS. The purpose of OBD is to maximise revenue and minimise risk for UWS commercial activities. The focus is on UWS growing a diverse range of income from both core business (teaching and research), as well as through non-core activities such as commercialisation and commercial property leasing. The potential for growth in UWS's income lies in areas of existing strength such as fee-paying programs as well as promoting new areas such as consultancy services. There are significant opportunities for UWS to utilise its asset base as a means to generate revenues both in a synergistic fashion in support of teaching and research, as well as in a commercial manner.

Commercialisation of our work continues to build, with several notable successes.

- **Nutrients from Waste Technology.** Under an exclusive million-dollar agreement, the French company APPEXION will design, build and sell a new dairy processing technology developed by Food Science Australia and UWS. The technology converts the dairy by-product, whey, into a range of high-value products for use in medicines and health supplements. The project was featured in Business Review Weekly.
- **Phytonova Pty Ltd**, the 'spin out' company created in 2003 with investment from SciVentures and based on UWS plant breeding technology, is continuing to make industry sales and is maturing into a solid business. The PhytoNova plant breeding methodologies have been successfully applied to produce low chill (early maturing) fruit, as well as other market desirable characteristics, such as rapid growth, in a range of plants.
- **Medical Therapies Ltd.** A UWS project, a University of Sydney project and a joint project between the two universities to develop new anti-cancer and anti-inflammatory compounds were to be acquired by a company and listed on the Australian Stock Exchange. Unfortunately, the company was unable to raise sufficient funds for its initial public offering in the first instance, and the intellectual property has now been returned to UWS which is actively seeking a new commercial partnership.
- **RF-55.** The Construction and Technology Research Group developed a strong and flexible reinforced decking product, RF55, in-house. The concept progressed from prototype to production line within six months. It is commercially available from Fielders Australia Pty Ltd as part of their KingFlor® composite steel framework systems range, and can be purchased by consumers nationally.

## UWS Entities

### uwconnect

The company was established for the primary purpose of providing sports and leisure, retail, food and beverage, and other services to the UWS community, including students, staff, alumni and residents of Greater Western Sydney.

Established in January 2004, the company commenced initial operations in July 2004 on five campuses of UWS. By December 2004 uwconnect had received access to facilities on the six campuses to enable full service provision, in accordance with its objectives, in 2005.

### CADRE Design PTY LTD and CADRE Design Unit Trust

The principal objectives of the CADRE are:

- to design and develop online interactive educational content and software for university, college and school markets
- to develop e-learning content and tools for the corporate and government sectors

The principal activities of the company during the period were the development of WWW and CD ROM products for major US education publishers, and the development of educational multimedia for the Le@rning Federation for Australian & New Zealand Schools. Other activities include WWW development for government and large commercial clients in Australia.

### Linkwest Limited

Linkwest's objectives are to provide short courses in the Vocational, Education and Training (VET) sector and English Language Training. In 2005 the Company became a Registered Training Organisation.

In 2005 the College operated the UWS English Language Centre, including the Adult Migrant English Program at Liverpool, and to providing off-shore English training with overseas partners.

In addition, the Company has offered nationally accredited vocational qualifications and customised courses which are based on Industry Training Packages. It has continued to provide the Adult Migrant English Program at Liverpool. The operations of the Campbelltown UWS English Language Centre have been merged with Sydney West International College.

# Business and Resources

## **Sydney West International College Pty Ltd**

The principal objective of the College is to provide high quality educational opportunities for local and international students to ensure they develop the necessary academic skills to excel in their future University studies.

The principal activities of the College during the period were to operate English language and other pre-university academic courses as well as the providing study tour programs to students.

## **UWS Conference and Residential Colleges Limited**

To ensure the efficient and effective operation of the residential facilities of all campuses of the University. It also manages conference, motel and venue hire facilities.

In 2005 the Company provided student residential accommodation in support of the University of Western Sydney covering Bankstown, Blacktown, Campbelltown, Hawkesbury, Parramatta and Penrith campuses as well as conference and venue management across all campuses of the University.

## **Capital Works**

### **New Medical Facility – Campbelltown**

Capital Works and Facilities is managing the process of brief development, design and construction of the new Medical Building which will form a new eastern gateway to the Campbelltown campus and is a key component of the evolving master plan that is currently being prepared for that campus. The project will be the largest construction since unification of UWS and is being designed to provide UWS with state-of-the-art medical teaching and research facilities.

During the course of 2005, Capital Works and Facilities sought Expressions of Interest from architectural consultant teams Australia-wide to liaise with all stakeholders to prepare a Functional Design Brief (FDB) for the necessary medical facilities. After selection of a consultant team, the FDB was extensively circulated and comprehensive stakeholder debate took place on the nature of the medical facilities to be constructed prior to its finalisation and endorsement by the University in May 2005.

A design competition was held in accordance with the Royal Australian Institute of Architects (RAIA) guidelines and the four most highly rated firms from the expression of interest were invited to prepare architectural concepts for the new medical facility.

The competition generated highly creative design solutions from all of the competitors, and one of these competitors was selected and engaged to undertake design of the building in September 2005.

The design process commenced with extensive stakeholder meetings involving UWS, the School of Medicine, Technical Consultants, Master Planning interests, and is progressing rapidly into more detailed and comprehensive design.

### **New Teaching Building – Parramatta**

Work on UWS's new Teaching Building has progressed rapidly in 2005 as the project moved from design into construction over the course of the year. The 8,600m<sup>2</sup> building is being constructed at the southern end of Fifth Street on the Parramatta campus. When finished in 2006, the building will provide modern, well equipped teaching spaces for the delivery of academic outcomes

### **Relocations**

A number of key relocations occurred in 2005 in the ongoing program of co-locating dislocated UWS units and compatible activities. Significant amongst these was repatriation of Human Resources, Office of Marketing, and Office of Media and Communications from Penrith CBD to Werrington North, and relocation of the last teaching unit, the School of Social and Health Sciences, from Werrington North to Kingswood. Other consolidations included Law and Business on Blacktown campus and Humanities on Bankstown campus, and establishment of the Medical team at Campbelltown campus.

### **Improving Safety**

Upgrading to provide safer corridors of movement across all campuses is an ongoing task. Capital Works and Facilities is continuing the upgrading of handrails, balustrades, stairs and ramps, and elimination of trip hazards from our paved areas. The tree-trimming program is also ongoing with the aim of eliminating places where wrongdoers can potentially hide.

Other programs include the delivery of electronic security initiatives and progressive air conditioning upgrades to improve comfortable conditions for both students and staff.

In 2003 a formal process was introduced for inducting facilities contractors to the UWS safety procedures prior to allowing them to work on campus. To date Capital Works and Facilities has carried out some 1,020 inductions of contractors and their staff.

### **Land Disposals**

During 2005 4,612 square metres of UWS Westmead campus land was sold for \$4.35 million (exclusive of GST) to the RTA for use in the Northwest Transitway. No other land disposals were undertaken.

## **Environment**

A comprehensive Environmental Management System (EMS) consisting of an Environmental Management Policy, Manual, Plan, Procedures and Instructions, in accordance with ISO AS/NZS 14001, has been completed. EMS implementation will reduce environmental risk exposure, promote sustainability initiatives, prevent pollution and ensure best practice environmental management performance across all campuses.

The EMS Plan addresses those UWS activities identified in the Environmental Impacts and Aspects Register as having the potential to impact on the environment. The seven programs which detail objectives, targets and Key Performance Indicators are:

- Energy Conservation Program
- Water Conservation Management
- General Waste Minimisation and Recycling Program
- Hazardous Waste and Dangerous Goods Management Program
- Remnant Bushland and Biodiversity Management Program
- Promotion of Environmental and Sustainability Awareness Program
- Contractor and Lessee Environmental Impacts Program

## **Waste**

In terms of paper recycling, the waste minimisation strategies implemented have resulted in a further increase in the amount of paper and cardboard diverted from landfill and sent to recycling facilities. An additional 635, 240 litre Sulo Paper Recycling bins were distributed in 2005 providing a total of 1635 bins UWS wide. An additional 115, 240 litre Security Paper Recycling Sulo bins were distributed in 2005 providing a total of 315 bins. A total of 2,500 workstation and 500 photocopier room paper recycling bins have been distributed to all staff and students which will greatly increase the amount of paper collected for recycling.

- Cardboard recycling: Bulk cardboard recycling skip bins are located at all campuses and are emptied weekly and sent to recycling
- Imaging consumables: Used imaging consumables are collected monthly and sent to a recycling facility
- Fluorescent tubes: Used fluorescent tubes are stockpiled and sent annually to Melbourne to a dedicated recycling facility. The mercury and other contaminants are separated and recycled
- Green waste: Mulching mowers deposit grass cuttings onto grass areas which aids in organic fertilisation. All tree waste is "chipped" on site and placed in tree groves and garden beds as mulch which aids in moisture retention reducing water consumption
- Building and demolition waste: This waste is sorted into bricks, concrete, timber, steel, glass and soil and sent to designated recycling depots

## **Energy**

In line with the NSW Government Energy Management Policy UWS is currently improving the efficiencies in air conditioning plants across all campuses. Building management and access control systems are being progressively installed in buildings across all campuses. These systems enable and disable the air conditioning systems and lighting to operate only when occupied. Load management systems monitor the electrical load in the major buildings at Blacktown and Richmond and shut down air conditioning units as required to ensure the substations are not overloaded.

# Business and Resources

## Office of the Academic Registrar

In 2005 the activities of the Office of the Academic Registrar were focused on the implementation of the new requirements of the Higher Education Support Act (2003) that came into effect on 1 January. The Act imposes new requirements on the University and students for registration, enrolment, payments, reporting and publication. This has involved major systems changes, new processes for students and staff and substantial communications with all the university community about the changes. To achieve these changes the Office of the Academic Registrar (OAR), worked closely with Information Technology, Finance, Office of Planning and Quality, Office of Business Development and Office of Marketing and Communication.

The effectiveness of the preparations became apparent at the beginning of the year, with administrative and academic staff coping well with the new terminology and procedures at the enrolment sessions for commencing students. Further changes to the legislation and the progressive roll-out of DEST procedural changes continue to impact across student administration and other areas. The student management system (Callista) required substantial enhancement to meet these changes, creating additional demands on both the Student Systems and IT areas.

## Course Rules Implementation

Following implementation of many of the changes required under HESA, the OAR was able to resume implementation of course completion rules in the second half of 2005. Over 6000 students are now enrolled in courses for which course completion rules have been applied and many other students have indirectly benefited from these rules as they help them manage their enrolment. Academic staff are already feeling the benefit of the Callista student management system in checking students' eligibility to graduate, improving the accuracy of the process and reducing staff workload.

## E- Service

The Callista Connect (student access) module of Callista was successfully rolled out to a pilot group of students in October 2005. The module was implemented under the banner of MyStudentRecords (MySR), and initial access was provided to name, address and statistical data; results and progression details; academic history; and re-enrolment functions. Student finance data will be made available in early 2006. MySR availability will be extended to all on-campus students by the middle of 2006.

Individual e-notices to students have been implemented. This new functionality has enabled the targeting of students with specific administrative issues and the sending of individual emails reminding them of the actions they need to take, for example, HECS students who did not provide a Tax File Number at enrolment will be reminded before the census date to provide this number if they wish to claim deferred HECS liability.

Most students are now effectively using their student email accounts for communication with the University, however, there remains a proportion of students that do not access their accounts on a regular basis. Campaigns have been undertaken to promote the need to regularly access their email.

## Student Records Management

The Electronic Document Management system now scans documents at Campbelltown and Hawkesbury. This year over 140,000 student documents have been scanned and transferred to the electronic Student File in TRIM. These forms can now be seen by anyone with access (as determined by the Student Recordkeeping Working Party) to the Student File in TRIM, and this has enabled staff to view electronic versions of student forms that have been submitted at different locations.

## Assessment, Progression and Graduations

Materials developed to assist staff and students with examinations and progression matters include:

- An Examinations Guide for academic staff, developed collaboratively with Schools, to explain the various processes surrounding exams
- A "Progression" brochure developed on frequently asked questions for students
- "Review of Grade" frequently asked questions developed for web display
- Over 106,000 examination sittings were organised for students in 2005

## Graduations

In 2005 the University conducted graduation ceremonies for both on-shore and off-shore students with a total of 28 local ceremonies and three off-shore ceremonies held in Hong Kong and Singapore. Sixty-six per cent of the 8,500 students graduating attended their ceremonies. Almost 300 graduands participated in the off-shore ceremonies.

## System upgrades

New systems functionality to support the HESA changes was rolled out in 2005 in a series of upgrades and major patch installations. These upgrades required significant extra commitment from many business areas to achieve implementation, while ensuring that the basic business processes continued.

## Colleges and Schools Realignment

The second half of 2005 has involved major data collection and recoding of course and unit data to accommodate the new Colleges and Schools structure to commence in 2006.

### **Timetabling**

The timetabling of activities has become extremely complex for most campuses due to the growth in student numbers and limited teaching space availability. The timetabling staff have undertaken extensive modelling of different space use scenarios to facilitate the most effective use of space. The Academic Program Review reduced the number of units available to students. However, it did not substantially reduce the number of classes that needed to be scheduled. Some larger classes were able to be scheduled and additional enhancements will occur as courses are taught-out and new larger teaching spaces become available.

### **Policy and Procedure Review**

Academic Senate endorsed amendments to the Admissions, Enrolments, and Progressions policies that aligned them with the new terminology and processes available with on-line systems implementation.

### **Changes in the Act**

In 2004 the University's Act of incorporation had been amended to meet the governance requirements set by the Commonwealth Government as part of the funding arrangements under the Commonwealth Grant Scheme.

Following on from this a new By-law was approved in 2005, with the main difference from the previous version being the inclusion of a new section dealing with the procedures for appointment and nomination of external members of the Board. The University of Western Sydney By-law 2005 came into effect on 16 September 2005.

The University was also affected by the passage of Commonwealth legislation during the year. In late 2005 the Higher Education Support Amendment (Abolition of Compulsory Up-front Student Union Fees) Act 2005 came into effect. The Act prohibits compulsory membership of student associations as well as the collection of any compulsory fee for such purposes.

Also in late 2005 the Higher Education Legislation Amendment (Higher Education Workplace Relations Requirements) Act 2005 gave effect to the Higher Education Workplace Relations Requirements (HEWRRs) for higher education providers. Higher education providers need to comply with the Requirements along with the National Governance Protocols in order to be eligible to receive increased levels of Commonwealth Grant Scheme funds. The Requirements provide for the offering of individual AWAs to all employees and associated amendments to workplace policies and practices.

### **Freedom of Information**

#### **Statement & Summary of Affairs**

Reported in accordance with the regulations: Provision is made for the relevant records to be kept.

#### **Name of Agency:**

University of Western Sydney

#### **Agency Reference Number:**

2280

#### **Reporting Period:**

Year ended December 2005

#### **Cost of Service:**

\$30 per application. A \$40 fee is required for requests for Internal Review of determinations.

Fifteen formal applications for access to information under the NSW Freedom of Information Act (FOI) 1989 were received in 2005. Twelve of these applications were determined. One application was not processed as no application fee was received, and two applications were deemed not to fall under FOI legislation. In both of these cases the information was able to be released to the applicants, without requiring them to apply for it under the FOI Act.

Internal reviews were requested for two applications, and determinations were made in accordance with the Internal Review procedures. One of these applications is currently undergoing review by the Ombudsman, and one has progressed to the Administrative Decisions Tribunal. Final decisions on these two cases have not yet been made.

Access to documents was granted in full to six applicants, and in part to six applicants.

Time committed to FOI requests varied by case, but in some cases was considerable.

Access to documents can be obtained by contacting:

#### **The FOI Officer**

Locked Bag 1797  
Penrith South DC  
NSW 1797  
Australia  
E-mail – FOI@uws.edu.au  
Phone (02) 9678 7841

# Business and Resources

## **Privacy**

Some 21 formal enquiries on privacy matters were dealt with during the year, for which advice was provided.

Three training seminars were held, two dealing with general privacy issues and health privacy issues, and a specialist one dealing with privacy issues in the area of research. External consultants were used to ensure that staff were given a comprehensive and expert background in privacy matters. These seminars receive consistently positive feedback from participants. Staff attendance at these seminars totalled 66.

Two Internal Review applications were received during the year and were dealt with in accordance with the Privacy and Personal Information Protection Act 1998.

## **Code of Conduct**

UWS is committed to demonstrating high standards of personal and professional conduct. These standards are outlined in the Code of Conduct that was published in September 2003. This code establishes the ethical framework within which the University operates, and is a guide to students, visitors and contractors of the ethical standards that we expect they will also uphold in their engagement with the University. It outlines what is expected of members of the University community, while recognising that all University policies are secondary to State and Federal laws and that in all matters our people – staff, students, contractors and others are subject to the law.

The UWS Code of Conduct can be accessed through the internet at the following address:

<http://sites.uws.edu.au/uws/policies/ppm/doc/000072.html>

## **Protected Disclosures Act 1994**

UWS adheres to the legislative obligations as described in the Protected Disclosures Act 1994, to encourage and facilitate the disclosure of corrupt conduct, maladministration and serious and substantial waste in the public sector.

In 2005 one matter was considered under the Protected Disclosures Act. This matter was dealt with in accordance with the requirements of the Act and the University's Protected Disclosures Policy.

## Financial Resources and Budget Outcomes

The University ended 2005 with a consolidated operating surplus of \$9.0m as compared to a deficit of \$27.5m in 2004. The major contributing factor to the turnaround was the detrimental affect on the 2004 result of the altered timing of Operating Grant payments from the Commonwealth which contributed \$17.4m to the deficit leaving around \$10m as the true underlying deficit on recurrent operations in 2004. The remaining improvement is attributable to greater student numbers, better investment returns, profit on asset sales and overall expenditure restraint.

Total revenue in 2005 (excluding deferred items) increased by 14.4%. Income increased by \$45.7m to \$363.2m (2004: \$317.5m), additional Federal Government revenues being the major contributor. This represented a favourable variance (\$13.5m) against the originally budgeted income for the year. The better than budgeted result is due mainly to the effect of a \$7.7m (\$4.7m on 2004 actual) increase in International on-shore student fee receipts and the realisation of investments and interest income up \$3.9m on budget (\$5.0m on 2004 actual).

The University's level of self-generated income rose 11.6% and now represents 33.8% of total revenue. Growth in self-generated non-government income remains a key objective of the University and its achievement is essential to meet escalating costs and provide for development initiatives.

During 2005, operating expenditure (excluding deferred items) was \$354.1m, an increase of 2.7% from \$345.0m in 2004. The expenditure result compares favourably against the previous increases of 3.3% and 4.9% in 2004 and 2003 respectively. This continues to reflect the University's strong commitment to maintaining tight expenditure controls on its activities.

The University's financial position remains sound. There are no external borrowings or debt. Net Assets (assets less liabilities) are recorded at \$677.7m (2004: \$666.4m). The current ratio which is a measure of financial liquidity (current assets as a ratio to current liabilities) of 1.3 (2004: 1.1) is below the DEST "good practice" benchmark range of between 1.5 and 3.0. However, there is an additional \$25.9m available which, although technically classified as long term investments, can be readily converted to cash. The inclusion of these investments raises the University's current ratio to 1.8 and is well in excess of the DEST recommended minimum level. Even so, it remains incumbent on the University to look to further improving its financial position over the coming years.

The University Funding Model (UFM) is the main resource allocation mechanism for funding the University's strategic imperatives at an institutional level. This model recognises student load by teaching unit, allows for cost differentials between disciplines, and provides incentives to Colleges for research performance and generation of fee income.

The inadequate indexation of Commonwealth funding to meet actual salary increases, escalating competition for non-government income (particularly in the international student market), rising costs and the increasing demand for high quality teaching and research outcomes continue to dominate the UWS budget planning process. In addition, the University faces the constant challenges of operating on six teaching campuses supporting the Greater Western Sydney region and its growing population.

The University has budgeted for a consolidated operating surplus of \$17.0m for 2006. However, the exclusion of Commonwealth Government Capital Grants to the same value provides an underlying break-even operating budget target. This forms part of the University's longer term strategy to return to positive financial operating results.

# Appendices

## Appendix 1: Board of Trustees Membership

<b>Title</b>	<b>Category</b>	<b>Meetings Attended</b>	<b>Possible Meetings</b>
Mr John Phillips, AO	Official Member – Chancellor	6	6
Professor Janice Reid, AM	Official Member – Vice-Chancellor	6	6
Professor Anne Cusick	Official Member – Chair of Academic Senate	6	6
Ms Meg Oates	Appointed Member – Ministerial	3	6
The Hon Jan Burnswoods, MLC	Appointed Member – Ministerial	3	6
Mr Roy Medich, OAM	Appointed Member – Ministerial	6	6
Dr Anne Benjamin	Appointed Member – Ministerial	5	6
Mr Glen Sanford	Appointed Member – Ministerial	5	6
The Hon Kim Yeadon, MLA	Appointed Member – Ministerial	6	6
Ms Linda Burney, MP	Appointed Member – Board	3	6
Ms Mary Foley	Appointed Member – Board	5	6
Ms Gabrielle Kibble, AO	Appointed Member – Board (Deputy Chancellor)	5	6
Mr Geoffrey Roberson	Appointed Member – Board (Deputy Chancellor)	6	6
Associate Professor Valentina McInerney	Elected Member – Academic Staff	5	6
Mr Angelo Kourtis	Elected Member – General Staff	6	6
Mr Barry Baillie *	Elected Member – Graduate	2	3
Mr Colin La Flamme *	Elected Member – Postgraduate Student	3	3
Mr Malcolm Wood	Elected Member – Undergraduate Student	2	6
Mr John Heath **	Elected Member – Graduate	2	3
Ms Elfriede Sangkuhl **	Elected Member – Postgraduate Student	3	3

\* Term of office ended part way through 2005

\*\* Term of office commenced part way through 2005

## Appendix 2: Academic Senate Membership

Name	Position	Category
Professor Anne Cusick	Chair, Academic Senate	Elected
Professor Michael Atherton	Deputy Chair, Academic Senate	Elected
Professor Janice Reid, AM	Vice-Chancellor	Official Member
Dr Neil Davidson	1 of 3 academic staff – CAESS	Elected
Associate Professor Kaye Shumack	1 of 3 academic staff – CAESS	Elected
Professor Stuart Campbell	1 of 3 academic staff – CAESS	Elected
Dr Michael Darcy	1 of 3 academic staff – CSHS	Elected
Professor John MacDonald	1 of 3 academic staff – CSHS	Elected
Dr Betty Gill	1 of 3 academic staff – CSHS	Elected
Professor Raja Junankar	1 of 3 academic staff – CLAB	Elected
Associate Professor Tom Altobelli	1 of 3 academic staff – CLAB	Elected
Ms Joan Kelly	1 of 3 academic staff – CLAB	Elected
Associate Professor Robyn Bushell	1 of 3 academic staff – CSTE	Elected
Professor Athula Ginige	1 of 3 academic staff – CSTE	Elected
Associate Professor Yang Xiang	1 of 3 academic staff – CSTE	Elected
Mr Anthony Sciberras	Postgraduate student member	Official member
Ms Elfriede Sangkuhl	Postgraduate student member	Elected
Mr Tim Jarrett	Undergraduate student member	Official member
Mr Luke Fomiatti	Undergraduate student member	Elected
Professor Rob Coombes	Deputy Vice-Chancellor (Academic and Services)	Official member
Professor Chung-Tong Wu	Deputy Vice-Chancellor (Development and International)	Official member
Ms Rhonda Hawkins	Deputy Vice-Chancellor (Corporate Services)	Official member
Professor Geoff Scott	Pro Vice-Chancellor (Quality)	Official member
Professor Nigel Bond	Pro Vice-Chancellor (Academic)	Official member
Professor Sheila Shaver	Pro Vice-Chancellor (Research)	Official member
Professor Kevin Sproats	Pro Vice-Chancellor (Campus Development)	Official member
Professor Lesley Wilkes	Acting Dean, CSHS	Official member
Professor Wayne McKenna	Dean, CAESS	Official member
Professor Roger Juchau	Acting Dean, CLAB	Official member
Professor Michael Wilson	Dean, CSTE	Official member
Vacant	Director, Centre for Aboriginal Education	Official member
Vacant	Dean of Research Studies	Official member
Associate Professor Helen Ledwidge	Chair, CSHS Board of Studies	Official member
Associate Professor Peter Hutchings	Chair, CAESS Board of Studies	Official member
Mr Bernd Jansons	Chair, CSTE Board of Studies	Official member
Professor Garry Tibbits	Chair, CLAB Board of Studies	Official member
Ms Liz Curach	University Librarian	Official member
Ms Ellen Brackenreg	Director, Student Support	Official member
Ms Thea Seabrook	Academic Registrar	Official member

CAESS – College of Arts, Education and Social Science

CSHA – College of Social and Health Sciences

CLAB – College of Law and Business

CSTE – College of Science, Technology and Environment

# Appendices

## Appendix 3: University Committees and Advisory Councils

<b>Board of Trustees Standing Committees</b>	<b>Chair</b>
Audit and Risk Management	Mr Glen Sanford
Strategy and Resources	Ms Mary Foley
Board Standing Committee	Mr John Phillips, Chancellor
Remuneration and Nominations	Mr John Phillips, Chancellor
Academic Senate	Professor Anne Cusick

<b>Advisory Council</b>	<b>Chair</b>
Regional Council	Professor Janice Reid, Vice-Chancellor
Indigenous Advisory Council	Ms Linda Burney MP

<b>Academic Senate Committees</b>	<b>Chair</b>
Executive	Professor Anne Cusick – Chair of Academic Senate
Education	Professor Nigel Bond – PVC Academic
Course Approvals	Professor Nigel Bond – PVC Academic
Research	Professor Sheila Shaver – PVC Research
Research Studies	Professor Shelia Shaver – PVC Research

<b>College Boards of Studies</b>	<b>Chair</b>
College of Arts, Education and Social Science	Associate Professor Peter Hutchings
College of Law and Business	Professor Garry Tibbits
College of Social and Health Sciences	Associate Professor Helen Ledwidge
College of Science Technology and Environment	Mr Bernd Jansons

<b>Senior Management Committees</b>	<b>Chair</b>
Vice-Chancellor's Advisory Committee (VCAC)	Professor Janice Reid, Vice-Chancellor
University Executive Committee	Professor Janice Reid, Vice-Chancellor

#### Appendix 4: Principal Officers of the University

##### Chancellor

Mr M. John Phillips, AO  
BEc Syd, FCPA FAIB

##### Vice-Chancellor

Professor Janice Reid, AM  
BSc Adel, MA Hawaii, MA PhD Stan

##### Chair, Academic Senate

Anne Cusick  
BAppSc Cumb, Grad Cert Bus Admin CSU  
Grad Dip App Beh Sc Cumb, MA (Psych) USyd,  
MA Interdisc stud – UNSW, PhD UNSW

##### Deputy Vice-Chancellor (Academic & Services)

Professor Robert Coombes  
BA, MEc Macq

##### Deputy Vice-Chancellor (Development & International)

Professor Chung-Tong Wu  
BArch Calif, MSc Columbia, PhD Calif

##### Deputy Vice-Chancellor (Corporate Services)

Ms Rhonda Hawkins  
BSc Syd, MPP Syd, FAICD

##### Pro Vice-Chancellor (Research)

Professor Shelia Shaver  
PhD, F.A.S.S.A.

##### Pro Vice-Chancellor (Academic)

Professor Nigel Bond  
BSc PhD Nott

##### Pro Vice-Chancellor (Quality and Planning)

Professor Geoff Scott  
BA, Dip.Ed Syd, M.Ed, Ed.D Toronto  
F.A.C.E.

##### Dean, College of Arts, Education & Social Science/Pro Vice-Chancellor Community and Regional Engagement

Professor Wayne McKenna  
BA(Hons) PhD Leeds

##### Dean, College of Law & Business

Professor Roger Juchau  
B.Com (NSW), B.Ed (QLD), MA (Sussex), FCPA, FNZIM

##### Dean, College of Science Technology & Environment

Professor Michael Wilson  
BSc, MSc(Hons), PhD, DSc Auck, FRACI MIH

##### Dean, College of Social & Health Sciences

Professor Lesley Wilkes  
GDipEd Syd, CAE, Bsc (Hons) Syd, MHPED PHD NSW

##### Academic Registrar

Ms Thea Seabrook  
BA UNSW, MA Syd, MEdAdmin (Hons) UNSW

##### University Librarian

Ms Liz Curach  
Dip Teach Wgtn NZ, BA KCAE,  
MA Syd, GDipER UTS, AALIA

## Appendix 5: University Research Centres

### Australian Expert Group in Industry Studies

The Australian Expert Group in Industry Studies (AEGIS) brings together academic experts in innovation and industrial development and a variety of practitioners and policy makers with the aim of developing these 'tools' together with policy-relevant expertise while encouraging new practices in industry.

### Centre for Complementary Medicine Research

The Centre for Complementary Medicine Research (CompleMED) aims to promote complementary medicine by adopting an evidence-based approach to the use of these medicines within a wide range of clinical and health care applications. CompleMED tackles issues at the forefront of health services development, notably consumer demand for the integration of various forms of complementary medicine.

### Centre for Cultural Research

The Centre for Cultural Research (CCR) addresses the challenge of doing relevant and practical research in a culture that is increasingly globalised, postmodern, heterogeneous and technologically mediated. By 'creating knowledge with' rather than 'doing research on' communities, the Centre is producing new types of knowledge accessible to a broad range of audiences and community stakeholders.

### The Centre for Plant and Food Science (CPAFS)

The mission of the Centre for Plant and Food Science is to be a leader in innovative research into sustainable plant production, food quality and protection, and to expedite the practical applications of research discoveries. This mission is directly aligned with two of the four designated National Research Priorities of "An environmentally sustainable Australia" and "Promoting and maintaining good health". The centre operates extensive field, glasshouse and laboratory facilities.

### MARCS Auditory Laboratories

MARCS Auditory Laboratories are involved in basic and applied research on auditory perception and cognition, particularly the significant domains of speech, music, emotion and hearing.

### Self-Concept Enhancement and Learning Facilities Centre

The Self-Concept Enhancement and Learning Facilities Centre (SELF) strives to enhance and maximise human potential by developing and promoting self-concept as a key facilitator in the attainment of other valued outcomes such as: cultural identity; learning and achievement; healthier lifestyles; teaching effectiveness; physical, psychological, educational, social, emotional and occupational development and well-being.

### Social Justice Social Change

Social Justice Social Change (SJSC) focuses on multi-disciplinary, theoretical and applied research on social justice issues and processes of social change. The Centre is distinctive in the diverse nature of its research projects, although Centre members research within a value framework that emphasises inclusiveness and equity and the importance of research with and for those who experience social disadvantage.

## Appendix 6: Consultancies

Consultancies commissioned in 2005 amounting to \$30,000 or more.

Consultant	Cost \$	Title/Nature of consultancy
<b>Information Technology</b>		
Trans Mit Pty Ltd	31,800	Management/Importation/Validation
Computer Associates Pty Ltd	63,550	Implementation of eTrust security
<b>Subtotal</b>	<b>95,350</b>	
<b>Management Services</b>		
Fitzwalter	61,193	Property Development-South Werrington
Jones Lang LaSalle	86,000	Student Accommodation Project
Landcom	164,686	Campbelltown Campus Masterplan
Novatech Consulting Pty Ltd	35,400	Marketing and Business Services
Penrith City Council	61,788	Planning Investigations
Synerventure Pty Ltd	71,991	Research Project Management
Hawker Britton Public Affairs Solutions	35,114	Medical School
Jackson Wells Morris Pty Ltd	31,999	Government Relations
<b>Subtotal</b>	<b>548,171</b>	
<b>Environmental</b>		
Environmental Resources Management Australia	49,793	Preparation of Environmental Assessment
<b>Subtotal</b>	<b>49,793</b>	
<b>Organisational Review</b>		
Accent Risk Management	30,363	Review of Claims Data
Council for Equal Opportunity in Employment Ltd	33,215	Structure Review
IR Australia Pty Ltd	101,000	Consultation Industrial Relations
<b>Subtotal</b>	<b>164,578</b>	
<b>Research</b>		
Applied Horticultural Research	45,000	Research Services
Food Science Australia	30,769	Lactose Particle Technology
Hitwise Pty Ltd	35,000	Australian Data
Total Catchment Management Services	39,168	HCC Stormwater Project
<b>Subtotal</b>	<b>149,937</b>	
<b>Total Consultancies equal to or more than \$30,000</b>	<b>1,007,829.00</b>	

During 2005 other consultancies were engaged in the following areas:

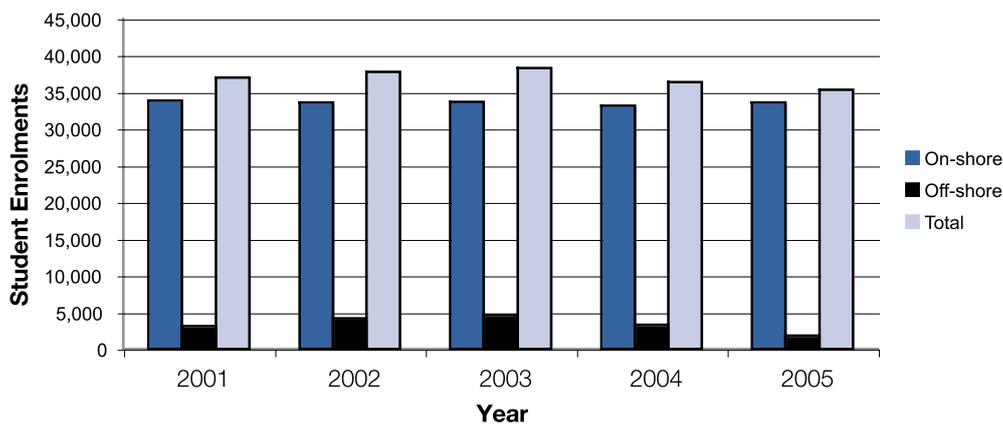
Finance and Accounting/Tax	23,000
Management Services	220,881
Environmental	9,442
Research	43,052

<b>Total Consultancies less than \$30,000</b>	<b>296,375</b>
<b>Total Consultancies</b>	<b>1,304,204</b>

**Table 1: Student Enrolments, (On and Off Shore), 2001 - 2005**

	2001	2002	2003	2004	2005
On-shore	33,818	33,600	33,725	33,128	33,578
Off-shore	3,176	4,191	4,582	3,291	1,794
<b>Total</b>	<b>36,994</b>	<b>37,791</b>	<b>38,307</b>	<b>36,419</b>	<b>35,372</b>

**Student Enrolments (On and Off Shore), 2001 - 2005**

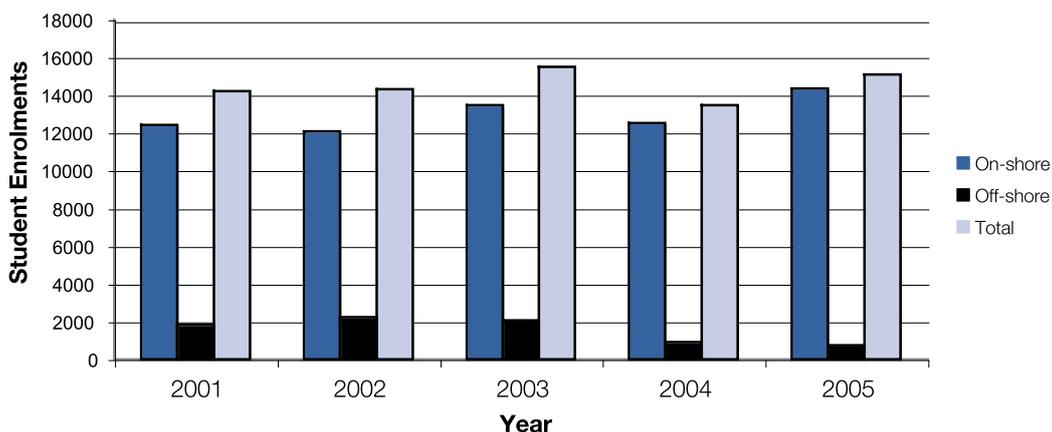


(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments )

**Table 2: Commencing Student Enrolments, (On and Off Shore), 2001 - 2005**

	2001	2002	2003	2004	2005
On-shore	12408	12084	13,453	12,529	14,342
Off-shore	1819	2241	2,055	921	755
<b>Total</b>	<b>14227</b>	<b>14325</b>	<b>15,508</b>	<b>13,450</b>	<b>15,097</b>

**Commencing Student Enrolments (On and Off Shore), 2001 - 2005**

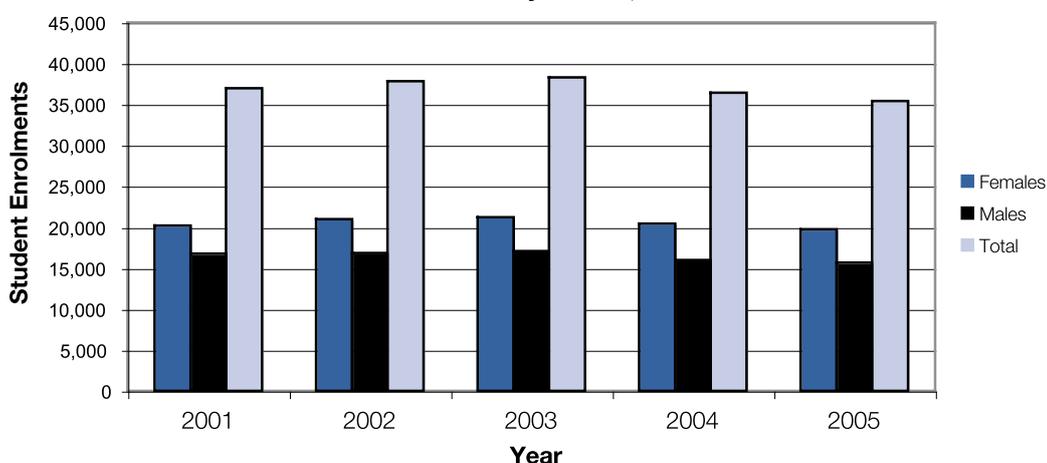


(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments )

**Table 3: Student Enrolments by Gender, 2001-2005**

	2001	2002	2003	2004	2005
Females	20,198	20,943	21,194	20,403	19,734
Males	16,796	16,848	17,113	16,016	15,638
<b>Total</b>	<b>36,994</b>	<b>37,791</b>	<b>38,307</b>	<b>36,419</b>	<b>35,372</b>

**Student Enrolments by Gender, 2001 - 2005**



(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments.)

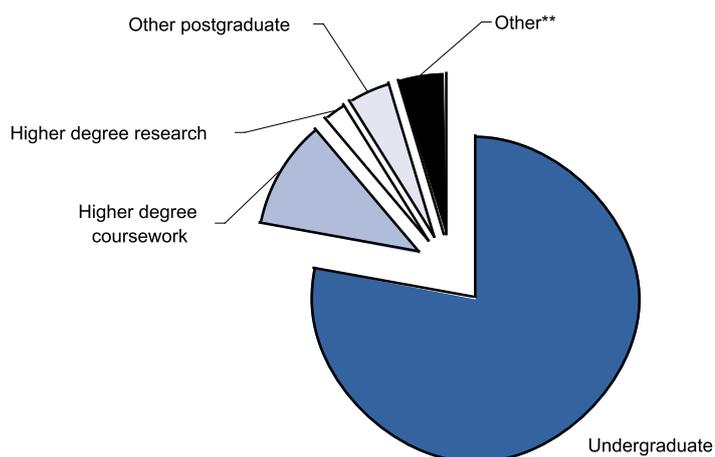
**Table 4: Student Enrolments by Course Level, 2003 - 2005**

	2003	%	2004	%	2005	%
Undergraduate	29,173	76.2%	27,921	76.7%	27,605	78.0%
Higher degree coursework	4,577	11.9%	4,325	11.9%	3,821	10.8%
Higher degree research	901	2.4%	898	2.5%	820	2.3%
Other postgraduate	2,030	5.3%	1,695	4.7%	1,478	4.2%
Other**	1,626	4.2%	1,580	4.3%	1,648	4.7%
<b>Total</b>	<b>38,307</b>	<b>100.0%</b>	<b>36,419</b>	<b>100.0%</b>	<b>35,372</b>	<b>100.0%</b>

(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments.)

\*\*Other includes enabling, non award and cross institutional.

**Student Enrolments by Course Level, 2005**

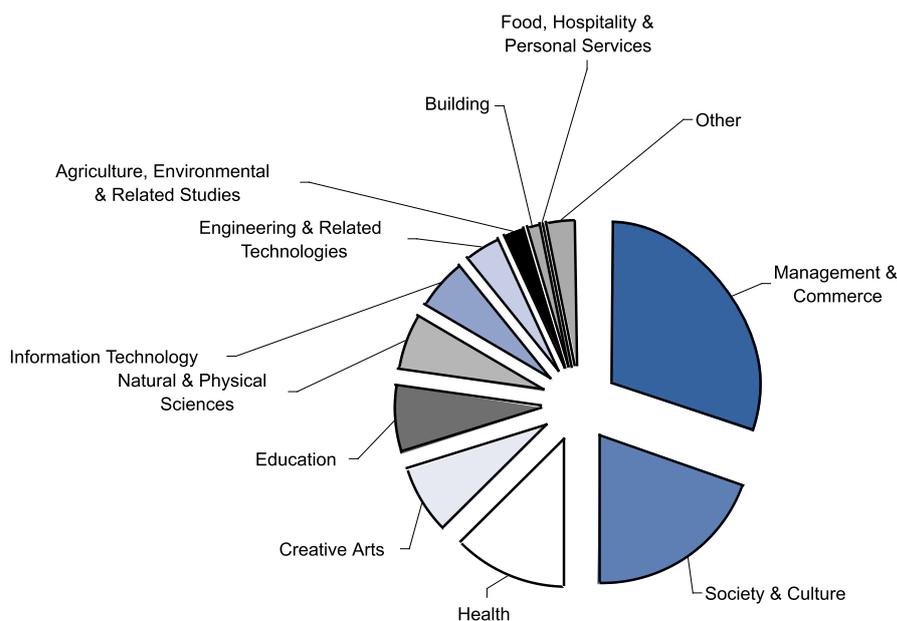


**Table 5: Student Enrolments by Broad Field of Education, 2003 - 2005**

Broad Field of Education	2003	%	2004	%	2005	%
Management & Commerce	12,282	32.1%	11,217	30.8%	10,665	30.2%
Society & Culture	6,346	16.6%	6,829	18.8%	7,167	20.3%
Health	4,924	12.9%	4,545	12.5%	4,314	12.2%
Creative Arts	3,014	7.9%	2,677	7.4%	2,639	7.5%
Education	2,751	7.2%	2,653	7.3%	2,593	7.3%
Natural & Physical Sciences	1,774	4.6%	1,871	5.1%	2,189	6.2%
Information Technology	2,832	7.4%	2,256	6.2%	1,963	5.5%
Engineering & Related Technologies	1,683	4.4%	1,590	4.4%	1,414	4.0%
Agriculture, Environmental & Related Studies	624	1.6%	765	2.1%	720	2.0%
Building	501	1.3%	475	1.3%	504	1.4%
Food, Hospitality & Personal Services	5	0.0%	4	0.0%	1	0.0%
Other	1,571	4.1%	1,537	4.2%	1,203	3.4%
<b>Total</b>	<b>38,307</b>	<b>100.0%</b>	<b>36,419</b>	<b>100.0%</b>	<b>35,372</b>	<b>100.0%</b>

(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments.)

**Student Enrolments by Broad Field of Education, 2005**

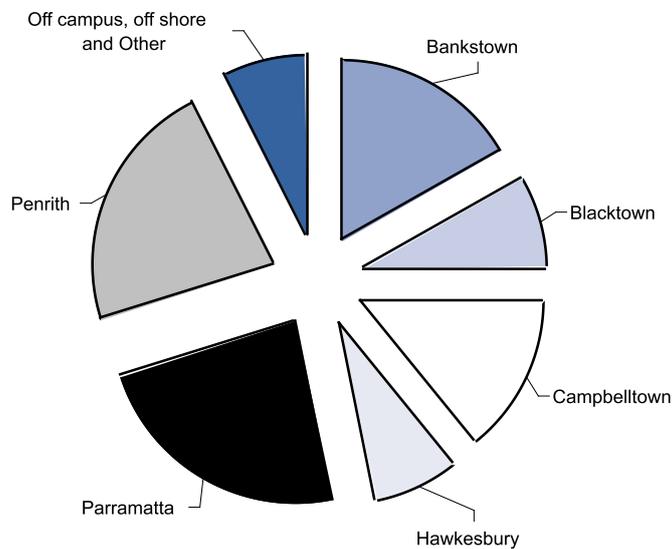


**Table 6: Student Enrolments by Campus, 2003-2005**

Campus	2003	%	2004	%	2005	%
Bankstown	5,192	13.6%	5,472	15.0%	5,870	16.6%
Blacktown	2,994	7.8%	2,833	7.8%	3,001	8.5%
Campbelltown	4,969	13.0%	4,874	13.4%	4,973	14.1%
Hawkesbury	2,511	6.6%	2,687	7.4%	2,623	7.4%
Parramatta	7,938	20.7%	8,175	22.4%	8,285	23.4%
Penrith	7,949	20.8%	7,371	20.2%	7,970	22.5%
Off campus, off shore and Other	6,754	17.6%	5,007	13.7%	2,650	7.5%
<b>Total</b>	<b>38,307</b>	<b>100.0%</b>	<b>36,419</b>	<b>100.0%</b>	<b>35,372</b>	<b>100.0%</b>

(Source: DEST Submissions 1, 2 and 3. Note if a student is enrolled in more than one award they are counted as separate enrolments )

**Student Enrolments by Campus, 2005**



**Table 7: UWS Student Load (EFTSL) by Funding Source, 2003 to 2005**

Funding Source	2003	%	2004	%	2005	%
Operating Grant	18,655	71.8%	17,901	74.5%	18,814	78.2%
Research Training Scheme	372	1.4%	396	1.6%	364	1.5%
Domestic Fee-Paying Postgraduates (incl PELS)	1,220	4.7%	1,211	5.0%	1,218	5.1%
International Off-shore Fee-Paying Students	2,515	9.7%	1,678	7.0%	928	3.9%
International On-shore Fee-Paying Students	2,770	10.7%	2,486	10.3%	2,442	10.2%
Non-award Students	305	1.2%	308	1.3%	277	1.2%
Domestic Fully Funded by Employer	110	0.4%	43	0.2%	13	0.1%
Other	20	0.1%	19	0.1%	1	0.0%
<b>Total</b>	<b>25,965</b>	<b>100.0%</b>	<b>24,042</b>	<b>100.0%</b>	<b>24,057</b>	<b>100.0%</b>

EFTSL = Equivalent Full Time Student Load (Source: DEST Submissions 1, 2 and 3.)

**Table 8: Graduate Destinations, 2001-2005 (Australian Residents with Bachelor Degrees Only)**

% Graduates	2001		2002		2003		2004		2005	
	UWS	Sector								
Working Full Time	54.6%	55.7%	51.3%	53.2%	56.8%	53.7%	53.4%	52.9%	53.1%	54.6%
Working Part Time	15.9%	12.7%	18.2%	13.3%	17.3%	13.8%	19.9%	14.7%	18.5%	14.7%
Seeking Work	7.1%	5.3%	8.2%	5.5%	7.6%	5.8%	7.3%	5.5%	9.3%	5.2%
Full Time Study	19.8%	23.4%	19.6%	24.1%	16.6%	22.8%	16.1%	23.4%	16.2%	22.5%
Unavailable or Unknown	2.5%	2.9%	2.8%	3.9%	1.8%	3.9%	3.1%	3.6%	2.8%	3.1%
<b>Total</b>	<b>100.0%</b>									

(Source: 2001-2005 Graduate Destination Survey)

**Table 9: Explicit Graduate Satisfaction, 2001 - 2005**

Year	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2001	58.5%	68.7%	40.8%	45.2%	57.7%	62.7%
2002	56.3%	68.3%	41.4%	46.2%	56.8%	63.6%
2003	55.4%	68.4%	40.5%	46.9%	54.3%	63.6%
2004	55.4%	68.4%	41.7%	47.3%	54.5%	63.4%
2005	62.0%	69.5%	44.1%	n.a	61.5%	n.a

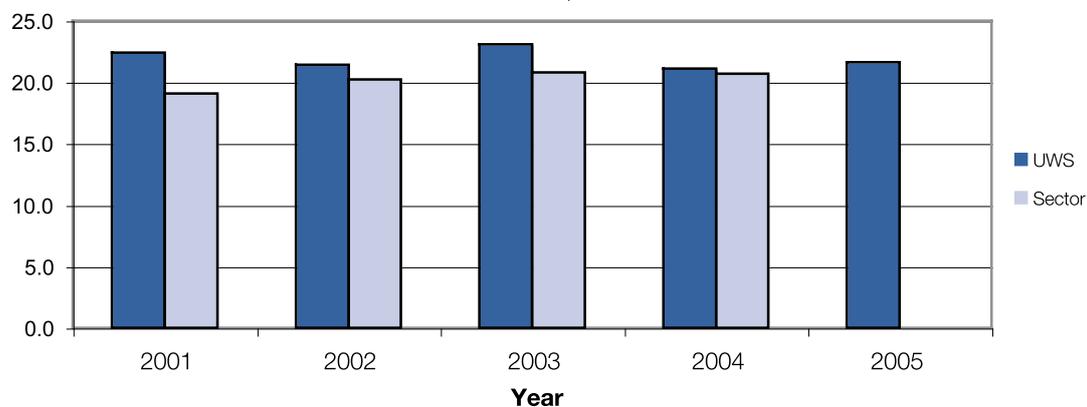
(Source: 2001-2005 Course Experience Questionnaire)

**Table 10: Student Staff Ratio (SSR) 2001 - 2005**

Year	UWS EFTSL	UWS	Sector
2001	25,400	22.4	19.1
2002	25,093	21.4	20.2
2003	25,965	23.1	20.8
2004	24,042	21.1	20.7
2005*	24,057	21.6	n.a

\* The 2005 UWS SSR is provisional and no Sector data is available yet for 2005

**Student Staff Ratio, 2001 - 2005**



(Source: DEST Submissions 1, 2 and 3, DEST Staff Submissions and AVCC Statistics. Note: UWS EFTSL includes both on and off shore students)

**Table 11: UWS Market Share of Eligible Applicants\*, NSW/ACT, 2002 - 2005**

	First Preference			First to Third Preference*			Any Preference*					
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
UWS Market Share of Eligible CSL Applicants	8.4%	8.8%	10.9%	10.6%	16.6%	17.3%	19.8%	19.2%	30.7%	32.6%	36.3%	34.6%
UWS Market Share of Eligible NSL Applicants	14.7%	14.5%	16.7%	15.8%	21.9%	21.5%	24.8%	23.8%	29.5%	29.9%	33.8%	32.9%
<b>UWS Market Share of Total Eligible Applicants</b>	<b>11.4%</b>	<b>11.5%</b>	<b>13.7%</b>	<b>13.1%</b>	<b>19.1%</b>	<b>19.3%</b>	<b>22.2%</b>	<b>21.4%</b>	<b>30.1%</b>	<b>31.3%</b>	<b>35.1%</b>	<b>33.8%</b>

	First Preference			First to Third Preference*			Any Preference*					
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
Eligible CSL applicants with preferences to UWS	2,623	2,838	3,509	3,439	5,176	5,551	6,364	6,207	9,580	10,502	11,641	11,197
Eligible NSL applicants with preferences to UWS	4,122	4,220	5,156	4,734	6,154	6,279	7,655	7,127	8,290	8,726	10,455	9,854
<b>Total Eligible applicants with preferences to UWS</b>	<b>6,745</b>	<b>7,058</b>	<b>8,665</b>	<b>8,173</b>	<b>11,330</b>	<b>11,830</b>	<b>14,019</b>	<b>13,334</b>	<b>17,870</b>	<b>19,228</b>	<b>22,096</b>	<b>21,051</b>

**Notes:**

\* This is a unique count of applicants who gave at least one of their preferences to UWS. CSL: Current School Leavers. NSL: Non School Leavers. Eligible Applicants are those with a UAI/ER of greater than or equal to 60  
Source: UAC Main Round, 2002 - 2005

**Table 12: UWS Market Share of GWS Eligible Applicants, NSW/ACT, 2002 - 2005**

	First Preference			First to Third Preference*			Any Preference*					
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
UWS Market Share of GWS Eligible CSL Applicants	25.2%	26.0%	31.2%	30.0%	41.6%	43.2%	48.6%	46.5%	65.9%	68.7%	73.2%	71.0%
UWS Market Share of GWS Eligible NSL Applicants	43.3%	42.5%	45.9%	44.2%	57.6%	55.5%	60.5%	58.7%	68.4%	67.9%	72.1%	70.4%
<b>UWS Market Share of Total Eligible Applicants from GWS</b>	<b>33.9%</b>	<b>33.8%</b>	<b>38.6%</b>	<b>36.9%</b>	<b>49.3%</b>	<b>49.1%</b>	<b>54.6%</b>	<b>52.5%</b>	<b>67.1%</b>	<b>68.3%</b>	<b>72.7%</b>	<b>70.7%</b>

	First Preference			First to Third Preference*			Any Preference*					
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
GWS Eligible CSL applicants with preferences to UWS	1,895	2,020	2,445	2,425	3,135	3,357	3,804	3,760	4,963	5,336	5,735	5,740
GWS Eligible NSL applicants with preferences to UWS	2,997	2,982	3,629	3,410	3,981	3,895	4,782	4,529	4,726	4,762	5,697	5,433
<b>Total GWS Eligible applicants with preferences to UWS</b>	<b>4,892</b>	<b>5,002</b>	<b>6,074</b>	<b>5,835</b>	<b>7,116</b>	<b>7,252</b>	<b>8,586</b>	<b>8,289</b>	<b>9,689</b>	<b>10,098</b>	<b>11,432</b>	<b>11,173</b>

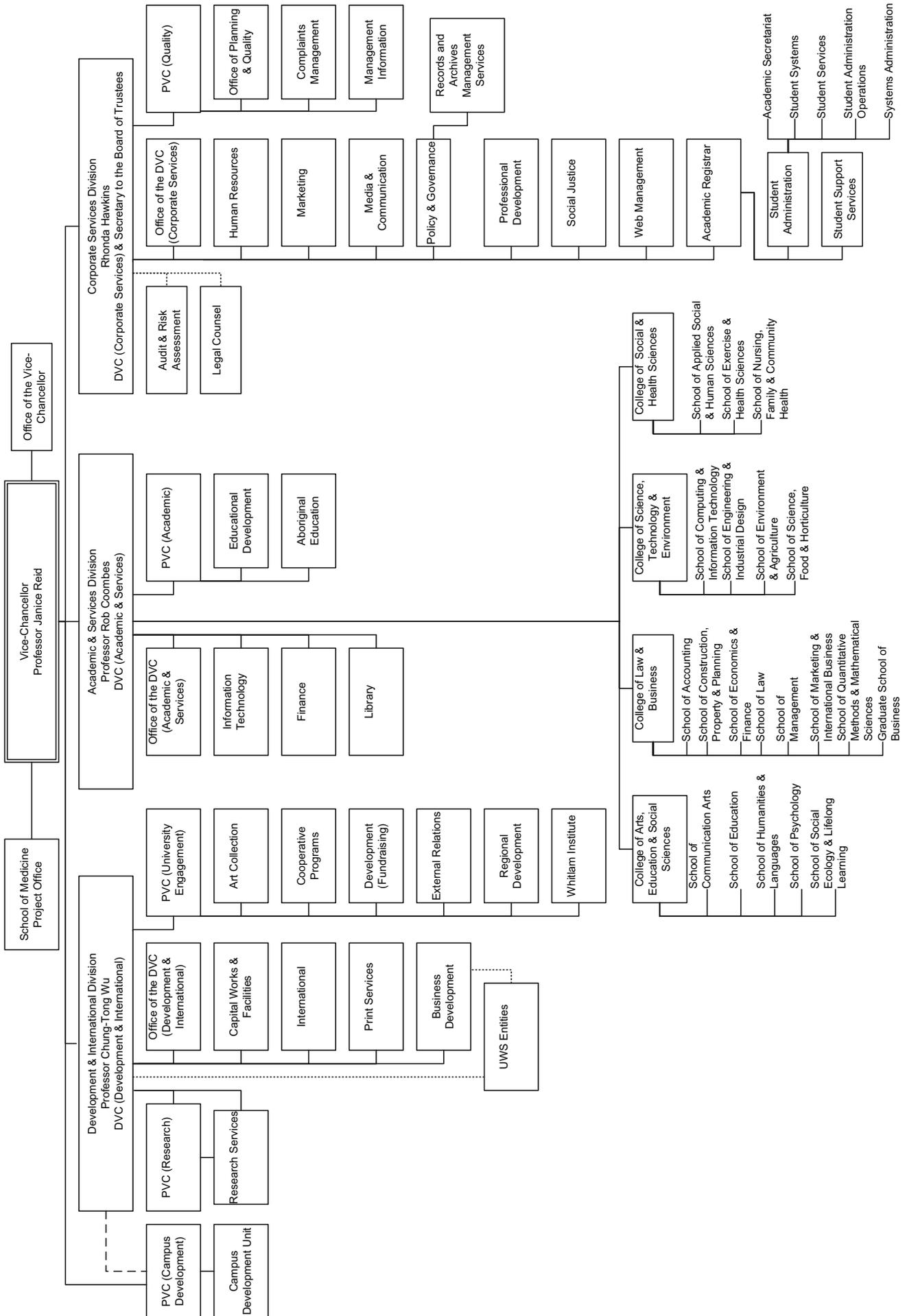
**Notes:**

\* This is a unique count of applicants who gave at least one of their preferences to UWS. CSL: Current School Leavers. NSL: Non School Leavers. GWS: Greater Western Sydney. Eligible Applicants are those with a UAI/ER of greater than or equal to 60.  
Source: UAC Main Round, 2002 - 2005

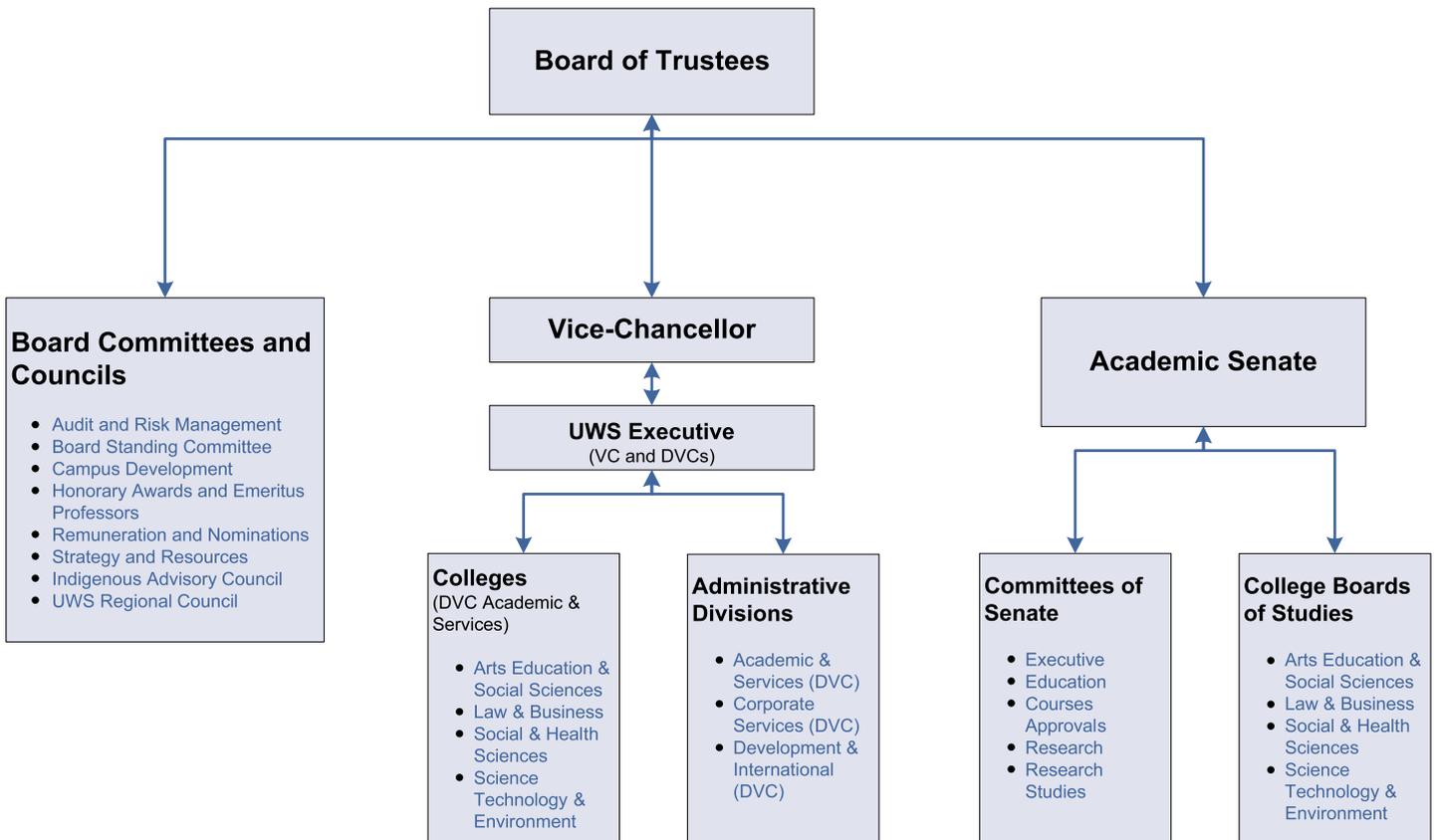
# Appendices

## UWS Management Structure 2005

### UWS Management Structure (October 2005)



## UWS GOVERNANCE STRUCTURE





# Annual Report 2005

The University of Western Sydney Annual Report 2005 has been produced in a two volume set. Volume 1, "The Year in Review", contains statutory reports while volume 2, "Financial Statements", contains the financial statements of the University and related entities.

The total external cost of the Annual Report 2005 is \$14,000

UWS Annual Reports are also available via the internet and can be found on the UWS website:

**<http://www.uws.edu.au>**

Contacting the University of Western Sydney

#### Business and Service Hours

UWS, as a leading University, provides a range of services to students and staff on a seven-day-a-week basis. For general management matters, standard business hours apply.

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Web: <http://www.uws.edu.au/students/>