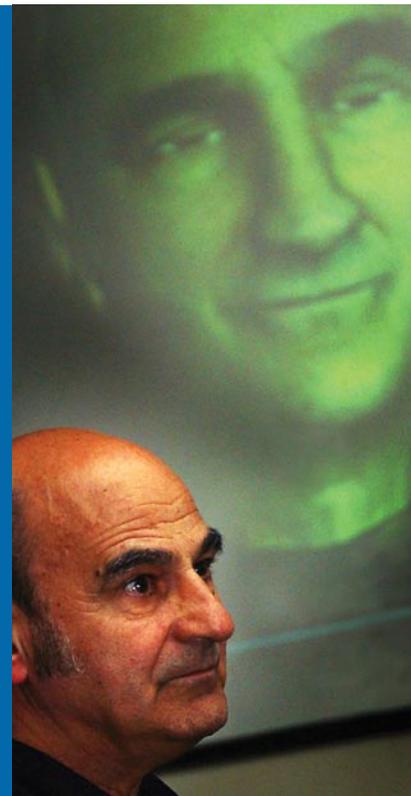


Annual Report 2006
The Year in Review



At a glance

The University of Western Sydney (UWS) aims to 'bring knowledge to life' by educating students for professional employment and applying research to contemporary problems through mutually enriching partnerships. The University is located in the economic powerhouse of Greater Western Sydney (GWS), the fastest growing and most culturally diverse region in Australia.

Our 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 GWS.

Purpose

The mission of the University revolves around three core activities:

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

Values

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

Strategic Directions

The University's strategic directions are directly aligned with its mission and values and the provisions of the UWS Act. In 2006 UWS focused planning priorities to develop an integrated strategy for implementation in 2007 and beyond. The strategic priorities are to:

- » Create a superior learning experience
- » Develop focused, relevant and world-class engaged research
- » Nurture mutually beneficial partnerships with GWS communities
- » Build financial capacity to deliver the vision

Strategic Investment

The Board of Trustees has approved a dedicated allocation of more than \$100 million over the next 10 years to build our research capacity and further develop infrastructure to support a flexible, student-centred approach to learning.

This strategic investment program involves major investment in the development and growth of University Research Centres, with additional investment of \$50 million in research over the next decade, in addition to the recurrent core allocations and competitive grants.

The strategy also supports the creation of a more flexible and responsive learning environment by investing targeted funds of \$25-\$30 million in teaching infrastructure and professional development programs to support academic staff.

Teaching and Research Profile

In 2006 we:

- » Won three citations from the Carrick Institute for Learning and Teaching in Higher Education for outstanding contributions to student learning
- » Were ranked in the top 10 performing universities in Australia in the Melbourne Institute's education discipline ratings
- » Continued to maintain a graduate employment rate consistent with New South Wales metropolitan universities and the sector as a whole
- » Produced professionally engaged graduates with the ability to 'bring knowledge to life'
- » Committed to a major 10-year research investment strategy
- » Were awarded one of three Thinking Systems Special Research Initiatives with funding of \$3.4 million
- » In collaboration with other universities, installed a Magnetic Resonance Imaging Facility at Campbelltown, one of the most advanced facilities of its kind in Australia

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Glossary

ARC	Australian Research Council
AUQA	Australian University Quality Agency
AVCC	Australian Vice-Chancellors' Committee
BoT	Board of Trustees
CEQ	Course Experience Questionnaire
DEST	Department of Education, Science and Training
EFTSL	Equivalent Full-Time Student Load
GWS	Greater Western Sydney
HEWRRs	Higher Education Workplace Relations Reforms
MySR	My Student Record
NHMRC	National Health and Medical Research Council
RQF	Research Quality Framework
UFM	University Funding Model
VSU	Voluntary Student Unionism

Letter of Submission

30 April 2007

Dear Minister

The Board of Trustees of the University of Western Sydney is honoured to submit the Annual Report of the proceedings of the University of Western Sydney and its audited financial statements for the year ended 31 December 2006, 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

Chancellor's Message

The year 2006 was marked by achievements in a number of areas. These are detailed in other sections of this Report and I will mention only three briefly. They are the successful completion and occupation of the new teaching building on Parramatta campus; the final accreditation of the new Medical School, which is enrolling its first intake of students as I write this Message; and the very gratifying Report from the Australian Universities Quality Audit (AUQA). Each of these, in a slightly different way, was a step towards our longer term aims for the University. Those involved in these achievements deserve the thanks of the entire University community.

We have made good progress with our plans to leverage the University's land holdings excess to our future needs for teaching and research. Development of the Westmead campus has now gone to selective tenderers and should provide considerably improved facilities for the residents and businesses of Westmead while generating an additional stream of income for the University. Planning for the more effective use of our other campuses is well in hand.

The Commonwealth Government's policy of Voluntary Student Unionism (VSU) took effect from 1 July 2006. This not only prevents the University from collecting fees compulsorily on behalf of the student associations, it also prohibits the collection of a general service fee to help defray the costs of amenities provided for student use, including such things as catering, welfare support and sporting facilities.

In the past, student associations provided a range of services out of the fees compulsorily collected. Experience elsewhere suggests that there will be a substantial reduction in the associations' income as fees become voluntary, so the University has had to accept responsibility for services judged necessary for an acceptable level of student amenity. That has placed an additional burden on the University's budget. That burden has been reduced to a minor extent by a grant from the Commonwealth to meet part of the costs of providing sporting facilities to the general community.

In recent years Australian universities have been required to meet a series of requirements to access part of the Commonwealth's funding, including conformity with the Commonwealth's Workplace Reform Legislation and with a growing series of governance protocols. Reporting requirements to the Commonwealth have also increased substantially. These are in addition to the reporting already done to the State Government as part of our legislative responsibilities. Given the high cost, in terms of both monetary expense and staff time, it would be a blessing if the real worth of the various requirements could be examined independently with the aim of reducing costs and removing duplication.

The University has been fortunate in the harmonious way the Board of Trustees has discharged its responsibilities in the face of some very challenging issues. My thanks go to all the members for their commitment and their support. All boards need to go through a continuous process of renewal which means the replacement of some members on a regular basis. The University's Constitution provides

for this. In 2006, three of our members stood down. One of them was our longest-serving Board member, and one of the most dedicated, Deputy Chancellor Geoffrey Roberson. Geoffrey had been a member of the University's governing councils since 1992 including a period as Chairman of the UWS Hawkesbury Council. His other contributions are too numerous to list in this message, but they include Chairmanship of the Whitlam Institute, of Television Sydney Pty Ltd and uwconnect. His community interests have been equally numerous and valuable. His experience and his good sense will not be easy to replicate.

We also lost the services of Mr John Heath, who was the graduate-elected member, and Dr Michael Bezzina, a ministerially appointed member. Both were valuable contributors to the work of the Board. Their replacements are Ms Jennifer Brown and Ms Vivienne James, respectively, both of whom I welcome on behalf of the Board and the University community. Their backgrounds will continue to provide excellent balance among Board members.

The University has also been assisted by a number of people who serve, on a purely voluntary basis, on Board Committees, University Councils, boards of University-owned entities and advisory bodies. It would not be possible for the University to operate effectively without the help of these public-spirited individuals and, on behalf of the Board of Trustees, I thank them most sincerely.

John Phillips
Chancellor

Vice-Chancellor's Review

2006 was a year of renewal and growth at UWS: renewal of our academic programs, the profile of the senior leadership group, our approach to resource management and investment in research and, partly out of necessity with the advent of VSU, the provision of student services. We have been refining our strategy for campus stewardship and development and embarking on a new building program.

The year 2006 was also one of firsts. The University was reviewed, or 'audited' for the first time by AUQA, the Australian Universities Quality Agency, which found that UWS "is now well positioned for the future". The Australian Medical Council visited the University as part of an extended and rigorous accreditation process for the new medical program. We ended the year with a healthy budgetary surplus, appointed our first Dean of Indigenous Education and opened our first major new building since 1997.

Overall, the University emerged strongly in 2006 from six years of extensive and often disruptive reorganisation. This was a necessary consequence of the merger of the three former federated institutions (UWS Nepean, UWS Macarthur and UWS Hawkesbury) to become a unified and leaner organisation. It paralleled the steady reduction in real terms of the value of the Government's contributions to universities, which meant costs have had to be reduced dramatically at the same time.

Following a prolonged transition, UWS has become much more efficient, unified in spirit and structure, and with the capacity to develop strongly and strategically. UWS is now one of Australia's largest urban universities with a distinctive regional mandate and rising profile underpinned by a commitment to 'making a difference' in Greater Western Sydney and beyond.

Of particular note at this stage of the journey are:

- the University's streamlined academic structure of three colleges and 17 schools
- the senior staff recruitment campaign. The quality of external appointments to leadership positions at UWS is indicative of our rising status within the sector in a highly competitive "market" and bodes well for the next phase of our development. They include the Chief Financial Officer, two Pro Vice-Chancellors, one Executive Dean, the Dean of Indigenous Education, eight Heads of School and a range of professional positions
- continued improvements in student satisfaction and student retention as measured by institutional surveys and attrition indicators. These are elements of broader improvement priorities and actions that are being addressed in the UWS Learning and Teaching Action Plan for 2007
- solid progress on several fronts on campus development and master planning projects
- the opening of the Parramatta campus teaching building, our first major capital project since 1997

- a strong financial position including a consolidated operating surplus of \$42.8 million with no external borrowings. The 2006 operating surplus, which includes \$19.1 million of capital grants, is a much improved result compared to the 2004 deficit of \$27.5 million

The key areas of focus for 2006 arose from the need to concentrate on the most significant and achievable activities for the University, consistent with the Board's vision as captured in UWS 2015.

Commonwealth Audit

AUQA undertook its planned audit of the University in October with panel members speaking to more than 280 people including the Chancellor, academic and general staff, students, research sponsors, and community partners. AUQA also visited UWS international programs in Hong Kong, China and Singapore.

AUQA feedback received in late 2006 indicated that UWS is indeed a "university of the people", and is successfully fulfilling its mission in Western Sydney. The auditors singled out the University's community outreach, describing UWS as a national leader in how universities engage with their communities, and affirming that UWS has been successful in increasing higher education participation rates of people from Greater Western Sydney.

Medical School

The establishment of the Medical School is a major milestone for the University – not just because of the importance of such a program for the University and the region, but also because of the support and passion the project has engendered within the University, the community and all levels of government. This kind of support, so freely given, is rare. It is a testament to the outstanding leadership provided by our Foundation Dean and also to the vision and support of the Board. Even before it opened our Medical School quickly became a flagship for UWS. It already has an almost iconic status within the Region.

Integrated Strategy

A 10-year Research Investment Strategy and Learning and Teaching Action Plan were implemented in 2006 to support further development of existing and emerging areas of research strength and teaching innovation. Completed in December 2006, the review resulted in the establishment of the Student Learning Unit (formerly the Learning Skills Unit) and the Teaching Development Unit (Education Development Centre).

Research Investment Strategy

The Research Investment Strategy has been systematically and successfully rolled out over the course of the year. The strategy focuses on strengthening existing research centres and on establishing new areas of research strength such as the Urban Research Centre and selected areas within the School of Medicine.

UWS researchers were awarded a further \$2.46 million in the final 2006 round of Australian Research Council grants, encompassing 11 separate grants in the Discovery, Linkage, International Linkage and Indigenous Researcher Development categories as well as support for two Australian Postgraduate Research Awards (Industry) and an Australian Postdoctoral Fellow. The University's success rate in highly competitive Discovery Grants was 19% which, for the first time, was close to the sector average of 20.4%.

University Engagement

Given our focus on University engagement, UWS is fortunate to have the manifest and continuing support of our communities. The recently developed engagement database has over 1000 examples of activities and partnerships across the University involving the community. The review of engagement showed that a more systematic process was needed to support current activities and embed engagement in all that we do. We now understand better the importance and nature of engaged teaching and research, service and outreach, and how these should be supported. These form the underpinnings in 2007 of the Engagement Action Plan 2006-2007.

UWS is conscious of the need to achieve an operating surplus to deliver the resources to support these areas of action. We will also finalise and implement a contemporary and imaginative staffing strategy (*Our People 2015*) which will provide a framework to attract, retain, support and reward good staff.

2007 will see the continuation of a well enunciated strategy supported by well focused resources and, as ever, the goodwill and hard work of our staff.

Professor Janice Reid
Vice-Chancellor

Five Years - Key Statistics

Category	2002	2003	2004	2005	2006 (p)	% Change 2005-06	▼ ▲
Number of Students							
Total	37,791	38,307	36,419	35,372	35,060	-0.9%	▼
Female	55.4%	55.3%	56.0%	55.8%	56.7%		
Commencing	14,325	15,508	13,450	15,097	14,053	-6.9%	▼
Female	55.9%	55.6%	56.1%	56.0%	56.8%		
Student Load (EFTSL)							
Total	25,093	25,965	24,042	24,040	23,948	-0.4%	▼
Undergraduate	21,021	21,621	20,146	20,612	20,711	0.5%	▲
Postgraduate	3,584	3,990	3,543	3,048	2,863	-6.1%	▼
Other*	488	354	353	379	375	-1.2%	▼
* Other includes enabling, cross institutional and non award							
Student Load by Funding Source							
Commonwealth Supported Places	18,479	18,655	17,901	18,808	19,290	2.6%	▲
Commonwealth Research Training Scheme	338	372	396	363	337	-7.4%	▼
Domestic fee-paying (award and non award)	1,347	1,524	1,519	1,492	1,394	-6.5%	▼
International fee-paying	4,730	5,284	4,164	3,363	2,882	-14.3%	▼
Other Sources	198	130	62	14	46		
Award Completions							
Total	9,607	9,246	8,938	8,661	na	na	▼
Undergraduate	6,814	6,570	6,377	6,176	na	na	▼
Postgraduate	2,793	2,676	2,561	2,485	na	na	▼
Staff (full-time equivalent)							
Total	2,571	2,585	2,697	2,543	2,465	-3.1%	▼
Academic	1,281	1,254	1,316	1,230	1,192	-3.1%	▼
Teaching only	360	371	409	346	341	-1.3%	▼
Teaching and Research	835	769	758	709	696	-1.9%	▼
Research only	17	30	30	42	46	10.8%	▲
Other	69	84	120	134	109	-18.3%	▼
General	1,290	1,331	1,381	1,313	1,272	-3.1%	▼
Research only	15	12	9	19	17	-11.6%	▼
Other	1,275	1,319	1,371	1,294	1,256	-3.0%	▼
2006 includes estimated casual based on 2005							
ARC Linkage Grants – Engaged Research							
UWS Success Rate	53%	52%	55%	63%	56%*		
Sector Success Rate	51%	47%	51%	47%	37%*		
* Round 1 only							
Total Operating Revenue (\$'000)	318,453	334,011	317,456	363,200	405,936		
Total Net Assets (\$'000)	608,146	607,950	666,445	677,660	729,282		

The Organisation

Charter

The University of Western Sydney is established under the University of Western Sydney Act 1997. The Act constitutes the University, and prescribes its functions and the authority of its governing body, the Board of Trustees. The Act defines the core object of the University as follows:

“The object of the University is the promotion, within the limits of the University’s resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.” [s. 8(1)]

The Act also requires the University to have particular regard to the needs of Greater Western Sydney in the fulfilment of this object.

Board of Trustees

The Board of Trustees is the governing authority of the University and acts for and on behalf of the University. Its key functions described in the Act are:

- » the development of broad policies and strategic plans with respect to the University
- » generally defining the University’s educational profile
- » the management of the University’s resources and the monitoring of the University’s performance
- » representation of the University as occasion requires

The Board of Trustees has up to 18 members and meets approximately six times each year including a planning day. The membership comprises official, appointed and elected members. The Board is supported in its work by a number of specialist standing committees and the University also has two important advisory councils, the Indigenous Advisory Council and the Regional Council.

Some of the key activities and issues considered by the Board during 2006 were:

- » the future provision of student services at UWS in the wake of voluntary student union legislation by the Commonwealth
- » a range of governance issues including University compliance with the National Governance Protocols, a new Academic Governance Policy, and a Board (self-assessment) performance review survey
- » the development of the Integrated UWS Strategy to be formally approved by the Board in 2007
- » the UWS International Strategic Plan
- » strategic planning and development of the UWS campuses
- » development of the Medical School and accreditation of the degree
- » the operation of UWS entities including the development of UWS College and the University’s involvement with the community television station TVS
- » the AUQA 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 Senate's responsibilities, as defined by the University Rules, are:

- » monitoring academic standards, values and quality assurance
- » advising on the development of, and performance against, the Strategic Plan
- » monitoring academic collaborations and partnerships
- » approving academic course developments
- » fostering academic cooperation across the University and with other universities.

The Board of Trustees has delegated responsibility for academic policy formulation and decision-making to the Academic Senate.

Senate activities in 2006

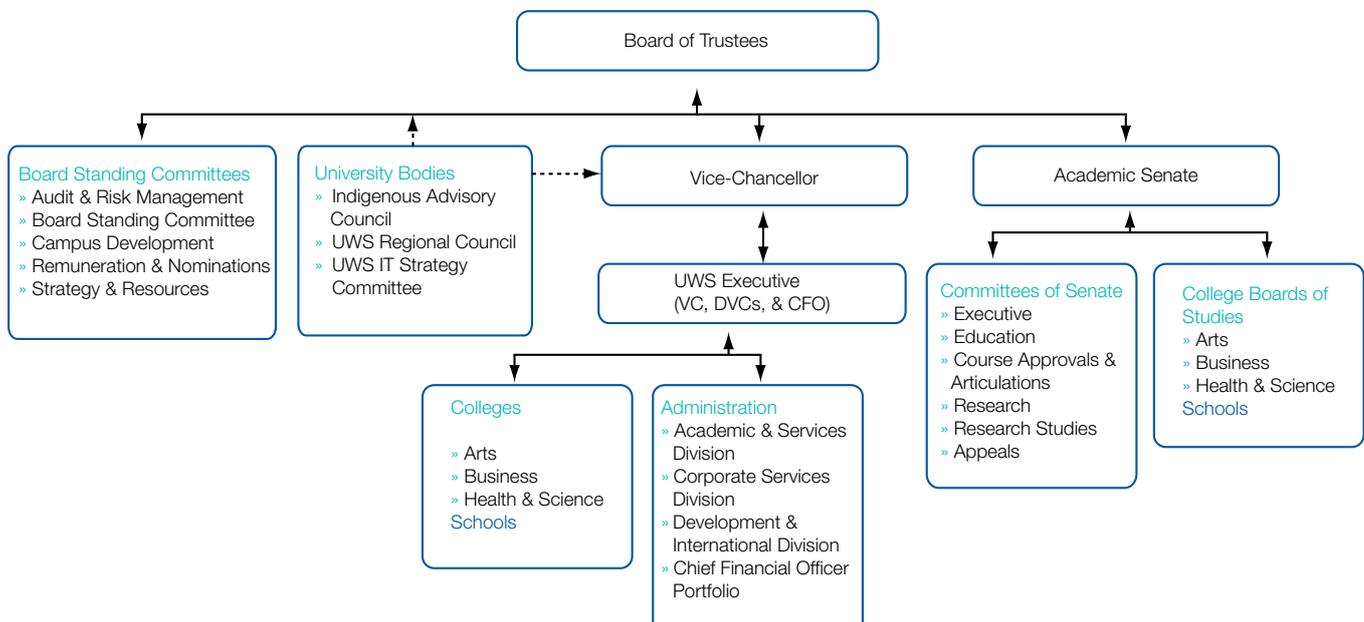
Following the realignment of the University's colleges and schools, and the review of academic governance arrangements undertaken in 2005, a policy defining the University's formal arrangements for academic governance, under the auspices of the Academic Senate, was approved in 2006 by the Board of Trustees. The University Academic Governance Policy covers the role, functions, scope and membership of the Academic Senate, and of the Academic Senate's committees. This was implemented in 2006.

The Senate and its committees made a significant contribution to the University's preparation for its audit by the Australian Universities Quality Agency (AUQA). AUQA's report, released in February 2007 said that "the Academic Senate is functioning effectively and exercising commendable oversight and leadership of UWS's academic activities".

Highlights of 2006 Senate activities include:

- » the Board of Trustees approved 'University Action Plan for Learning and Teaching 2006 – 2008' led by the Education Committee of Senate which is the steering committee for projects
- » preliminary development of the Online Course Approvals System (OCAS), a UWS course approvals facility that will meet the academic, administrative and regulatory needs of the University for course proposals and course changes
- » a trial of the text-matching software "Turnitin@" with 2000 students in on-shore, off-shore, undergraduate, postgraduate, university and entity courses
- » significant revisions to policies on academic misconduct, special consideration, posthumous awards, and aegrotat grades
- » approval of the medical program MBBS for introduction in 2007.

UWS Governance Structure



Quality and Consumer Response

Profile

UWS is one of the largest universities in Australia, with just over 35,000 students in 2006 and almost 2,600 (FTE) staff. The University operates six large campuses across urban western Sydney covering 14 local government areas and 28 State and Federal electorates.

A largely undergraduate institution established in 1989, the largest programs at UWS are business (30%), arts and social studies (29%), society and culture (22%), health and nursing (12%) and education (7%).

Commonwealth-supported (HECS) students comprised 81% of the student load at UWS during 2006 while international students accounted for 12% of students. The remaining 7% was made up of domestic fee-paying postgraduates, research higher degree students and non-award students.

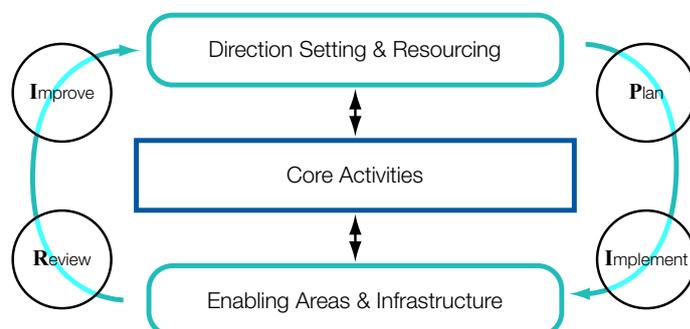
Quality Management and Assurance

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

- » Drawing upon Australian and international knowledge and experience to inform improvement approaches, via membership of networks such as the Canadian Quality Network of Universities and targeted partnerships with Australian and overseas universities and systems
- » 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 assuring the quality of the student's total 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

As the diagram below indicates, the University's Plan, Implement, Review and Improve (PIRI) cycle seeks to ensure that its direction-setting and resourcing processes, core activities of learning, research and engagement, its enabling systems and infrastructure are continuously tracked and improved, as well as focused, synchronised, mutually reinforcing and productive.

UWS Plan, Implement, Review, Improve Cycle



2006 AUQA Audit

During 2006 UWS was subject to a whole-of-university audit by AUQA which undertakes major audits of all Australian universities as part of a five-year review cycle. The final report of the AUQA audit of UWS details the Audit Panel's findings, recommendations, affirmations and commendations. Overall, the audit delivered an accurate and very positive assessment of the University's progress against its mission and objectives and its overall quality management system. The report is available at: www.uws.edu.au/about/adminorg/corpserv/opq

In its final report, AUQA acknowledged the long and difficult gestation period for UWS to become an integrated university and that it is now well positioned for the future. The report noted that the University has strived to achieve its objectives especially meeting the needs and aspirations of the residents of Greater Western Sydney (GWS) and that this commitment to its immediate communities was a significant distinguishing feature of UWS, which the audit panel termed as being "A University of the people".

The report commended the strategic involvement of the Board of Trustees in effectively guiding the University through major reviews and reforms. The Academic Senate was also found to be functioning effectively and exercising commendable oversight and leadership of UWS's academic activities. AUQA noted that the senior management, with the strong leadership shown by the Vice-Chancellor, has played a major role in restructuring and repositioning the University. Many key initiatives were acknowledged by AUQA as now being firmly in place. These include a sound approach to financial management, effective course consolidation, the development of a workload policy and a revised and more transparent funding model.

The audit panel noted that UWS has been successful in offering flexible programs to a diverse student profile and in increasing higher education participation rates of people from GWS including those who are first in their family to attend a university.

The audit commended the University for developing excellent online quality management tools, such as the Online Course Approval System, the system for Tracking and Improving in Learning and Teaching (TILT) and the UWS Web-based Complaints Handling System. These are powerful systems that consolidate rich data sources and keep track of complex quality assurance processes in important areas of University activity. Other strengths noted in the AUQA Report are the use of a Heads of Program Network which enhances communication between senior management and program leaders; and the UWS Library that is now performing at the top of the sector and has improved its services continuously by optimal integration of technology.

AUQA commended UWS for the effective use of its Register of Research Activity, which tracks individual performance in generating external research income, research publications, and higher degree research completions; for encouraging further research

activity; and providing professional development opportunities for researchers and higher degree research supervisors.

The University's commitment to engaged research was noted, with the panel observing that UWS is consistently among the top five national performers in terms of the success rate of Australian Research Council Linkage grants, and is securing significant grants for research in rural industries on plant, food and water sciences. Most of these ARC Linkage projects are with partners located in GWS.

AUQA commended UWS for fulfilling its mission with a deeply embedded culture of commitment to serve the people of GWS in a mutually beneficial way through initiatives such as the Cooperative Education Program.

Overall, members of the Audit Panel were impressed by UWS's enduring commitment to the people of GWS and by the determination shown by university leaders in pulling together a dispersed collection of campus communities into a unified University, which is now well positioned to thrive in the next phase of its development.

Key areas identified in the audit as requiring improvement attention have all been acknowledged by the University and are being currently addressed. They include ramping up national and international benchmarking; defining the distinguishing characteristics of the UWS student experience and tracking its implementation; further development of the UWS business office; increasing higher degree research (HDR) enrolments and completions; implementation of appropriate systems for Indigenous education and adding a graduate attribute for the area; implementation of a more rigorous system of staff performance review and evaluation; measuring achievement of graduate attributes; ensuring consistency in assessment practices and undertaking a full review of the area in 2007; monitoring and assuring the quality of the transnational (offshore) programs; and improving IT governance and service levels.

National and international benchmarking on quality

During 2006, UWS ran workshops across Australia, in South Africa and with the Canadian Quality Network of Universities on the results of its national DEST-funded CEQuery Project which it undertook in 2005 in partnership with 13 other Australian universities. UWS also led a national benchmarking forum in South Africa that compared quality management systems for university engagement in Australia with those currently used in the 22 South African Universities. A meeting with the UK Foundation for Leadership in Higher Education was undertaken in December 2006 and with government representatives, senior executives and staff at the Universities of Ottawa and Toronto in Canada on the UWS-ACER national HE leadership research which began in late 2006 with funding from the Carrick Institute for Learning and Teaching in Higher Education.

A number of keynote addresses on successful approaches to quality management in universities were delivered during 2006. These included keynote addresses at the annual conference of the Australian

Association for Institutional Research and the WA Evaluation Forum on how best to engage academic staff in addressing the key messages from tracking data in universities. UWS quality and planning staff presented papers on the University's work at a range of conferences.

National institutional research projects

In March 2006 the UWS-developed report on the national *CEQuery* project on how to optimise student retention (*Accessing the Student Voice*) was published on the DEST website at: http://www.dest.gov.au/sectors/higher_education/default.htm#Accessing_the_Student_Voice

In May 2006 UWS was funded by the Carrick Institute for Learning and Teaching in Higher Education to undertake a national two-year research project on identifying and developing academic leadership capabilities in higher education. Twenty universities are participating in this UWS project, in partnership with the Australian Council for Educational Research.

Tracking and improving quality

As noted above, AUQA commended the University's system for tracking and improving learning and teaching (TILT), as being one of the most highly developed in Australia. The system integrates feedback from students and other data on courses and units to provide targeted, timely, consolidated, benchmarked, time series performance information to colleges and schools. This assists them in diagnosing areas for improvement and setting evidence-based priorities for improvement action.

A range of surveys inform the UWS tracking and improvement system, including:

- » a range of student and graduate satisfaction surveys, including those targeted at research students, international students and first-year students
- » surveys of the first-year student experience
- » surveys of student feedback on units of study
- » exit and image surveys
- » a range of staff surveys

The UWS Office of Planning and Quality produces annual course reports on current data each November for colleges and schools. These bring together and report a range of performance data for every course, including benchmarked trends in demand, student load, student satisfaction, graduate destinations and measures of retention and progress. These reports have proved extremely useful in informing evaluation and improvement processes in the schools and colleges.

The University has put in place a range of incentives to ensure that the key improvement messages in these tracking reports are acted upon promptly and wisely. These include funding rewards for performance excellence and improvement, a range of university awards, the use of posters to inform students about the actions being taken and direct links to the key strategic directions and priority development projects in the following year.

It is through this process that the University has sought to put in place a systematic process for actioning its Guarantee of Service to its students and staff.

A good example of how the system operates is the annual UWS Learning and Teaching Action Plan.

Learning and Teaching Action Plan

The University's Learning and Teaching Action plan was developed, endorsed and funded for 2007 with \$2 million. It is directly derived from the identification of key areas for improvement using the UWS Tracking and Improvement System for Learning and Teaching.

Further details are given in the Learning and Teaching Section of this Report.

Student demand

UWS met its Commonwealth-funded student load targets in 2006, in a year when the sector experienced a downturn in demand and many universities had to hand back student places to the Commonwealth.

Web-based complaints management

As anticipated in its 2005 Report, a UWS Complaints Handling System (CHS) and policy were finalised and implemented during 2006. The web-based system was commended by AUQA for its innovative and leading-edge features which streamline and standardise complaints management processes and enable continuous online tracking and quality improvement in resolving the causes of complaints.

During 2006, 124 complaints were lodged with the Complaints Resolution Unit (CRU). While this is a decline from 166 in 2005, the reduction is largely due to changes in the definition of what constitutes a complaint. The majority of complaints related to assessment and alleged breaches in process. The CRU works collaboratively with the Chair of Academic Senate, the PVC (T&L), Deans and Heads of School when complaints are sustained to ensure necessary quality improvements are put in place.

During 2006 the CRU contributed to initiatives to reduce the failure rate in subjects where pre-requisites were added and provided input to the review of grade processes.

Further enhancements to the CHS are scheduled for 2007. Recurring areas of complaint are systematically being addressed at source to prevent their recurrence.

Improving student outcomes

The 2006 First Year Retention Survey indicated that just over 52% of UWS students are the first in their family to attend university. A high proportion of UWS students enter university after completing TAFE studies. While entry scores to many UWS courses are among the lowest in the NSW metropolitan area, AUQA noted that graduate employment rates are strong, suggesting that the University is fulfilling its mission of

providing for enhanced participation rates in university education by local residents, and ensuring that the quality of the education provided is high.

These findings are reinforced by the fact that UWS student satisfaction as measured on the national Course Experience Questionnaire (CEQ) continues to improve (up 6.3% from 55.4% in 2004 to 61.7% in 2006), as does the retention of students (up 3.6% from 73.2% in 2004-5 to 76.8% in 2005-6).

Resources for performance and improvement

The University Funding Model (UFM), which was reviewed and revised during 2006, allocates resources through the budget process to core activities and reinforces key strategic priorities for learning and teaching, research performance, engagement and income generation. As noted above performance and improvement funding is included in the incentive funding, as is funding for quality improvement initiatives in learning and teaching.

Strategy development and monitoring

In 2006 the University commenced a project to integrate the many approved and proposed plans and action projects into a concise, coherent and integrated strategy. The subsequent strategy and implementation plans have been discussed during 2006 by the Board and at senior staff and quality forums, school, centre and unit visits, as well as by the Executive and VCAC group and are the focus for coordinated action in 2007.

The overall integrated strategy was presented to the Board in November 2006 and key senior staff with responsibility for implementation have worked through actions, priorities, KPIs, milestones and timeframes that constitute the roadmap for action in 2007.

In October, 2006 the Board of Trustees approved a refined set of Key Performance Indicators to monitor performance against overall strategy. They are, in summary: (1) Students (demand, retention and overall satisfaction); (2) Staff (Teaching load, costs, qualifications); (3) Finances (self-generated income, operating result); (4) Research (research income, research publications); and (5) Engagement (Regional participation, engaged research, engaged learning). Each indicator has a specific measure.

AUQA commended UWS for the strong leadership and effective management in developing and implementing innovative and coherent strategies, structures and processes that provide a sound foundation for the future.

Marketing

The University provides detailed information to the public and to its various communities through our web page (<http://www.uws.edu.au>), on and off-campus events and through advertising programs, promotions and publications.

The Office of Marketing coordinated the following information and outreach activities in 2006:

- » Decision Day in January
- » The Vice Chancellor's Event for commencing scholarship 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
- » Parent Information Evenings

The following corporate events were also held:

- » The University of Western Sydney Awards ceremony, incorporating the Vice-Chancellor's Excellence Awards, the Service Recognition Awards, and the Regional Partnership Awards.
- » International Women's Day Event
- » Yarramundi Lecture

The following marketing publications were produced in 2006:

- » Undergraduate Prospectus
- » Postgraduate Prospectus
- » 16 Area of Study Brochures
- » Postgraduate Brochures and Leaflets
- » Emerging Careers Brochure
- » Guide to University for Parents
- » Scholarship Brochure (A Flying Start)
- » Graduate Life – Alumni Newsletter (Two editions)
- » UWS Pocket Profile – Facts and Figures
- » 2007 UWS Corporate Diaries
- » UWS Research: Inspiring Research, Inspiring People
- » the inaugural corporate DVD was launched

Learning and Teaching

During 2006 UWS launched plans to further improve learning and teaching, invested in new infrastructure, developed a new Medical School and increased the number of scholarships awarded.

UWS gives particular focus to professionally-oriented and flexible academic programs that build successful lives and careers as well as strengthen the intellectual capital of Greater Western Sydney – tangibly ‘bringing knowledge to life’. In 2006 we continued to offer one of the largest set of combined national priorities (nursing and education) programs in the sector in addition to a comprehensive range of undergraduate and postgraduate courses.

The key strategic development priorities for learning and teaching are specified in the Learning and Teaching Action Plan 2006-2008 which aims to achieve improvements using evidence to establish priorities and proven methods to effect change. The plan gained widespread acceptance during its development and launch over 2005-2006. Its priority themes are: flexible and blended learning; assessment for learning; enabling initiatives; engaged learning; and transitional arrangements.

In 2006 approximately \$1 million was allocated for institution-wide projects and to establish teaching fellows in each college – positions created to identify, develop and disseminate good teaching practice and implement the plan at the local level. A call for expressions of interest for funding projects in 2006 elicited responses from about 10 per cent of teaching staff in 33 applications, of which 20 were funded to a total of \$288,871. Projects include a virtual translation agency, a support system for literacy skills for humanities students and a trial to examine whether hand-held keypads can enhance teaching in lectures.

The creation of the role of Pro Vice-Chancellor (Learning and Teaching) was a strategic development that has brought together the Teaching Development Unit, Student Learning Unit and the Badanami Centre for Indigenous Education. These units now work in a coordinated fashion to improve learning and teaching, and to implement the plan.

Enrolments

In a sector-wide climate of weakening student demand for Commonwealth-supported university places, UWS did well to meet overall enrolment targets, and is maintaining its role as a key player in the national priority areas of nursing and teacher education. UWS continues to be a major force in providing pathways from the VET sector, with about one fifth of all students entering on the basis of a TAFE qualification. A significant advance in our systems was the successful trialling of online enrolment, which will be a key factor in improving the student experience, especially in our multi-campus environment.

Supporting learning and teaching

A slimmed down and more focused Teaching Development Unit (TDU) was created in 2006 following a reconfiguration of learning and teaching support. In addition, the Learning Support Unit was taken out of Student Services, renamed the Student Learning Unit (SLU) and centralised. Both TDU and SLU now sit under the Office of the PVC (Learning and Teaching) where they will be more responsive to the requirements of the Learning and Teaching Action Plan.

WebCT

During 2006, the Educational Development Centre initiated the process of managing a major upgrade of the WebCT e-learning system. Funded from the UWS systems budget, the project will continue into 2007 with pilots and an implementation from mid-2007.

WebCT usage at UWS is significant with more than 2,300 sites used by 1,100 academics and nearly 30,000 students; however, the version introduced in 2001 is not scalable to meet growing user demands. The new version of WebCT, Campus Edition 6 (CE 6), has significant changes to the underlying system architecture and affords improved data integrity and enhancements to the online learning and teaching technologies within the e-learning system.

New teaching spaces

A medical building is being constructed at Campbelltown campus for the new medical program with the first teaching spaces expected to be ready for occupancy by mid-2007. An associated development, the Liverpool Clinical School at Liverpool TAFE, was completed in late 2006.

The University's new teaching building at Parramatta campus opened in July in time for semester 2. The ongoing schedule of library upgrades continued with significant work completed at the Bankstown campus.

Library

During 2006 the library maintained its focus on improving and enhancing service to clients, augmenting our collections of scholarly materials and enhancing physical and electronic infrastructures to meet expanding and changing needs. The expertise of our staff and their innovative use of technologies was acknowledged through presentations at major professional conferences, invited membership of national committees and visits by representatives of Macquarie University, University of Tasmania and Charles Sturt University libraries.

Collections

During 2006, 39,582 new print monograph volumes and 762 electronic books were added to the collections, with over 400 new serial titles acquired. Of the total materials vote of \$7,280,534, 56% was expended on electronic materials, reflecting the library's ongoing commitment to provide 'anywhere, anytime' access to scholarly materials wherever possible. Print on paper continues to predominate in monographic publishing and this preference is likely to continue into the foreseeable future.

Notable acquisitions included *Scopus*, the world's largest abstract and indexing database with over 25 million abstracts dating from 1966 to date; *Wiley Interscience* covering chemistry, medicine and psychology; and the Lippincott Williams and Wilkins Journal Archive.

Significant collection development in the medical sciences was undertaken in preparation for the initial medical student cohort in 2007. A strong core medical collection in both print and electronic formats is now available.

Special funding made it possible to relocate materials reflecting the changed teaching and research activity across campuses arising from both the Academic Program Review and Colleges and Schools realignment. Throughout November and December some 170,000 volumes were transferred across UWS campuses. This major logistic exercise also saw the relegation to secondary storage of around 2,400 discontinued serial titles, freeing up much-needed space to accommodate predicted 2007 growth.

At the end of 2006 the Library's monograph collection totals 829,729 volumes with over 75,000 current serial titles (print and electronic). Approximately 122,600 monograph and serial volumes were withdrawn or relegated to secondary storage.

Clients

Clients continue to express satisfaction with library services, strongly evidenced in 2006 in the outcomes of Course Experience Questionnaires across all courses. Over 1.9 million individual visits to the libraries were recorded in 2006, an increase of 3.5% over 2005, reaffirming the importance of the library as a 'place' despite exponential growth in web access to library services and facilities, with monthly averages of 8.2 million successful hits to the library website recorded.

Infrastructure

The newly refurbished Bankstown campus library provides significantly improved facilities including nine additional group study rooms, 84 additional study places and double the number of public access computer workstations. All additional space and facility has been used to full capacity throughout teaching semesters.

In response to student demand, 60 additional computers have been made available. Despite more than doubling the number of computers across libraries over the period 2003–2006, demand continues to exceed supply.

Services

A major review of services to offshore students was undertaken mid-year leading to significant improvement in access to electronic collections, the provision of subject-specific information guides and greatly enhanced direct contact and assistance mechanisms for both academic staff teaching offshore and their students.

Online interactive information literacy tutorials, 'Successful Searching' and 'Research Toolkit' were developed for undergraduate students and research candidates, complementing and providing alternatives to face-to-face offerings.

In 2006, 985 discipline-specific face-to-face information literacy classes were delivered to 13,456 students. Representing a sector-wide first, Information Central, a centralised contact point, was established in late March, initially on a trial basis. This service, staffed seven days a week throughout the library's opening hours, provides real-time response to telephone and email queries, with Virtual Reference, the library's virtual chat-based reference service also integrated. The high acceptance and take-up rate, together with the provision of consistent data showing how clients use services and where assistance is required led to the permanent adoption of Information Central which is now subject to much interest across the sector. A total of 16,012 queries were responded to by Information Central in 2006.

Student support and student equity

The University's Student Support Services continued to provide academic skills development programs, career support and social and personal support to students.

Key initiatives undertaken during 2006 include:

- » further development and consolidation of Transition Programs
- » increasing the number of students accessing Student Support Services programs, information and resources
- » a shift in service delivery mode and increase in flexible delivery
- » systems upgrades
- » further developing Outreach Programs
- » expanding Chaplaincy services

During 2006 the First Year Start Up Kit was developed and introduced for all commencing undergraduate students while the First Year Central website was revamped. Take-up of services provided through CareerHub expanded considerably in 2006 with a 25% increase in the number of students using the service, 30% more employers and a 60% increase in vacancies listed. The number of students accessing direct client services increased 5% compared with 2005 while there were also improved participation rates at careers expos, workshops and enabling programs.

Student equity

UWS is committed to pursuing equity, fairness and inclusiveness for our students. More than 50% of UWS students are the first in their family to participate in higher education and some 70% are from GWS. Domestic students reflect the diversity of the region with the 2006 cohort drawn from more than 170 countries and with international students from more than 100 countries.

A strong commitment to Community Engagement is reflected in a range of activities that focus on equity groups in GWS. These include 'Fast Forward' – a program for widening participation involving 11 high schools in western Sydney – and Academic Service Learning projects linking UWS students with key ethnic communities. Specific programs target Indigenous secondary students, particularly those schools in GWS. The Macarthur mentoring program, run through the Office of Regional Development in Campbelltown, links local secondary students with UWS mentor volunteers.

UWS has a number of alternative pathways for students which include:

- » MURU direct admissions for Indigenous students
- » TAFE articulation agreements
- » regional Entry Test
- » education Assistance Scheme
- » bonus Points scheme

Access to equity-based scholarships increased in 2006 when all UWS Commonwealth Learning Scholarships were awarded for the first time following changes to the application process. The number of UWS scholarships awarded to Indigenous students

increased and there are plans for further growth as well as a review of the monetary value of all equity scholarships.

Recognising that transition is a key aspect of the University's Learning and Teaching action plan, programs are constantly reviewed, and inclusive programs and resources to assist transition further improved.

Transition programs designed for specific groups have also been refined and implemented, in addition to taking a targeted approach to supplementary enabling programs and peer mentoring and peer assisted learning programs.

Other student equity initiatives include embedding academic literacy and maths skills into courses where data reveals poor persistence due to these factors. The increased use of technology has sparked a review of policies and practices underpinned by the principle of inclusiveness.

Student Equity Performance

Indigenous enrolments increased from 189 in 2004 to 229 in 2006 while the number of students with a disability went from 989 to 1,237 over the same period.

Enrolments of mature-age students and those from low socio-economic status and non-English speaking backgrounds remained stable over the same three-year period.

Between 2004 and 2006 participation rates increased for Indigenous students (0.72 to 0.87), students with a disability (3.88 to 4.91) and students from low SES (12.34 to 12.54 for under 25 yrs and 10.30 to 10.92 for over 25 yrs). The UWS participation rates are higher than the DEST Australian participation rates for all equity groups with the exception of students from a non-English speaking background.

Success or progression rates for students in equity groups show an upward trend between 2004 and 2006 making UWS rates above or close to national averages.

Access and participation rates have increased for women in non-traditional areas, higher degree coursework and higher degree research.

Retention is a key strategic focus area for UWS and we began to see the benefits in 2006. Outcomes of the student retention survey undertaken in early 2006 show significant improvements over 2005 across all key areas of the University.

Planning

The inaugural student equity forum was held in November 2006 and actions are being developed in line with outcomes.

The Student Equity Plan 2006 – 2008 has been developed in draft form.

Indigenous students and staff

The University's six campuses span the Darug, Gandangarra and Tharawal nations and are located in a region that has the largest number of Indigenous Australians of any region in the nation outside the Northern Territory. The Badanami Centre for Indigenous Education provides targeted support and dedicated space on four campuses for our Indigenous students.

The total number of Indigenous students enrolled at UWS during 2006 increased to 257, up from 241 the previous year with encouraging growth in postgraduate programs, particularly masters by research.

A critical development during the year was the appointment of a new Dean of Indigenous Education who joined the University in July filling a key leadership role. Following this appointment, a review of the role and structure of the Centre was carried out which led to approval to significantly expand the functions and services provided. As well as continuing with policy development and student support activities, the Centre will also host a small number of learning skills' support staff, in addition to providing a teaching and research capacity.

During 2006 the Badanami Centre for Indigenous Education developed further strategies to increase Indigenous enrolments with an active campaign in schools in GWS to raise awareness of the benefits of further study. This included a UWS/Department of Education and Training Aboriginal mentors project for secondary schools.

UWS continues to offer particular support to students from rural and remote areas through the two Aboriginal Rural Education Programs (AREP), one in teaching and the other in welfare. In 2006, 66 students were studying the teaching program while 41 were enrolled in the welfare course.

A number of scholarships provide special provision for Indigenous students including the UWS Reconciliation Scholarship, the U Step Merit Equity Scholarships and the College of Business Merit Equity Scholarships.

A concerted effort to increase the number of Indigenous staff was formalised during 2006. The University aims to provide measures to increase recruitment and retention and to provide specific support for staff. Both the General and Academic Staff Agreements (2006-2008) include specific clauses for increasing and supporting Indigenous staff, representing a sector benchmark.

The UWS Indigenous Advisory Council

The UWS Indigenous Advisory Council (IAC) is chaired by a member of the Board of Trustees and continues to be strongly supported by the community. Two members of the NSW Aboriginal Education Consultative Group are members of the council along with both an undergraduate and postgraduate Indigenous student and two new staff representatives appointed in early 2006. The new Dean of Indigenous Education is also a member in accordance with recommendations arising from the Aboriginal Education Review undertaken in 2004. The Council met three times in 2006 and members were given the opportunity to comment on Indigenous education at UWS by the AUQA audit team.

Scholarships

For some time the IAC has been considering the need for a policy on the naming and allocation of Indigenous scholarships, particularly for Indigenous scholarships to be aligned to areas of learning.

International

In August 2006, the Board of Trustees approved the UWS International Strategic Plan. The Strategic Plan provides a framework to support and focus the international activities at UWS and sets a whole of University approach to integrating an international focus into our activities and programs. The Strategic Plan covers all facets of UWS international activity and aims to enhance and support the international reputation of the University through international research linkages and development of student and staff mobility. The first step to realise the goal to internationalise the curriculum has been taken with the formation of an Internationalisation of the Curriculum Steering Committee chaired by the Deputy Vice-Chancellor (Academic and Services).

UWS International and the Office of Planning and Quality conducted an international student survey for all onshore international students who commenced in Semester 1, 2006. The survey addressed marketing, recruitment, admissions and the orientation experiences of international students. The outcomes of the survey were assessed by the International Planning and Strategy Committee which initiated a number of projects to improve and enhance the experience of commencing international onshore students.

In June 2006, UWS International introduced its first business plan which covers July 2006 to June 2009. The plan reviewed the current operating environment of UWS International and outlined the unit's strategic objectives, a detailed action plan and performance measurements. It has been used to set the direction of key activities and will be the base for adjustments to budget allocations to ensure targets are realised.

Compared with 2005, total onshore international student numbers remained constant due in part to an improved retention rate for continuing students. Offshore student numbers decreased substantially in line with the commitment to close a number of offshore programs leading to an overall decrease in total international student numbers. By the end of 2006 just three offshore programs were continuing with a small number of others in teach-out mode. For our onshore total enrolments, China, India, Bangladesh and Canada remain our top source countries. There was a significant increase of 27% in enrolled students from India and a 10% increase in students from Bangladesh. Although the total numbers are much smaller, there were also increases in enrolled students from Pakistan, the Philippines and Nepal.

Chile became a focus for international development initiatives during 2006 with UWS taking an active role in visits by Chilean government and private sector delegations and a number of UWS delegations visiting Chile in 2006.

School of Medicine

During 2006, the UWS School of Medicine (SoM) prepared for its first intake of students in 2007. The Australian Medical Council accreditation team visited UWS in May 2006, later requesting further material in August and September. Advice of accreditation was received on 24 November 2006.

The SoM received 2,300 applications with 340 interviewed for a place and approximately 40% of those candidates residents of GWS. A dozen applications were received from Indigenous candidates – UWS had earlier indicated we were aiming for an intake of eight Aboriginal students.

The new Medical School has further strengthened connections with communities in GWS. A Community Council has been created which is positioned to be a critical vehicle for informing the operation of the School as well as ensuring the needs of the community are incorporated into its curriculum, training and operation. Community representatives are part of the SoM curriculum committee and sub-committees with particular interest in helping shape students' clinical placements. In addition, more than 55 members of the community assisted in interviews as part of the selection process, constituting a third of total interviewers.

During 2006 the process of recruiting the SoM teaching and research team began with appointments including clinical deans for the Macarthur and Blacktown/Mt Druitt Clinical Schools and professors of medicine and mental health. Recruitment for a core basic sciences team also started with professors in anatomy and physiology appointed as well as senior lecturers.

College of Arts

The College of Arts introduced new developments in engaged teaching and learning during 2006. The college began teaching its unit in academic service learning at the beginning of the year as well as the Classmates version of the Bachelor of Teaching (Secondary) program offered in partnership with the New South Wales Department of Education and Training.

The college continues to attract high demand for programs in arts, communication, design, psychology, early childhood and teaching. It also continues to attract an increasing number of international students into graduate programs in interpreting and translation.

During the year the college was one of three institutions to receive joint Government funding of \$3.4 million over five years for the Thinking Systems Special Research Initiatives. Researchers at MARCS Auditory Laboratories are leading an international team of academic and industry researchers to develop a next generation research platform for human communication science with a 'Thinking Head'.

The College of Arts has established a learning and literacy alliance, which supports literacy development in communities such as the Indigenous, Sudanese, and Pacific Islander communities in western Sydney.

College of Business

The College of Law and Business was renamed the College of Business in January 2006 following implementation of the realignment of colleges and schools. This resulted in a reduction from seven discipline schools to five and the inclusion of the Sydney Graduate School of Management. A review of the schools of Accounting and Economics and Finance was conducted during the year. The review recommended that the two schools remain separate and that initiatives be undertaken to enhance teaching and research outcomes.

During 2006 the college celebrated two significant anniversaries – 30 years of business education at UWS and its predecessor institutions and 10 years of professional law courses. The college held a successful Business Research Symposium in November to coincide with the business at UWS celebrations.

The college's per capita research output increased during the year, with rises in the number of research-active staff in most schools and further increases in the number of staff reporting research outputs. Benchmarking comparisons with other business faculties in comparable universities found our college had a higher per capita publication output (for both journal articles and conference papers) but lower per capita figures for research grant income and HDR completions.

The School of Management once again dominated the publication output and HDR load and completion figures, however, the School of Economics and Finance had the highest proportion of research-active staff (primarily via high publication measures) and the best ratio of journal articles to conference papers. The School of Marketing also had a high proportion of research-active staff.

The College's research centre AEGIS changed its name to the Centre for Industry and Innovation Studies (CIInS) and relocated from the Sydney CBD to Parramatta.

College of Health and Science

The College of Health and Science was created at the beginning of 2006 through the combination of two former colleges – Science, Technology and Environment and Social and Health Sciences. A new Dean appointed at year-end will take up the position in 2007.

A new science degree was developed in 2006 for offering at the Campbelltown campus from 2008. The Bachelor of Biomolecular Science will replace the existing B.Sc. (Biological Science) and B.Sc.(Chemistry) at this campus. It has been developed to take advantage of the shift in focus of science at Campbelltown towards health and medically related sciences.

During the year the School of Natural Sciences developed a new undergraduate Bachelor of Agriculture program for implementation in 2007. The program in agricultural supply chain management, replaces the Bachelor of Systems Agriculture degree which has been operational for the past 11 years.

An external review of computer programs conducted in September 2006 resulted in the development of a new computing degree with five key programs. The new degree replaces four computing programs.

During 2006 the UWS Campbelltown campus gained some of the most advanced research facilities in the country. The Magnetic Resonance Imaging Facility will be used primarily for research but will also be used for undergraduate teaching in areas such as nanotechnology, biomolecular science and medical science. A team from the School of Biomedical and Health Sciences received \$740,000 from the ARC Linkage Infrastructure Equipment and Facilities grant in collaboration with researchers at seven other universities to support the new nuclear magnetic resonance facilities at Campbelltown.

A review by School of Nursing researchers, 'Water for Wound Cleansing', has become one of the top 25 accessed reviews in The Cochrane Library, which holds more than 2,500 systematic reviews of health care interventions and is one of the most highly-accessed reviews currently published by an international library of health care studies.

Research

Research strategy

Future and Urban Development

In 2006 UWS continued to invest significantly in areas of research strength that compete effectively in the international and national arenas while addressing the needs of GWS.

The central principle for research development at UWS is focused support for specific areas of research strength. Many of these are linked, multidisciplinary activities, with a strong applied focus, and a particular concentration on issues of concern to highly urban, multicultural contexts. Much of this research is undertaken by the University's research centres in collaboration with a range of research partners.

Further important principles are: competitive excellence as identified through open processes, including peer review; performance-based funding and evidence-based policy development; and performance monitoring, particularly the identification of research-active staff.

The 2006 AUQA review of the University concluded that "UWS is pursuing a research plan which is well considered and coherent" and that "UWS is on a sound trajectory for high quality research in areas that are particularly relevant to its mission".

A significant new \$50 million 10-year research investment strategy began in 2006. The Board of Trustees-approved strategy will ensure that the ongoing investment is doubled over the next decade. The first tranche of this investment supported 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.

These investment funds have also supported the development of biomedical research excellence linked to the new Medical School, as well as funding the international recruitment of new professoriate to existing University Research Centres. UWS has undertaken a major international recruitment process to ensure the consolidation of key professoriate within its areas of national excellence.

UWS continued to compete effectively in the national innovation system, particularly through its University Research Centres and University Research Groups, maintaining the strong growth in external income achieved in 2005.

Research Quality Framework

The Commonwealth's Research Quality Framework (RQF) will fundamentally alter how UWS designates, manages and celebrates its research activity and achievements, as well as impact on how its research is viewed both nationally and internationally. In 2006 UWS undertook a research quality self-assessment exercise involving 690 academic staff in preparation for the first RQF in 2008.

NCRIS

In late 2006, UWS was part of a consortium that successfully bid for funds under the National Collaborative Research Infrastructure Strategy. UWS will be an integral part of the National Imaging Facility, building on the infrastructure developed at its Campbelltown campus, particularly through success with Australian Research Council (ARC) Linkage Infrastructure and Equipment Funds. This node of the National Imaging Facility will further the intersection between science and biomedical research at UWS.

Research Workloads

In 2006, the research incentive component of the UFM was increased and its expenditure directly linked to the performance-based workloads within all colleges. The aim is to secure appropriate research workloads for all research-active staff, particularly those successfully competing for major external funding.

Research strengths

Much of the 2006 external research income was linked to projects that cluster around the research themes, in particular the development of urban regions and the social welfare, health and education services and environmental sustainability so vital to GWS. Research income also demonstrates the effectiveness of UWS's commitment to collaborating with industry, government and communities to carry out relevant research. In pursuing applied research of relevance to professional application, the University is strengthening the alignment between its research and teaching strengths.

Competitive funding – major grants

National and International ARC Discovery and Linkage

In 2006, we sustained our position in relation to the sector average success rate for ARC Discovery for the third consecutive year with a 19% success rate.

We were awarded one of three jointly funded ARC and National Health and Medical Research Council prestigious *Thinking Systems* Special Research Initiatives with funding of \$3.4 million over five years.

The Centre for Complementary Medicine Research (CompleMed) is a co-investigator in a National Institute of Health (NIH) International Collaborative Research Centre project titled 'Treating Bowel Disorders with Traditional Medicine'. This is only the third award by the prestigious USA NIH for complementary and alternative medicine and is testament to CompleMed's reputation in Chinese Medicine and Irritable Bowel Syndrome research. Research will be undertaken to examine the effectiveness of Chinese Medicine on functional bowel disorders. Along with CompleMed, the project brings together investigators from: the Chinese University of Hong Kong; the Center for Integrative Medicine at the University of Maryland, Baltimore; the University of Illinois, Chicago; and the Mayo Medical Center. Funding for the consortium has been set at \$US3.9 million over four years.

A team from the School of Medicine, in partnership with NSW Health and national and state counter-terrorism agencies, has received funding from the Department of Prime Minister and Cabinet to research and develop best practice guidelines to assist those responding to chemical, biological, radiological and nuclear incidents. Funding has been set at \$204,785 for the project titled 'Creating Guidelines for Psychosocial Response to Terrorism'.

The School of Computing and Mathematics is undertaking research to improve information security. The research project, 'Knowledge-Based Model Updating for the Correctness of Security Protocols', aims to provide the foundations of protocols needed to develop software systems that automatically check and update security procedures, improving their capacity to withstand security attacks. ARC Discovery funding has been set at \$284,000.

Regional Collaboration

UWS continued its effective research engagement with a range of regional collaborators. In particular, the ARC Linkage and the UWS Research Partnerships programs have funded the development of several exciting research collaborations with a range of regional partners across the private and public sectors.

Projects connected to the Children's Futures research theme figure prominently in these collaborations.

Researchers from the Centre for Educational Research and the University of Sydney are collaborating with Learning Links & Unilever to test the impact of a new reading intervention to help young children experiencing reading difficulties reach their full potential. Results of the study will form the basis of material released to the general public through the web providing a presentation that can be copied and used by interested organisations and individuals. The project has attracted ARC Linkage funding of \$462,260.

The School of Education and collaborators at the University of Sydney have joined with the Royal Prince Alfred Hospital Diabetes Centre and Novo Nordisk Pharmaceuticals to improve the capacity of children and adolescents with Type 1 Diabetes to manage their disease. Good self-management of metabolic control is essential to avoid devastating complications of the condition. The research differs from previous studies by examining the personal characteristics of the individual, their family context and the nature of the health care services they encounter in their early experience of coping with the disease. The research will enable service providers to tailor intervention more effectively to the specific needs and characteristics of their clients. Titled 'Children and Adolescents with Type 1 Diabetes: Determining Critical Pathways to Self-Management', the research attracted ARC Linkage funding of \$244,000.

Research Centres

University Research Centres (URC) established by comprehensive external review are rigorously evaluated. The achievements of URC are measured annually against a set of performance measures for income, research publications and higher degree completions. In 2006, our flagship research centres continued their strong income growth, particularly with Australian Competitive Grant (ACG) income.

URC generate 50% of the University's external research income. URC also provide 73% of ARC Discovery income and 57% of ARC Linkage research income.

In 2006, the University Research Centre AEGIS was renamed the Centre for Industry and Innovation Studies, and the Social Justice and Social Change Centre became the Whitlam Institute Centre for Social Research.

URC researchers published the following six books in 2006:

Anderson, K 2006, *Race and the Crisis of Humanism*, Routledge, London and New York;

Morgan, G 2006, *Unsettled Places: Aboriginal People and Urbanisation in New South Wales*, Wakefield Press, Kent Town, South Australia;

Rocha, C 2006, *Zen in Brazil: The Quest for Cosmopolitan Modernity*, University of Hawaii Press, Honolulu;

Hodge, B and O'Carroll, J 2006, *Borderwork in Multicultural Australia*, Allen and Unwin, Sydney;

Snodgrass, A and Coyne, R 2006, *Interpretation in Architecture: Design as a way of thinking*, Routledge, London and New York;

Natalie Bolzan and Michael Darcy and Jan Mason 2006 *Fenced Out, Fenced In: Border protection, asylum and detention in Australia*, The Humanities, Melbourne.

Research Training

Since 2001, we have been developing stronger links between research centres and teaching programs. The self-assessment activity undertaken for the 2006 AUQA review and trial audit indicated that the links between teaching and research require further strengthening, particularly in science. This will be achieved, in part, by encouraging the flow of students from undergraduate to Honours programs and on to higher degree research, preferably in areas of research strength.

UWS has a systematic funding support mechanism to attract prospective students and ensure timely completion is not hindered by resource constraints. The University has reviewed its minimum standard for research student support, especially information technology support, and is implementing a new policy framework through the UWS Research Studies Committee to ensure consistent application of support for all candidates.

The inaugural Yarramundi higher research degree scholarships were awarded to two students in 2006. Yarramundi scholarships are designed to encourage Indigenous applicants to pursue a research degree at UWS.

We finalised a Cotutelle agreement which provides arrangements with French universities to allow jointly badged degrees with students spending time at both UWS and a French university. Candidates benefit from the opportunity to work and access the latest research equipment in two countries, and obtain an award that is recognised in both the French/European and English-speaking worlds, thus facilitating professional mobility.

Appointments

We secured several notable senior research appointments during 2006.

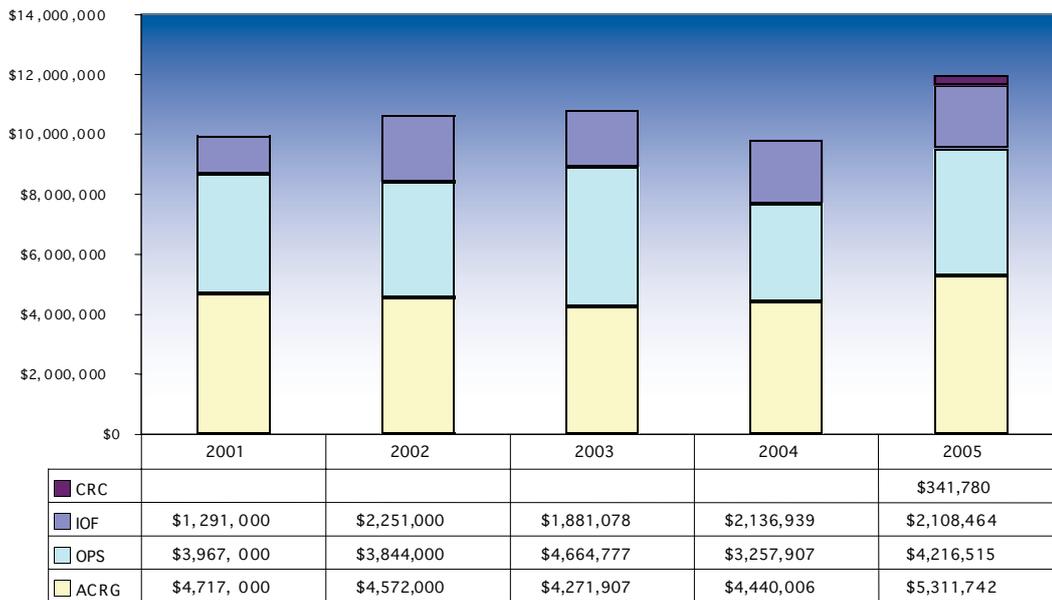
- » Professor Lesley Wilkes was appointed Dean of Research Studies, filling a longstanding vacancy.
- » Professor David Rowe joined UWS as the Director of the Centre for Cultural Research in March 2006. He has published extensively in the areas of media and popular culture, especially sport, music and journalism, and brings substantial international research experience to the Directorship, serving as a peer reviewer/editorial adviser for more than 20 scholarly journals and for several national research councils. His books include *Sport, Culture and the Media: The Unruly Trinity* (2004, second edition) and *Globalization and Sport: Playing the World* (2001, co-authored).
- » Professor Phillip O'Neill was appointed as the foundation Director of the Urban Research Centre. Specialising in regional development and urban planning, as well as economic and industrial geography Professor O'Neill is a well-known public speaker on economic change. Widely published in the fields of industrial and regional economic change, Professor O'Neill takes a keen interest in the geographical behaviours of large corporations. His current research covers multiple themes including the global-city region, state theory, decentred institutions, and industrial restructuring.
- » Professor Peter Phibbs was appointed to the Urban Research Centre. He is an urban planner with an international reputation in the area of housing studies. His recent research has concentrated on the non-shelter outcomes of housing and the broad area of affordable housing.
- » Internationally renowned cultural scholar Professor Meaghan Morris joined the ranks of the Centre for Cultural Research (CCR). One of the founders of Cultural Studies in Australia, Professor Morris has held the Chair of Cultural Studies at Lingnan University, Hong Kong for the past six years. Prior to this, she was an ARC Senior Fellow at the University of Technology, Sydney. Professor Morris has been listed in the top 10 influential Australian intellectuals in a poll of 200 senior Australian academics.
- » Dr David Ellsworth has accepted a professorial position in the Centre for Plant and Food Science. He is currently Associate Professor in the School of Natural Resources and Environment, University of Michigan, and is expected to begin work at UWS in January 2007.
- » Professor David T Tissue has accepted a professorial position in the Centre for Plant and Food Science and will take up his appointment in January 2007 after relinquishing his role as Associate Professor, Biology, at Texas Technology University.
- » Nikolaus Sucher, MD, has accepted a professorial position in the Centre for Complementary Medicine. Professor Sucher comes to UWS from Harvard Medical School where he has, among other things, been studying herbs for the treatment of epilepsy.
- » Professor Andrew Cheetham has accepted the position of Pro Vice-Chancellor (Research) and will join UWS in January 2007. Currently the Pro Vice-Chancellor (Research and Information Management) at the University of Canberra, he founded and directed UC's plasma instrumentation laboratory. He has published in the fields of plasma physics, plasma processing sources, diagnostics for fusion plasmas, energy and particle transport in fusion plasmas, computer-controlled instrumentation and the use of IT in science and engineering education.

Research Highlights

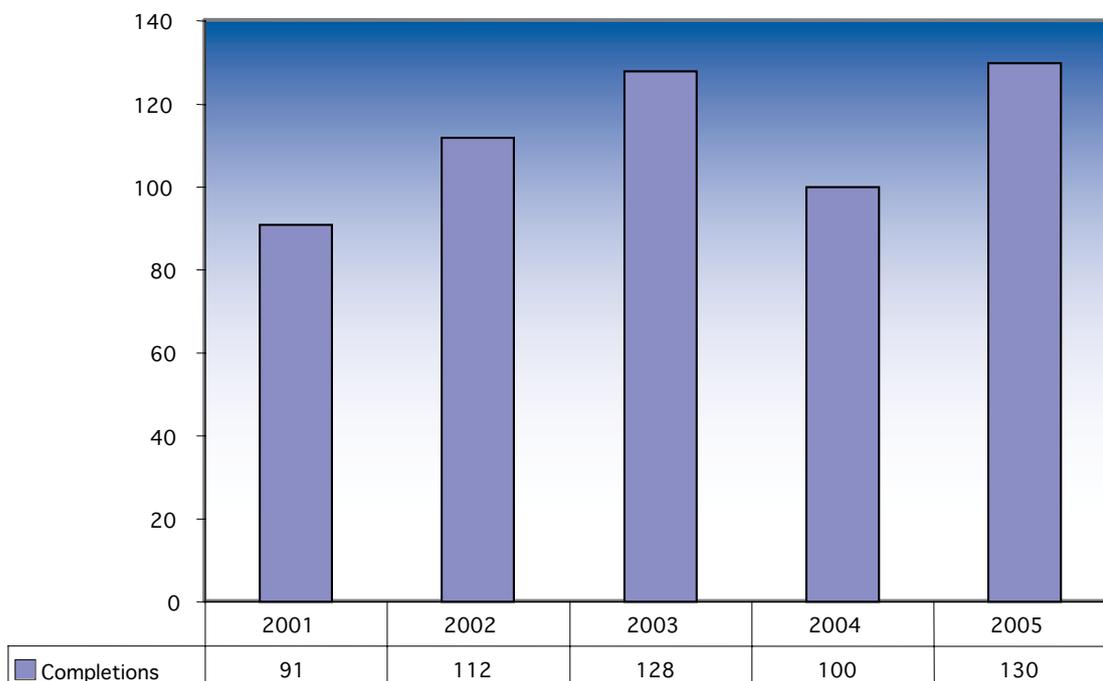
The Hawkesbury Forest Experiment has drawn together world-leading expertise from UWS, the University of NSW, the NSW Department of Primary Industries, the University of Technology, Sydney, and the Swedish University of Agricultural Sciences to create a climatic time machine that will mimic the type of environmental conditions that the world may face in future. The creation of 12 giant chambers housing individual, living trees is not only an Australian first, but one of the most ambitious studies of climate change to be undertaken in the Southern Hemisphere. The chambers will provide field data to better understand how our woodlands and forests will respond to the carbon dioxide levels expected by 2100. The Australian Greenhouse Office in the Federal Department of the Environment and Heritage is contributing \$1.2 million to the project.

The 'Thinking Head' project led by MARCS Auditory Laboratories involves a lead consortium of Australian universities, including Macquarie, Flinders and Canberra, with international input from the Technical University of Denmark and the University of Berlin. Researchers are addressing how real-time interaction between humans and machines can be made significantly more effective. The team of artificial intelligence experts, robotics researchers, language technology, cognitive science and computer science scientists will develop a new generation of intelligent machines. A "thinking head" will, for example, adapt to human requests for information and tailor its responses accordingly. The outcomes may extend to valuable technological advances in personalised aids for disabled technology users, the hearing impaired, the elderly, children with learning difficulties, and foreign language learning. In addition, the film, gaming and animation industries are expected to benefit from spin-offs from the project. The \$3.4 million project has joint funding from the ARC and the NHMRC under the Thinking Systems Initiative.

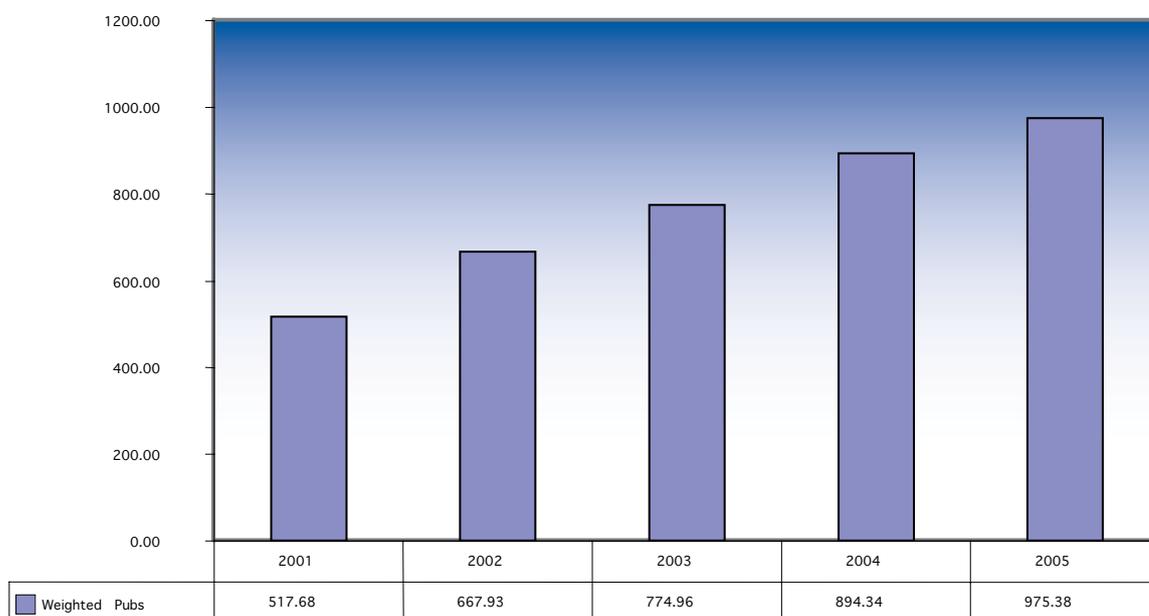
UWS DEST-Declared External Research Income 2001–2005



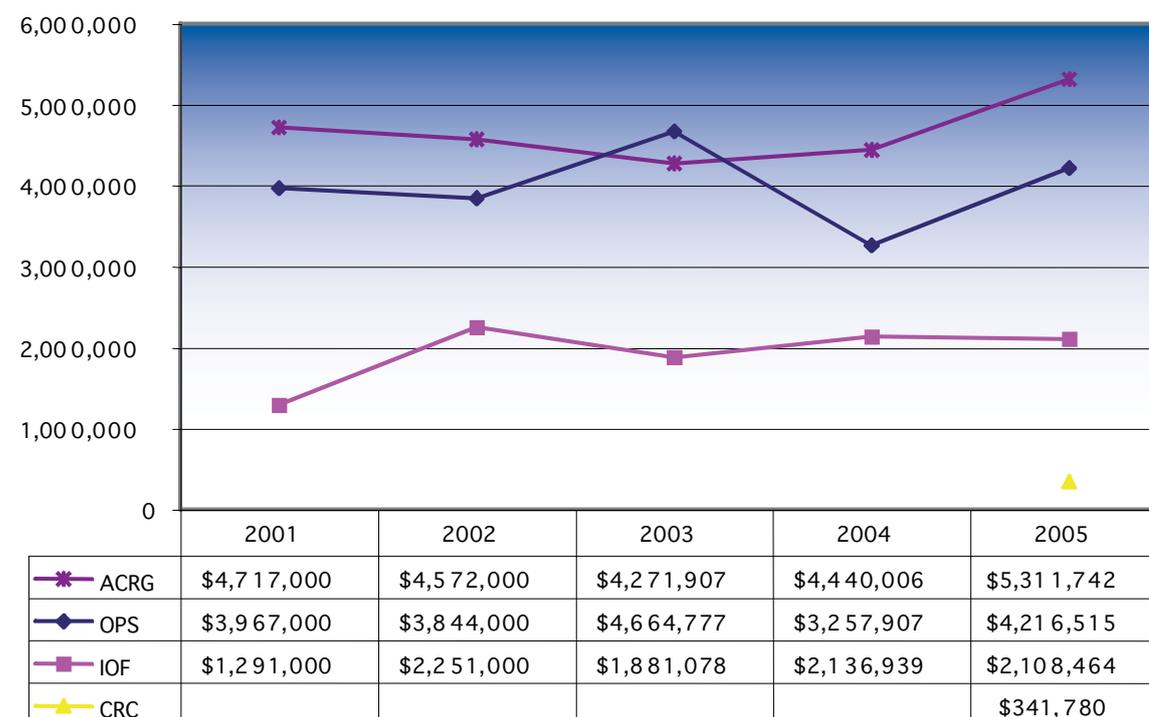
UWS DEST-Declared Higher Degree Research Completions 2001–2005



UWS DEST-Declared Weighted Publications 2001–2005



UWS DEST-Declared External Research Income by Category 2001–2005



Community Engagement and Service

UWS is committed to working in partnership with our regional, national and international communities, beginning with the people and organisations of GWS.

The Australian Universities Quality Agency (AUQA) recognised that the commitment of UWS to its immediate communities is a significant distinguishing feature of the University, which may be termed a “University of the People”.

During 2006 we began implementing recommendations from the review of engagement conducted the previous year. These recommendations provide the basis for the creation of an integrated and more distinctive direction for UWS in which engagement underpins the core activities of learning and research.

All college plans took up this commitment in 2006, building stronger links with community and professional groups as well as integrating engagement in student learning. During 2006 we also continued to place particular emphasis on securing ARC grants around issues of importance to highly urban, multicultural regions.

In line with our strategic commitment to engagement, Associate Deans (Engagement) were appointed in each college in the latter part of 2006 to promote a shared understanding of engagement among staff.

UWS also continued two targeted grant schemes to progress our engagement agenda. The UWS Regional and Community Grants Scheme provides \$200,000 annually for UWS-GWS partnerships for development. The UWS Academic Service Learning Grants Scheme provides \$50,000 a year.

In 2006 \$5.5 million was allocated to establish the new Urban Research Centre, while the Centre for Cultural Research was expanded to include five research chairs.

Office of Regional Development

A number of projects were carried out during 2006 by the Office of Regional Development.

The UWS Nanotechnology project focuses on knowledge transfer from UWS to industry in the Campbelltown-Camden area. Funded through the Federal Department of Transport and Regional Services sustainable regions program, the project is nurturing the development of a UWS Nanotechnology Network which will bring together industry, academics, students, researchers, government departments and the interested public three times a year to participate in lectures, presentations and discussions. Further funding in 2006 was provided for the Nanotechnology Careers for the Future project, which builds stronger links between UWS and secondary schools – especially science teachers and students – and industry to identify careers prospects for graduates.

The Muslim Harmony Relationship project supports a number of activities including regular informal meetings with a group of academics, general staff, and Muslim community and student representatives. Chaired by the Deputy Vice-Chancellor (Corporate Services), these meetings set priorities for, and seek projects to enhance relationships with the broader Muslim community in GWS, with an emphasis on improving the experience of UWS for Muslim students. In 2006 a Ramadan Iftar (breaking-the-fast feast) was hosted by UWS and attended by Muslim community representatives as well as UWS Muslim staff and students. The project has been instrumental in helping resolve problems relating to Muslim prayer rooms and Halal catering and has encouraged a positive dialogue with UWS Muslim students.

Maximising Potential in Macarthur (MPM) is a project designed to support a regional mission to enhance the wellbeing and leadership potential of young people aged 16 to 25. Funded by the Commonwealth in partnership with an industry life-coaching company, Future Achievement Australia Pty Ltd (FAA), the Office of Regional Development engaged local government, education and community organisations to support the project which involved 17 schools (State, Catholic and Independent) and four church organisations. In 2006, more than 120 adults within the community were trained as leadership coaches for over 120 young participants who went on to demonstrate their leadership understanding by implementing 40 diverse community service projects. Project sustainability across NSW will now be led by FAA with ClubsNSW endorsement and University support to potentially engage students as leadership coaches in the Campbelltown, Penrith, Mt Druitt and Lidcombe regions. The MPM project was acknowledged within the 2006 Vice-Chancellor's Excellence Awards and Regional Partnership Awards for Community Engagement.

Cooperative education

The UWS Cooperative Programs initiative links high achieving UWS students from all disciplines to a large number of organisations, primarily in GWS.

The following Cooperative Program initiatives were organised during 2006:

- » Five College of Business students gained work placements at leading organisations in India while two journalism students worked on prestigious newspapers in South East Asia. Each student received a \$2000 UWS grant.
- » Four students from Kinki University, Japan, worked on placements in Australia.

Industry partners continued to support programs during 2006 with local government authorities offering the largest number of opportunities and Goulburn Mulwaree Council participating for the first time.

Woolworths, AMP, Unilever, Fosters and Arnotts took part in the program for the first time in 2006, adding to the number of large companies already supporting the initiative. Several of these organisations, such as Prysmian (formerly Pirelli), IBM and Coca Cola sponsored multiple projects.

Cooperative Programs is the leader of the NSW Chapter of the Australian Collaborative Education Network (ACEN). ACEN held its first conference in September 2006 with staff from Cooperative Programs presenting a paper. A paper was also presented at the World Association for Cooperative Education conference in Shanghai in June 2006.

Alumni

In 2006, graduates continued to keep in touch with the University with more than 7,000 graduates activating their relationship. In response to a continuing strong acquisition rate of active alumni, the Alumni Development Advisory Committee further sharpened its focus on alumni communications and the challenges facing the University in keeping graduates informed of its achievements and successes.

Communication outreach to our alumni community was augmented by integrating *Graduate Life* with the new University newspaper *UniLife*. The resulting *GradLife* publication introduced a broadsheet quality to hardcopy communications. Email bulletins have diversified into genuine targeted communication channels, becoming an inexpensive and effective means of ensuring graduates receive information and content relevant to their UWS affiliation. Matching content with affiliation demonstrates to alumni the University is prepared to engage in dialogue. Further, the University now has the capacity to deliver messages in graduates' preferred format and delivery addresses. A robust mixed-media alumni communications model is now in place.

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.

Well-attended alumni receptions in Hong Kong and Singapore to honour graduations in those cities were the highlight of international alumni events in 2006.

Chapter development

Chapter development highlights for 2006 included recognition of UWS Alumni Singapore by the Singapore Registry of Societies and the creation of an innovative alumni chapter, the Education Knowledge Network.

UWS Alumni Singapore was formally registered in November 2006 and the registration was recorded in the Singapore Government Gazette, allowing the organisation to function and operate as an autonomous membership entity.

The Education Knowledge Network is not a traditional alumni association. The network is an engagement concept around which education alumni gather to access the academic capital of the School of Education through professional development events, access to research and other means of distributed knowledge.

Alumni chapters continuing to make progress in their development include Economics and Finance, Jakarta and Toronto.

Major works in progress

Keystone operational initiatives for 2007 include the development of a sophisticated online alumni community, creating an online edition of the *GradLife* newspaper and introducing a benefit card for graduates.

Management and Resources

Our Staff

During 2006 there were 2,017 full-time equivalent staff in ongoing and fixed term positions.

Ongoing and fixed term staff* (does not include casuals)		
	2005	2006
Academic	925	870
General	1,184	1,062
Senior	73	85

During the year we appointed 64 new staff through external advertisement and recruitment action - 19 to academic positions, 43 to general staff positions and two to senior positions.

The largest and most comprehensive senior recruitment program undertaken by UWS was implemented during the year. The program was project managed by the Office of Human Resources, involved partnering with two external recruitment agencies and included a comprehensive national/ international search and the marketing of UWS as an employee brand of choice. This initiative was recognised by industry, with UWS being nominated as a 2006 Finalist in the Fairfax-sponsored FEMA Awards for outstanding recruitment approaches and practice.

Human Resource Systems

Further enhancements have been made to Human Resource (HR) systems to deliver high quality services to our internal clients. During 2006 all casual UWS and scholarship staff gained access to Staff OnLine. By using the technology now available, we can issue automated emails reminders to all new staff to advise them of the online training programs they are required to complete. In addition, automated advice for First Aid certification renewals is now available.

UWS has again been chosen as the lead university site for Alesco testing, with the emphasis this year directly related to Occupational Health and Safety. It is anticipated that by the end of 2007 functionality will be available for staff to initiate online entry of incidents, accidents and hazards reports.

Occupational Health and Safety

The focus for Occupational; Health and Safety (OHS) during 2006 has been to further enhance the level of engagement in embedding occupational health and safety into core business in line with the strategic direction of the organisation. This planned approach has proven successful with greater levels of accountability and responsibility being demonstrated. New initiatives for OHS online training have also contributed to the level of knowledge and awareness of OHS-related issues throughout 2006. 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. High risk areas of laboratory and radiation safety have been reviewed with a comprehensive suite of operational procedures which provide the necessary direction and support

for laboratory and associated risks. The UWS OHS management system has benchmarked extremely well against other Australian universities and in many areas can demonstrate best practice. There were no prosecutions of UWS for breaches under OHS legislation during 2006.

The following statistical data provide an overview of accident injury performance during 2006 against previous years.

Table 1: Comparative Incidents / Accidents and Claims at UWS

	2004	2005	2006
Incidents/Accidents	349	364	212
Claims	78	72	53

Collective Agreements

The University was required to replace the two enterprise agreements with collective agreements compliant with Higher Education Workplace Relations Requirements (HEWRRs) by 31 August 2006. An additional element to this process was the introduction of the new Federal legislation WorkChoices, necessitating a comprehensive review and development of new and replacement clauses in the agreements to ensure both legislative and HEWRR compliance. This was a challenging project for the University, and was proven to be successful through the endorsement of the new collective agreements by the NTEU, the CPSU and staff-elected representatives, and by significant staff support for the agreements at ballot.

The new agreements became operative in late August 2006, and the implementation process continues with the University working with staff representatives through the transition.

Academic Promotions

The 2006 round of academic promotions attracted 51 applications from staff. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 22 applicants gaining promotion.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	9	5	4	5	3	2
C	24	10	14	9	2	7
D	13	8	5	6	3	3
E	5	5	0	2	2	0
Total	51	28	23	22	10	12

Higher Education Workplace Relations Requirements

The University was successful in attaining full compliance with the first round of the Higher Education Workplace Relations Requirements (HEWRRs), resulting in an additional 5% Commonwealth Grant Scheme funding for 2006.

The second round of the HEWRRs required significant adjustments to the University's enterprise agreements, workplace relations management practices and workplace policies and procedures. The HEWRR Project Team successfully facilitated the research, development, negotiation and implementation of a range of adjustments to those areas requiring attention, as well as the preparation and distribution of approximately 3,300 offers of Australian Workplace Agreements to all staff throughout the University.

The University submitted its application for the 2007 funding increase in early September 2006. A determination was made in December by the Minister for Education, Science and Training that the University had once again achieved full compliance, resulting in a 7.5% funding increase for 2007.

Organisational Change

The HR Strategic Plan was approved in early 2006. The plan captures the functional objectives linked to UWS strategic goals and provides a means of assessing progress.

A new HR structure aligned to the Strategic Plan was developed and approved and is currently being implemented. Based on best practice it defines what it means to engage and partner the business, and provides a platform for the delivery of efficient and effective core activities.

Management Review

The Divisional Review Group (DRG) was established by the Vice-Chancellor in 2005 to provide advice on options for achieving operational efficiencies and/or reduced expenditure in the University's divisions. The DRG Implementation Project was created early 2006 to progress recommendations contained in the DRG report. Throughout 2006, the project has managed the implementation of twenty sub projects across various areas of UWS – some involving substantial change, others minor change. As a result, a series of organisational change proposals have been released and implemented, which has resulted in achieving significant operational efficiencies across the University, such as the merging of Information Technology Directorate user support services with audio visual user support services. The project has also resulted in savings of over \$5 million.

The importance of the project was recognised by DEST early in 2006, when it was awarded a \$152,000 Workplace Productivity grant.

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 most needed.

The actions 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 and Risk Management Committee of the Board of Trustees.

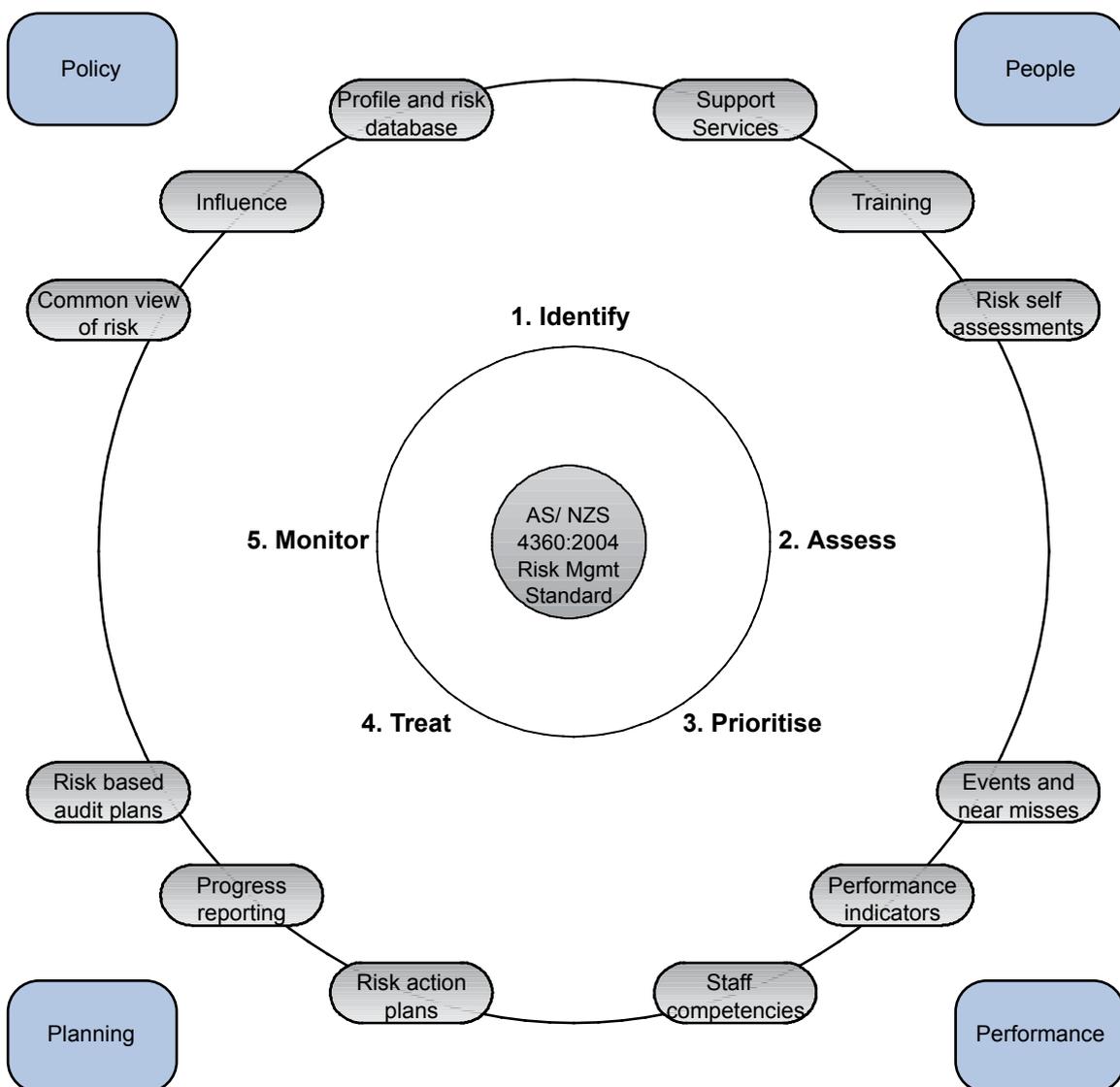
In addition to the identification and remediation of specific high risks, the University is coordinating the progressive integration of risk management methodologies/ thinking across all areas of our business and operations, including related entities and commercial activities. This work is being undertaken according to a structured framework, the elements of which are summarised in the UWS Risk Management Framework diagram. 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 and Risk Management Committee 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.

The risk assessment and management program is also subject to an independent peer review on at least a five-yearly basis as part of the Audit and Risk Assessment Unit quality improvement program. Key outcomes of the 2006 risk management program include:

- » revision of the UWS risk profile and identification of the top 10 risks to the University
- » implementation of operational risk assessments involving frontline staff
- » development of crisis management and recovery plans to manage unexpected threats to University operations
- » implementation of a dedicated risk management software application to manage UWS risk registers and associated data

UWS Risk Management Framework



Equity and Diversity

Following a comprehensive review in 2005, the Social Justice Unit was restructured and a new Equity and Diversity Unit established. The main changes involved devolving the complaints handling functions to the Complaints Resolutions Unit and the reframing of Equity and Diversity focus areas to include systemic and operational planning, compliance and implementation, training and education, research, advice, alternative dispute resolution, and projects and pilots for equity and diversity groups. A multicultural celebration for staff and the community was held to mark the official launch of the new unit.

A new Director, Equity and Diversity was appointed in October 2006.

During 2006 a UWS Equity and Diversity Plan was developed after extensive consultations with stakeholders. This plan identifies a range of equity strategies which line managers and staff will implement in partnership with Equity and Diversity and other organisational specialists.

A new Equity and Diversity website and a Staff Wellbeing website were created, providing staff with improved access to information and services available to assist in maintaining and improving the health and wellbeing of staff and, in turn, the wellbeing and capacity of UWS.

Women

In 2006 UWS was designated an Employer of Choice for Women by the Equal Opportunity for Women in the Workforce Agency for the fifth consecutive year.

UWS has already exceeded the target set by the Australian Vice-Chancellors' Committee for the percentage of senior women academics by 2010.

The University hosted the visit of distinguished US mental health practitioner and academic Professor Carol Nadelson who delivered a lecture on gender, career and mental health, discussing gender inequalities in the workplace.

During 2006 a new intake of female College of Business students entered the Lucy Program which provides mentoring with top executives in large organisations.

Each year the Vice-Chancellor hosts an International Women's Day reception to provide an opportunity for staff, students and community representatives to come together to acknowledge this day of international importance. The occasion is also marked by the announcement of the winner of the annual UWS Women of the West Awards. The 2006 recipient of this award was Dr Elizabeth McCusker, founder of the NSW Huntington Disease Service.

People with Disabilities

A "Crossroads Seminar" was held at UWS during the year focusing on post-secondary education pathways for deaf and hearing-impaired school students. This event allowed prospective students to learn about the range of education opportunities available, including processes for entering TAFE and university using technology to succeed and to receive advice on finance, scholarships and allowances.

"The Out of Harms Way Project" Report and Resources Guide for employers and educators was published in 2006. This guide covers the intersection of the Occupational Health and Safety and Disability Discrimination legislation.

Indigenous People

Work is continuing on the development of an Indigenous Employment Strategy with the aim of improving the participation and employment of Indigenous people at UWS.

Ethnic Affairs Priority Plan and Statement

The UWS Ethnic Affairs Priority Plan and Statement 2005–2007 is available on the Equity and Diversity website. The University's key achievements in this area in 2006 were:

- » opening a Multi-Faith Centre for staff and students at Penrith campus. The centre provides a dedicated meeting place for groups and individuals with a focus on or interest in religious or spiritual matters, and creates a space where people can formally and informally learn more about each other, and mutually acknowledge and respect similarities and differences.
- » the Muslim Harmony Relationship Building Project funded by UWS Regional Council
- » winning the "Mainstream Organisation Supporting Muslims Award 2006" from the Mission of Hope, a not-for-profit Muslim community organisation with a focus on health and community development.
- » developing draft guidelines for diversity-inclusive publishing and promotion at UWS. The aim of these guidelines is to promote cultural diversity and equal opportunity in all UWS media and publication materials.
- » developing the new training course "Working Harmoniously in a Multicultural Environment" to enhance the capacity of staff to positively utilise the benefits of UWS's culturally diverse community.

Office of Business Development

The Office of Business Development assists the University community deliver high quality commercial activities, primarily those that fall within our core business. The unit works closely with the colleges, the research community and divisions. During 2006 the unit was reviewed and restructured to effect the efficient delivery of key services through a stronger relationship with the core business of the University.

The new Business Services Unit has responsibility for:

- » commercialisation of University intellectual property
- » fees management
- » consultancy
- » commercial advice and review/approval

UWS Entities

[uwconnect](#)

uwconnect is responsible for providing food and beverage, retail, sporting and campus life facilities and services across the six UWS campuses. The facilities and services are utilised by the UWS community, including students, staff and alumni, and by residents of Greater Western Sydney.

Implementation of VSU during 2006 resulted in some restructuring because the student amenity fee was the primary source of uwconnect funding. Funding for uwconnect in 2007 was confirmed by the UWS Board of Trustees in August, 2006.

[CADRE Design Pty Ltd and CADRE Design Unit Trust](#)

The principal objectives of CADRE are:

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

The principal activities of the company during the period were the development of online and CD-ROM products for major US education publishers and the development of educational multimedia for the Le@rning Federation used in schools in Australia and New Zealand. Other activities include eLearning development for commercial clients in Australia, including Konica Minolta and The Australian Stock Exchange.

[Linkwest Limited](#)

Linkwest Ltd's major activities in 2006 were providing short courses for professionals seeking to update their qualifications, as well as industry-specific professional development. These included courses for the property sector and English language teaching, mainly the delivery of the Adult Migrant English Program (AMEP). The company has also offered nationally accredited courses as well as customised courses based on industry training packages.

In 2006 Linkwest Ltd changed its status, constitution and name to UWS College in anticipation of the upcoming merger with Sydney West International College.

[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 providing study tour programs. During 2006 SWIC conducted a major strategic review in the lead-up to the formation of the new UWS College.

UWS Conference and Residential Colleges Limited

The main objectives of UWS Conference and Residential Colleges is to ensure the efficient and effective operation of the residential facilities on all UWS campuses in a manner conducive to the academic and social development of residential students. It also manages conference, motel and venue hire facilities.

The company's principal activities during the year were providing residential student accommodation in support of UWS, covering Bankstown, Blacktown, Campbelltown, Hawkesbury and Penrith campuses as well as conference and venue management across all campuses.

Whitlam Institute

Established within the University of Western Sydney, the Whitlam Institute is a 'living ideas' centre focused on studying the factors which shape the social, economic, political and cultural environments of urban regions. The Institute has a particular emphasis on social justice and human services and its activities concentrate on:

- » health, social welfare and education
- » urban and regional development, its governance and economic growth
- » urban and civic ecology
- » population and immigration
- » the rights of indigenous Australians
- » contributing to research, public policy and project development in these areas

Following a review of the Institute's activities it will now concentrate its development through a public education and events program, through the Prime Ministerial Collection managed by the University Library, and through a Whitlam Institute Centre for Social Research.

Foundation

The University of Western Sydney Foundation Limited is the charitable entity of UWS, which endeavours to connect our students, teachers and researchers with the resources required to achieve excellence. In partnership with the local community and the world of business, the UWS Foundation delivers educational opportunities by raising funds to support scholarships, prizes, research, academic programs, teaching facilities and other special projects. Janice Thomas, Director of Development, was appointed in late 2006.

The objective of the Foundation is to raise funds in support of the University and the effective management control of all Trust funds held within the Foundation Trust account. The company's primary activity throughout 2006 was to manage the UWS Foundation Trust and act as the Trustee of the Trust. The Company did not trade in its own right throughout 2006.

Capital Works

New Medical Facility - Campbelltown

One of the highlights of 2006 was the start of construction of the new UWS medical facility at the Campbelltown campus. The 8,120m² state-of-the-art building was designed by award-winning architectural firm Lyons and gained partial funding of \$25 million from the Federal Government. Building progressed despite significant wet weather in the early stages of construction with the first teaching area due for occupation by mid-2007.

Other facilities, including research, academic and administration areas, will be progressively completed as part of the building program.

The Liverpool Clinical School at Liverpool TAFE is also part of the School of Medicine with construction completed in mid-December. A similar facility has been completed at Campbelltown Hospital and will also be available for the initial intake of students in Autumn Semester 2007.

New teaching building

The other significant milestone in the University's building program in 2006 was the opening of the doors of the new 8,600m² teaching building at Parramatta which was ready for occupancy in late July. The building which stands at the gateway to the campus has significantly improved the quality of teaching and computer laboratory space at Parramatta and has been hailed as a great step forward in teaching facilities by both students and staff. Located at the southern end of Fifth Street, the building was officially opened in late September by the Honourable Julie Bishop MP, Minister for Education, Science and Training.

Library upgrades

The ongoing program of significant library upgrades at UWS continued during 2006 with work at Bankstown Library completed to a high standard. Work began on Campbelltown Library which is expected to open its doors to students in February 2007.

Safety and equitable access

Capital Works and Facilities continued programs in 2006 aimed at providing a safe physical environment specifically addressing the safety of paved surfaces with a "Slip and Trip" program. Other refinements include replacement of existing glazing with safety glass and installing handrails and balustrades.

Access control and security initiatives operating off a single system continue to be rolled out, bringing many buildings on to the central security system on each campus.

The formal process for inducting facilities contractors to the UWS safety procedures prior to them beginning work on campus is continuing. Capital Works and Facilities has carried out close to 1300 inductions of contractors and their staff.

A program of installing ramps and accessible toilets is continuing apace across all campuses to provide equitable access and amenities for people with a disability.

Campus development

Significant progress has been made on projects to leverage the University's land assets to provide funding support for capital and research programs. Revised masterplans for the Campbelltown, Parramatta and Penrith campuses have been developed through consultation with the University community and external stakeholders. These campuses will accommodate most of the University's growth into the future. UWS also commenced shaping a new strategic plan for the campus network.

Land disposal

There was no land disposal in 2006.

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, is currently being progressed for implementation.

Energy conservation initiatives

In late 2006 the University signed an agreement with Energy Australia providing for 2.5% of the electricity consumed on UWS campuses to be sourced from environmentally sustainable systems. This is in line with the energy conservation program proposed in the EMS and in response to initiatives from the NSW Government.

The University also began installing additional power factor correction systems at a number of locations to enhance system efficiencies and reduce electrical power demand.

In 2006, the University prepared and issued an Engineering Design Guide which, amongst other things, provides guidance to design consultants on a range of energy saving initiatives. The requirements of the design guide will apply to most large refurbishment and alteration projects and all new construction projects.

The University began assessing the fuel efficiency of its motor vehicle fleet by piloting alternative fuel systems.

Water Conservation Management

A water conservation management project related to one of the seven programs in the EMS began in 2006. During the year, the University joined the Sydney Water Every Drop Counts program, participated in a review regarding water management and installed additional water meters on the Penrith campus to provide accurate and detailed monitoring of water use as part of a Water Saving Action Plan.

Waste

Waste minimisation strategies implemented in 2006 resulted in a further increase in the amount of paper and cardboard diverted from landfill and sent to recycling facilities. An additional 125, 240-litre recycling bins were distributed in 2006 providing a total of 1,760 bins UWS-wide. An extra 59, 240-litre recycling bins were also distributed during the year providing a total of 371 bins. A further 100 workstation and 50 photocopier room paper recycling bins were distributed to all staff and students in 2006, greatly increasing the amount of paper collected for recycling.

Engineering infrastructure planning

As part of the ground work necessary to engage in effective long-term planning for engineering infrastructure on our campuses to support projected development, the University has commissioned and received reports on power, water supply, sewer and gas systems on the Campbelltown and Penrith campuses which form the backbone of our services planning program.

Information Technology

A number of significant events took place in the Information Technology Directorate during the year including an external review, a major server upgrade and the opening of a new data centre.

A project to roll out wireless access across all UWS campuses was initiated during the year. Involving the installation of around 450 access points, the facility will allow UWS students and staff to connect wirelessly to the UWS network and the internet using laptop computers.

Funded by a \$2.2 million DEST grant under the Commonwealth Capital Development Pool, this installation is arguably one of the largest wireless installations in the sector. Priority areas for installation include all teaching spaces at all campuses, key meeting rooms, libraries, on-campus student residences and uwsconnect recreational spaces such as cafeterias and some outdoor areas.

Students will be able to access learning materials including WebCT and library resources, research the internet, access email and conduct business with the University regarding, for example, enrolling via the web.

The project will go live at the start of Semester 1 2007 although a series of pilots have been conducted with residential students at the Hawkesbury campus during 2006.

Information Technology Review

An external Review of IT at UWS conducted in July was chaired by the Hon. Kim Yeadon, MP, a member of the University's Board of Trustees.

The Review made a number of recommendations that will be implemented during 2007. These include a new governance approach for IT at UWS including the establishment of a peak Strategy Committee, the development of an IT Strategic Plan and a stronger approach to the management and funding of priority IT projects across UWS.

Server upgrade

In November, a \$3 million upgrade of computer hardware was finalised. This involved replacing the University's major database servers which were approaching end of life and which were no longer able to properly support business and academic needs. The upgrade was especially required for the new online administrator facility (MYSR) introduced in late 2006 and the planned upgrade of WebCT – the University's eLearning system – in 2007.

The upgrade also expanded the University's SAN (Storage Area Network) to meet increasing data storage requirements over the next few years.

New Data Centre

A new purpose-built data centre was included in the new teaching building at Parramatta. This new facility will improve the disaster recovery capacity for the University's major systems. Major systems housed in the centre at Werrington are being progressively moved to Parramatta in late 2006 and early 2007.

The new facility will complement the remaining Penrith data centres by providing redundant and secure computer rooms to host critical systems and storage devices.

AV Services

The audio-visual services unit was merged into the central IT unit during the year. This merger was intended to improve services to our students and staff for IT generally and will lead to savings of more than \$500,000.

Office of the Academic Registrar

Student Administration

Key Statistics

- » Admission and enrolment of over 8,000 new students in 2006
- » Re-enrolment of over 21,000 students for 2007
- » 75,000 invoices issued and receipted to students (autumn and spring)
- » 124,000 exam sittings organised and held across the six campuses
- » More than 8,000 students graduated

Services to Students

In 2006 the focus of Student Administration was increasing efficiencies to improve services to students.

A new Penrith Student Centre opened in September in the central student precinct. The new centre assists with administrative matters and helps students learn to navigate the complexities of the University.

The new online self-service functionality in Callista, the University's student administration system, and other in-house software was developed and rolled out to students during 2006. Students can now accept offers online, enrol in units, change units, complete DEST statistical returns and change contact details. In October 2006 more than 21,000 students re-enrolled in units for 2007 using the online functionality, known within UWS as MySR (My Student Record). Enrolment times were reduced for many students from over one hour waiting in queues on campus to 15 minutes by enrolling from their home or other computer with internet access.

The development and implementation of course and unit rules for use with MySR continued during the year. Rules greatly assist students in selecting the correct units and sequences to keep them moving toward course completion.

Email alerts remind students of key events affecting their enrolment. The development of the alerts provide for targeting specific student groups, such as final reminders to students of dates for completing actions, or adding units to their enrolment.

A mid-year progression check was introduced to identify students who had failed 50% of their credit points in the previous six months and who were at risk of enrolment restriction or exclusion from further study if their performance did not improve in the following teaching period. Students were advised to seek advice from their head of program or help from one of the supporting services, such as Counselling Services.

Timetabling

The timetabling of teaching activities has become extremely complex for most campuses due to the growth in student numbers and pressures on teaching space availability. Timetabling staff undertook extensive modelling of different space-use scenarios to determine the most effective use of space. The opening of a new teaching building at Parramatta for the Spring Semester 2006 increased teaching space and vacated spaces were scheduled for refurbishment.

Systems upgrades

Faster processing times and greater load capacity were achieved after completing major hardware, software and technical upgrades to the Callista Student Management System in November.

Graduations

More than 8,000 students graduated in 2006. The autumn graduation ceremonies were held off-campus at the Hills Centre due to continued pressure on teaching space. The ceremonies returned to the Parramatta campus for spring 2006, following the release of the auditorium from teaching requirements with the opening of the new teaching building. Ceremonies were also held offshore in Hong Kong and Singapore in August and coupled with UWS alumni events in those cities.

EDM

Electronic document management (EDM) has been implemented across Student Administration enabling optical character recognition of data on forms and uploading of data to Callista. Several universities have visited UWS to obtain information on how to implement such a project at their university.

Academic Governance

Major changes to the academic governance structure endorsed by the Board of Trustees in late 2005 were implemented in 2006 and new elections were conducted by the Academic Secretariat for all the committees in the structure.

Voluntary Student Unionism

The introduction of Voluntary Student Unionism (VSU) legislation for students commencing from 1 July 2006 posed difficulties for students and frontline staff. Although detailed information had been provided about the legislative requirements, both by UWS and DEST, many continuing students did not understand the implications of the legislation.

Reviews

The move to greater self-service necessitated changes to some business processes and presented the opportunity to review other business processes in the enrolments and student finance areas. This review led to the development of a customer service team to case-manage student queries about their enrolment and fees.

The University-wide Divisional Review released in early 2006 recommended a review of student administration. The review that followed endorsed continued efforts to co-locate student administration staff and to undertake business process reviews in each of the functional areas to obtain maximum efficiencies. These reviews are under way and expected to be complete in early 2007.

Freedom of Information – Statement & Summary of Affairs

Changes in legislation

This year the Commonwealth reviewed the Education Services for Overseas Students Act 2000 (ESOS) that regulates the provision of education for international students in Australia. The University has participated in reviewing and commenting on proposals that will come into effect in 2007. The Higher Education Support Act 2003 was also amended during the year. As with ESOS the changes focus on administrative requirements but do not represent major policy shifts.

Report 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

Cost of Service
\$30 per application

Reporting Period: Year ended December 2006

FOI Cases 2006	Full Release	Partial Refusal	Full Refusal
8	2	4	1
Internal Reviews 2006	Full Release	Partial Refusal	Full Refusal
3	1	2	0

Eight formal applications for access to information under the NSW Freedom of Information Act (FOI) 1989 were received in 2006. Seven applications were determined with access to documents granted in full to two applicants and in part to four applicants with one refusal. One matter was being processed.

Internal reviews were requested for three applications, and determinations were made in accordance with the Internal Review procedures. One of these applications proceeded to the Administrative Decisions Tribunal.

A training seminar was held for senior managers with particular focus on the obligation of individuals to ensure compliance with the principles of the F.O.I. Act.

Applications for access to documents can be obtained by contacting:

The F.O.I. Officer
Locked Bag 1797
Penrith South DC
NSW 1797
Australia

E-mail – FOI@uws.edu.au
www.uws.edu.au
Phone (02) 9678 7832

Privacy

In excess of 30 formal enquiries on privacy matters were dealt with during the year for which advice was provided by the Privacy Officer. The University received one Internal Review application and it was determined that the University had breached the disclosure privacy principle. While the disclosure was the norm in terms of practice, the complainant had specifically indicated that their information was not to be provided.

Two training seminars were held, using an external consultant to ensure that staff received a comprehensive and expert backgrounding in privacy matters. These seminars receive consistently positive feedback from participants.

Code of Conduct and University policies

UWS is committed to maintaining high standards of personal and professional conduct in all of its activities. These standards are outlined in the Code of Conduct published in September 2003 and updated in 2006. 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 required of members of the University community and recognises that the University and its policies operate in the context of State and Federal laws.

The UWS Code of Conduct can be accessed through the internet at the following address: <http://policies.uws.edu.au/view.current.php?id=00072>

The AUQA audit commented on the University's robust policy framework.

In 2006 UWS fully implemented new policy and delegation applications. Policy DDS is an online database that allows staff and students to submit comments on draft policies online. The system also archives and publishes superseded versions of policies and provides a fully automated in-system approval submission facility.

The delegations register integrates the University's administrative delegations policy with the records of all staff holding delegations. The system records all acting appointments, generates automatic email notifications to delegates about their delegations and allows them to extract from the policy the specific delegations relating to their position. The system also provides delegates with the list of account codes over which they have authority and the limit on their credit cards. The major benefits are in the capacity to search the database and verify matters submitted for approval or payment.

Financial Resources and Budget Outcomes

The University ended 2006 with a consolidated operating surplus of \$42.8 million compared to \$9.0 million in 2005. The removal of capital grants (\$19.1 million) received from DEST for the Parramatta teaching building, the School of Medicine and capital equipment results in an underlying surplus of \$23.7 million. The remaining improvement can be attributed mostly to additional HECS receipts (\$14.0 million).

Total revenue in 2006 (excluding capital grants and deferred items) increased by 7.0% on 2005. This represented a favourable variance (\$7.9 million) against the originally budgeted income for the year. The better than budgeted result was due principally to increases in investment income (\$4.7 million), external research grant income (\$1.6 million) and fee-paying student income (\$1.0 million).

During 2006, operating expenditure (excluding deferred items) was \$363.1 million, an increase of 2.5% from \$354.1 million in 2005 and a saving on budget of \$15.8 million. The expenditure result compares favourably against the previous increases of 3.3% and 2.7% in 2004 and 2005 respectively, especially taking into account salary increases of 5% in June and 1% in November. This continues to reflect the University's strong commitment to maintaining tight expenditure controls on its activities.

The University's financial position has improved considerably during 2006. Net assets (assets less liabilities) have increased by \$51.6 million to \$729.3 million. The current ratio, which is a measure of financial liquidity, has improved from 1.0 at the end of 2005 to 1.25. The requirement by the Australian Equivalents to International Financial Reporting Standards to report all unconditional long-service leave entitlements (i.e. greater than 10 years service) as a current liability, rather than only that portion estimated to be taken in the coming year, has significantly affected this ratio. The current ratio would have been in the order of 1.6 except for this change in treatment. However, with the inclusion of long-term investments (\$30.5 million), which can easily be converted to cash at short notice, the ratio increases to 1.63.

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

During the year the University undertook a significant review of the UFM which resulted in the introduction of a contribution margin-based approach for 2007 and onward.

The pressures of salary increases, escalating competition for non-government income, 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.

Our Students

Enrolments by Level		
	2005	2006
Doctorate by Research	683	651
Doctorate by Coursework	1	1
Master's by Research	137	100
Master's by Coursework	3820	3413
Postgraduate Diploma	1141	1173
Postgraduate Certificate	337	336
Bachelor	27547	27515
Diploma/Associate Diploma	58	9
Other (non award, enabling, etc)	1648	1862
Total	35372	35060

International Enrolments		
International enrolments representing over 110 countries formed 13.3% of student enrolments in 2006; however, offshore enrolments dropped by 45%		
	2005	2006
International Onshore	3654	3683
International Offshore	1794	983
Total	5448	4666

International Enrolments by Level		
	2005	2006
Doctorate by Research	62	58
Master's by Research	17	10
Master's by Coursework	2110	1702
Postgraduate Diploma	260	322
Postgraduate Certificate	56	40
Bachelor	2798	2332
Other (non award, enabling, etc)	145	202
Total	5448	4666

Completions by Level		
	2004	2005
Doctorates	78	96
Master's by Research	23	35
Master's by Coursework	1789	1685
Postgraduate Diploma	546	549
Postgraduate Certificate	125	120
Bachelor's Honours	134	116
Bachelors	6213	6019
Diploma/Associate Diploma	30	41
Total	8938	8661

Appendices

Appendix 1: Board of Trustee Members

3 Official Members

Mr John Phillips AO, Chancellor
Professor Janice Reid AM, Vice-Chancellor
Professor Anne Cusick, Chair Academic Senate

6 Appointed Members (Ministerial)

Dr Michael Bezzina (from 12 May 2006)
Hon Jan Burnswoods MLC
Mr Roy Medich OAM
Mr Glen Sanford
Mr Ian Stone (from 12 May 2006)
Hon Kim Yeadon MP

4 Appointed Members (Board)

Ms Linda Burney MP
Ms Mary Foley
Ms Gabrielle Kibble AO (Deputy Chancellor)
Mr Geoffrey Roberson (Deputy Chancellor)

5 Elected Members

Ms Jennifer Brown, Graduate (from 23 October 2006)
Mr Luke Fomiatti, Undergraduate Student (from 1 January 2006)
Mr John Heath, Graduate (until 13 June 2006)
Ms Genevieve Kelly, Academic Staff (from 1 January 2006)
Ms Tanya Rubin, General Staff (from 1 January 2006)
Ms Elfriede Sangkuhl, Postgraduate Student

Of the 18 members of the Board of Trustees, 12 (including the Chancellor and the graduate member) are external members providing the Board with extensive and diverse professional experience and knowledge. The Board's Remuneration and Nomination's Committee reviews the balance and expertise of the Board in the context of recommending Board appointments. The backgrounds of all members are published on the University's website (<http://www.uws.edu.au/about/university/governance/boardoftrustees>). In 2006 the broad range of professional expertise and experience available to the Board from among its members covered: finance; auditing and accounting; commercial and business; legal; statutory corporate governance; public sector and government; education research and administration; and social and community.

In addition, two of the elected members have significant corporate and business experience in addition to their formal roles with the University.

The collective expertise of the Board is supplemented by regular Board assessment and professional development opportunities for Board members. A number of current Board members have completed formal company director programs and the University is a member of the University Governance Professional Development Program.

Appendix 2 : Board of Trustees Meetings

A = number of meetings attended B = Number of meetings held during the time the member held office or was a member of the committee during the year	Board of Trustees		Standing Committees of the Board										
			Audit & Risk Management		Strategy & Resources		Remuneration & Nominations		Board Standing		Campus Development		
	A	B	A	B	A	B	A	B	A	B	A	B	
Dr Michael Bezzina	4	4											
Ms Jennifer Brown	0	1											
Ms Linda Burney MP	4	6											
Hon Jan Burnswoods MLC	6	6											
Professor Anne Cusick	6	6											
Ms Mary Foley	5	6			6	6	4	4	4	4			
Mr Luke Fomiatti	6	6											
Mr John Heath	2	2											
Ms Genevieve Kelly AM	6	6											
Ms Gabrielle Kibble AO	5	6					3	4	3	4	3	3	
Mr Roy Medich OAM	6	6									2	3	
Mr John Phillips AO	6	6					4	4	4	4			
Professor Janice Reid AM	6	6			5	6	3	4	3	4	3	3	
Mr Geoffrey Roberson	6	6					4	4	4	4			
Ms Tanya Rubin	6	6			4	5							
Mr Glen Sanford	5	6	6	7									
Ms Elfriede Sangkuhl	6	6			4	5							
Mr Ian Stone	3	4											
Hon Kim Yeadon MP	5	6									2	3	
Dr Anne Benjamin			6	7									
Ms Margaret Smylie			6	7									
Ms Karen Waldman			6	7									
Ms Emma Stein					6	6							
Mr Alan Zammit					3	6							
Mr Sean Wareing											2	3	
Professor Tong Wu											3	3	

Appendix 3: University Committees, Advisory Councils and Other Bodies

Board of Trustees Standing Committees	Chair
Audit and Risk Management	Mr Glen Sanford
Strategy and Resources	Ms Mary Foley
Board Standing Committee	Mr John Phillips AO
Remuneration and Nominations	Mr John Phillips AO
Campus Development	Ms Gabrielle Kibble AO
Academic Senate	Professor Anne Cusick

University Bodies	Chair
UWS Regional Council	Professor Janice Reid AM
Indigenous Advisory Council	Ms Linda Burney MP
UWS IT Strategy Committee	Hon Kim Yeadon MP

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

Academic Senate Committees	Chair
Executive	Professor Anne Cusick – Chair of Academic Senate
Appeals	Professor Anne Cusick – Chair of Academic Senate
Education	Professor Stuart Campbell – Acting PVC (Academic)
Course Approvals and Articulation Committee	Professor Stuart Campbell – Acting PVC (Academic)
Research	Professor Jann Conroy – Acting PVC (Research)
Research Studies	Professor Leslie Wilkes – Dean of Research Studies

College Boards of Studies	Chair
College of Arts	Associate Professor Peter Hutchings
College of Business	Professor Garry Tibbits
College of Health and Sciences	Mr Bernd Jansons

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

Appendix 4: Academic Senate Membership

NAME	POSITION	CATEGORY
Professor Anne Cusick	Chair, Academic Senate	Elected (to 31/7/08)
Dr Alan McPhail	Deputy Chair, Academic Senate	Elected (to 30/4/08)
Dr Sara Knox	1 of 4 academic staff – College of Arts	Elected (to 31/12/07)
Dr Peter Dallow	1 of 4 academic staff – College of Arts	Elected (to 31/12/07)
Associate Professor Meg Smith	1 of 4 academic staff – College of Arts	Elected (to 31/12/07)
Associate Professor Scott Poynting	1 of 4 academic staff – College of Arts	Elected (to 31/12/07)
Associate Professor Rakesh Agrawal	1 of 4 academic staff – College of Business	Elected (to 31/12/07)
Dr Roger Ham	1 of 4 academic staff – College of Business	Elected (to 31/12/07)
Professor Raja Junankar	1 of 4 academic staff – College of Business	Elected (to 31/12/07)
Ms Joan Kelly	1 of 4 academic staff – College of Business	Elected (to 31/12/07)
Associate Professor Graham Miller	1 of 4 academic staff – College of Health and Science	Elected (to 31/12/07)
Ms Robyn Moroney	1 of 4 academic staff – College of Health and Science	Elected (to 31/12/07)
Ms Maxine Veale	1 of 4 academic staff – College of Health and Science	Elected (to 31/12/07)
Associate Professor Steve Hansen	1 of 4 academic staff – College of Health and Science	Elected (to 31/12/07)
Mr Luke Fomiatti	Undergraduate Student	Elected
Ms Elfriede Sangkuhl	Postgraduate Student	Elected
Professor Janice Reid	Vice-Chancellor	Official
Professor Rob Coombes	Deputy Vice-Chancellor, Academic and Services	Official
Ms Rhonda Hawkins	Deputy Vice-Chancellor, Corporate Services	Official
Professor Chung-Tong Wu	Deputy Vice-Chancellor, Development and International	Official
Professor Stuart Campbell	Acting Pro Vice-Chancellor, Academic	Official
Professor Geoff Scott	Pro Vice-Chancellor, Planning and Quality	Official
Professor Jann Conroy	Acting Pro Vice-Chancellor, Research	Official
Professor Lesley Wilkes	Dean – Research Studies	Official
Associate Professor Robyn McGuiggan	Executive Dean – College of Business	Official
Professor Wayne McKenna	Executive Dean – College of Arts	Official
Professor Michael Wilson	Executive Dean – College of Health and Science	Official
Associate Professor Peter Hutchings	Chair – College of Arts Board of Studies	Official
Mr Bernd Jansons	Chair – College of Health and Science Board of Studies	Official
Professor Garry Tibbits	Chair – College of Business Board of Studies	Official
Professor Michael Atherton	Associate Dean, Research, College of Arts	Official
Professor Ross Chapman	Associate Dean, Research, College of Business	Official
Associate Professor Shelley Burgin	Associate Dean, Research, College of Health and Science	Official
Associate Professor Peter Hutchings	Associate Dean, Academic, College of Arts	Official
Professor Garry Tibbits	Associate Dean, Academic, College of Business	Official
Dr Betty Gill	Associate Dean, Academic, College of Health and Science	Official
Ms Liz Curach	University Librarian	Official
Ms Thea Seabrook	Academic Registrar	Official
Professor Michael McDaniel	Dean, Indigenous Education	Official
Vacant	President – Undergraduate Students' Association	Official
Mr Nirav Thakker	President – Postgraduate Students' Association	Official
Associate Professor Yang Xiang	Vice-Chancellor appointee	Appointed
Dr Janette Perz	Vice-Chancellor appointee	Appointed

Members as at December 2006

Appendix 5: Principal Officers of the University (as at December 2006)

Chancellor

Mr M. John Phillips, AO, KGCSG
BEc Syd, FCPA, SF Fin FAICD

Vice-Chancellor

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

Chair, Academic Senate

Professor 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 and Services)

Professor Robert Coombes
BA(Hons), MEc(Hons) Macq

Deputy Vice-Chancellor (Corporate Services)

Ms Rhonda Hawkins
BSc Syd, MPP Syd, FAICD

Deputy Vice-Chancellor (Development and International)

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

Chief Financial Officer

Mr Greg Holland
BBus CPA AIMM

Executive Dean, College of Arts

Professor Wayne McKenna
BA(Hons) PhD Leeds

Executive Dean, College of Business

Associate Professor Robyn McGuiggan
BSc(Hons) MComm PhD

Executive Dean, College of Health and Science

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

Pro Vice-Chancellor (Academic) (Acting)

Professor Stuart Campbell
BA CentLondPoly, DipLing Lond, DipEd SydTC, MA ANU, PhD Syd

Pro Vice-Chancellor (Campus Development)

Professor Kevin Sproats
BTP(Hons) UNSW, GradDip HNP UNSW, PhD UNE

Pro Vice-Chancellor (Quality and Planning)

Professor Geoff Scott
BA, Dip.Ed Syd, M.Ed, Ed.D Toronto
FACE

Pro Vice-Chancellor (Research) (Acting)

Professor Jann Conroy
BSc(Hons) Macq PhD

Pro Vice-Chancellor (University Engagement)

Professor Wayne McKenna
BA(Hons) PhD Leeds

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 6: University Research

<p>College of Arts</p>	<p>The Centre for Cultural Research addresses the cultural challenges and contradictions of an increasingly globalised, heterogeneous and technologically mediated world.</p> <p>The Centre for Educational Research researches the role of education within social, policy and professional contexts, informed by considerations of social justice and ethical practices.</p> <p>MARCS Auditory Laboratories conduct pure and applied research on auditory perception and cognition with specific focus on speech, music, communication and hearing.</p> <p>The Social Justice and Social Change Research Centre conducts research projects that provide insights into, and sometimes solutions for, many contemporary social issues.</p>
<p>College of Business</p>	<p>The Centre for Industry and Innovation Studies takes an industry and sectoral approach to wealth creation, international competitiveness, sustainability, and social responsibility, and aims to understand and contribute to industry development, change, and transformation.</p>
<p>College of Health and Science</p>	<p>The Centre for Complementary Medicine (CompleMED) aims to assist the safe and effective use of complementary medicines by adopting an evidence-based approach to assessment, and integration with conventional healthcare practices.</p> <p>The Centre for Plant and Food Science is at the forefront of research aimed at solving fundamental questions and formulating solutions to address problems relevant to natural and commercial plant systems.</p>
	<p>The Urban Research Centre is designed to lead new research and teaching initiatives, as a local and international model, in urban management and development.</p>

Appendix 7: Consultancies

Consultancies		
Consultancies commissioned in 2006 amounting to \$30,000 or more included:		
Consultant	Cost \$	Title/Nature of Consultancy
Management Services		
City Plan Urban Design	42,640	Westmead Campus Planning
Conybeare Morrison International Pty Ltd	354,979	Masterplanning - Parramatta and Penrith Campus
Executive Insight Consulting Pty Ltd	136,635	Strategic Planning Integration and Implementation
Fitzwalter	70,407	Property Development South Werrington
Jackson Wells Morris Pty Ltd	62,475	Government Relations
Jones Lang LaSalle (NSW) Pty Ltd	83,137	Campbelltown Campus Development
M A Gallagher Holdings Pty Ltd	124,772	Westmead Campus Strategy
Michael Collins & Associates	38,912	Property Consultancy Werrington
Novatech Consulting Pty Ltd	71,105	Marketing and Business Services
Penrith City Council	256,539	Planning Investigations
Whelans Operations Pty Ltd	59,850	Masterplanning - Parramatta and Penrith campus
Subtotal	1,301,451	
Organisational Review		
Acumen Management Services Pty Ltd	30,600	Revise Procedures
Subtotal	30,600	
Research		
Applied Horticultural Research	30,000	Research Services
Australian Council for Educational Research Ltd	34,247	Leadership Project
Hitwise Pty Ltd	35,000	Australian Data
Synerventure Pty Ltd	53,603	Research Project Management
The Australian Choreographic Centre	48,075	Dance Research
Subtotal	200,925	
Total consultancies equal to or more than \$30,000	\$1,532,976	
During 2006 other consultancies were engaged in the following areas:		
	\$	
Finance and Accounting/Tax	132,595	
Management Services	194,488	
Environmental	32,665	
Information Technology	121,261	
Total consultancies less than \$30,000	481,009	
Total consultancies	\$2,013,985	

Appendix 8: WebCT Usage Report – July to December 2006

Figure 1: Distribution of uses of WebCT sites

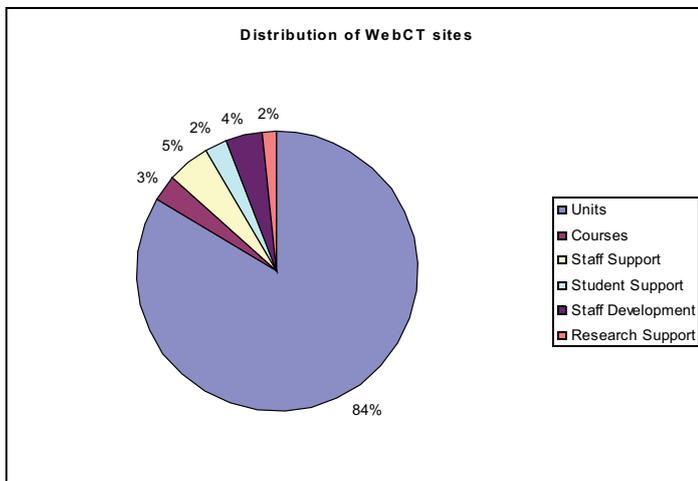
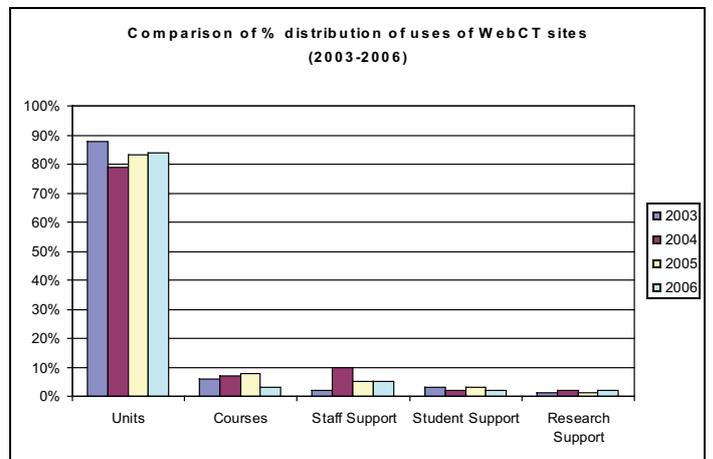


Figure 2: Comparison of % distribution of uses of WebCT sites (2003–2006)



The 2006 figures in the graph above are based on the percentages in the first graph.

Figure 3: Other uses of WebCT besides units and courses

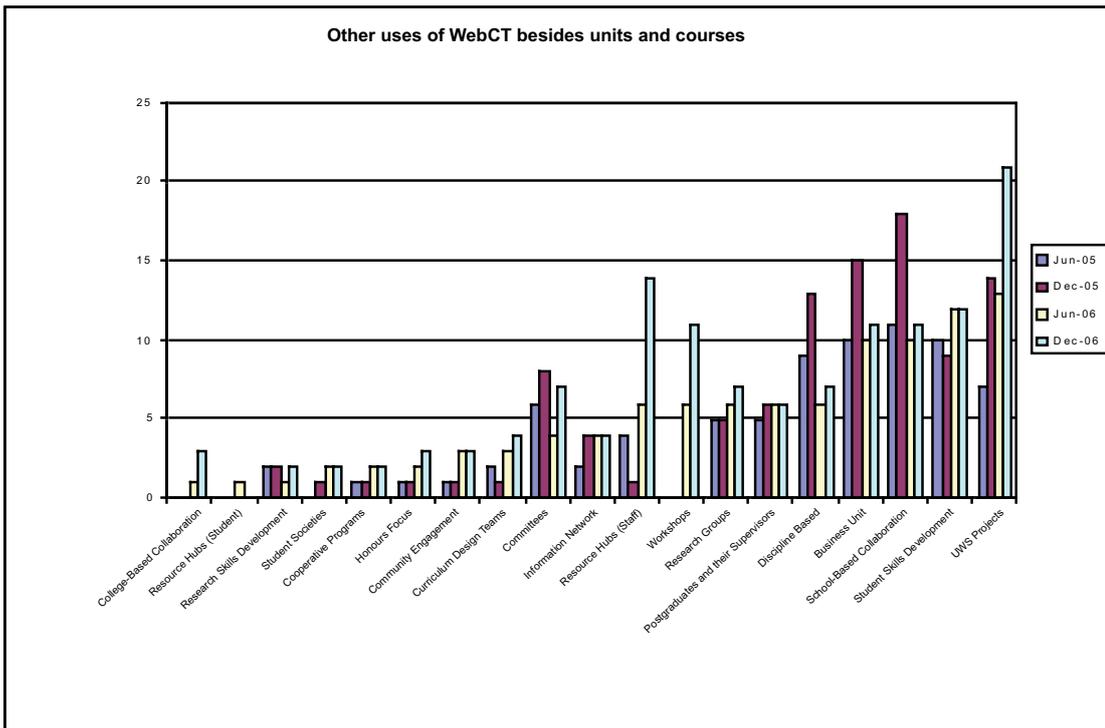


Figure 4: Comparison of number of seats in WebCT (2003-2006)

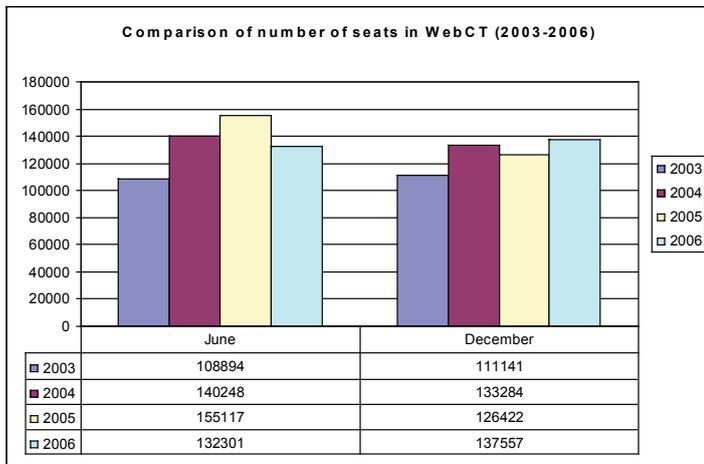
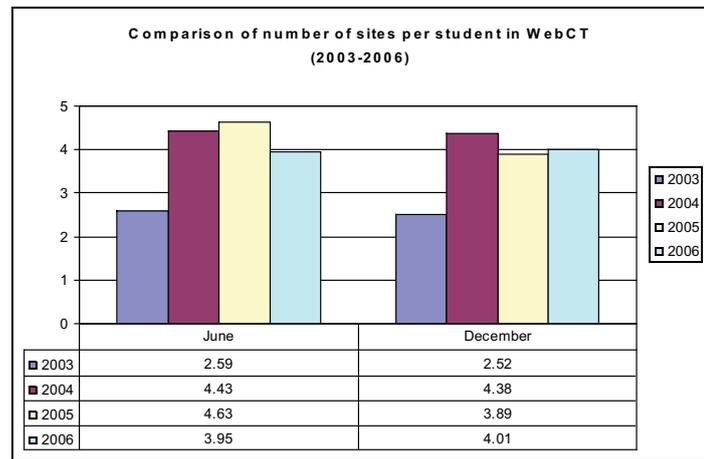
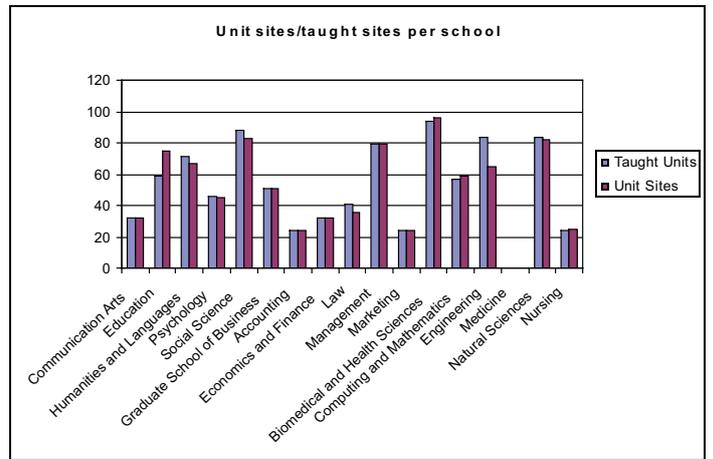


Figure 5: Comparison of number of sites per student in WebCT (2003-2006)



Note: December 2006 figure was unavailable at time of compiling these figures.

Figure 8: Unit sites/taught sites per school



Unit site – a WebCT site used for one or more UWS units. There may be one unit site but within this site, there may be students enrolled in several different unit codes in Callista accessing the site.
Taught Unit – the number of units that have an online component. This is the number of unit codes that are added to sites.

Figure 9: Number of unit sites in Autumn and Spring

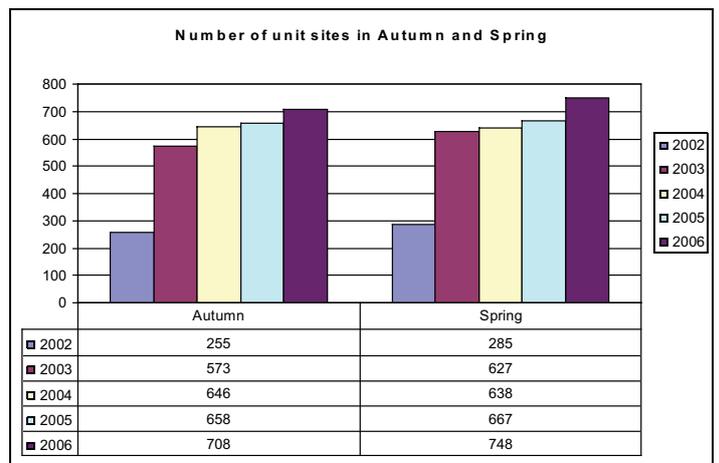
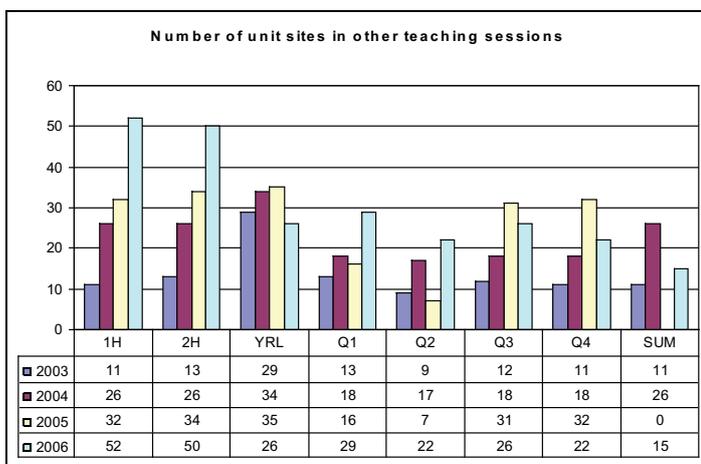
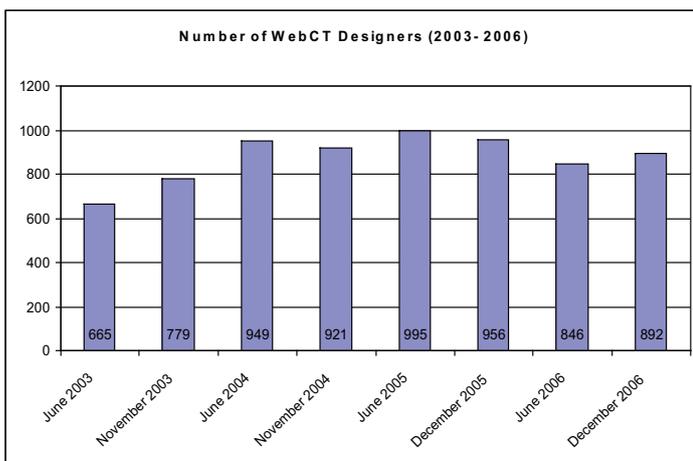


Figure 10: Number of unit sites in other teaching sessions



Note: 2nd Half, Quarter 3 and Quarter 4 2006 figures were unavailable at time of compiling these figures.
 Percentage of UWS students with access to WebCT unit sites (2004-2006)

Figure 11: Number of Designers (2003–2006)



Appendix 9: UWS Board of Trustees Report

This report is required by the Commonwealth Department of Education, Science and Training in accordance with the Financial Statement Guidelines for Australian Higher Education Providers for the 2006 Reporting Period. It replicates reporting requirements of the Corporations Act 2001, notwithstanding that the University reports fully under the Annual Reports (Statutory Bodies Act), 1984.

Members

The members of the Board of Trustees of the University are detailed in Appendix 1 on page 44 of this annual report.

Meetings of Members

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 45 of this report.

Principal Activities

The principal activities of the University are the provision of university level education and research through a wide range of undergraduate and postgraduate courses and research programs with a particular reference to the Greater Western Sydney region. The University's functions and the authorities of the Board of Trustees are prescribed by the University of Western Sydney Act 1997.

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of the entities are contained in pages 35–36 of this annual report.

Review of Operations

The operations and outcomes of the University are outlined in detail in the full Annual Report and in particular in the sections Learning and Teaching, Research and Community Engagement and Service.

Significant Changes in State of Affairs

The University ended 2006 with a significant surplus compared with the 2005 result. Other changes affecting the University are outlined in the full Annual Report.

The University established the entity UWS College from two existing entities SWIC and Linkwest. UWS College will offer a range of academic, professional and short course programs. The University gained accreditation for the School of Medicine which will open in 2007.

Matters Subsequent to the End of the Financial Year

Other than the developments described in this report the members are of the opinion that no other matter or circumstance will significantly affect the operations or outcomes of the University.

Likely Developments and Expected Results of Operations

The decision by the Commonwealth Government to abolish payment of a compulsory student association fee has a financial impact on the University. Some services previously funded from this student fee will from 2007 be funded by the University and will be the subject of ongoing review. For 2007 the University will provide the student organisations and the commercial service company uwconnect with funding of \$2.585 million for identified services. In addition the University will absorb a number of services previously offered by the associations, such as campus bus transport.

During the year the University has been reviewing its future involvement in the community television station TVS and at year's end was in discussion with a number of parties about the future operation and funding arrangement of the station.

Environmental Regulation

The University is subject to various Commonwealth, State and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation.

Details of the University's general activities related to environmental issues are detailed on page 37 of this annual report.

Insurance of Officers

Clause 5 of Schedule 1 of the University of Western Sydney Act 1997 provides a degree of personal liability protection for Board members and officers of the University for acts done under direction and in good faith.

The University also has Director and Officer Liability Protection insurance with Unimutual.

Proceedings on Behalf of the University

The University finalised a number of legal matters during the year and there were no significant proceedings on behalf of the University outstanding at the end of 2006.

This report is made in accordance with a resolution of the Board of Trustees on 4 April 2007.

John Phillips AO
Chancellor

Dated 4 April 2007 at Penrith, NSW

Student Enrolment Data

Table 1: Student Enrolments, On and Offshore, 2002–2006

	2002	2003	2004	2005	2006
Onshore	33,582	33,688	33,096	33,578	34,077
Offshore	4,209	4,619	3,323	1,794	983
Total	37,791	38,307	36,419	35,372	35,060

Table 2: Commencing Student Enrolments, On and Offshore, 2002–2006

	2002	2003	2004	2005	2006
Onshore	12,066	13,447	12,520	14,342	14,005
Offshore	2,259	2,061	930	755	48
Total	14,325	15,508	13,450	15,097	14,053

Table 3: Student Enrolments by Gender, 2002–2006

	2002	2003	2004	2005	2006
Females	20,943	21,194	20,403	19,734	19,869
Males	16,848	17,113	16,016	15,638	15,191
Total	37,791	38,307	36,419	35,372	35,060

Table 4: Student Enrolments by Course Level, 2004–2006

	2004	%	2005	%	2006	%
Undergraduate	27,921	76.7%	27,605	78.0%	27,524	78.5%
Higher Degree by Coursework	4,325	11.9%	3,821	10.8%	3,414	9.7%
Higher Degree by Research	898	2.5%	820	2.3%	751	2.1%
Other Postgraduate	1,695	4.7%	1,478	4.2%	1,509	4.3%
Other*	1,580	4.3%	1,648	4.7%	1,862	5.3%
Total	36,419	100.0%	35,372	100.0%	35,060	100.0%

*Other includes enabling, non award and cross institutional

(Source: Annual DEST Submissions. Note if a student is enrolled in more than award they are counted as separate enrolments)

Table 5: Student Enrolments by Broad Field of Education, 2004–2006

Broad Field of Education	2004	%	2005	%	2006	%
Management And Commerce	11,217	30.8%	10,665	30.2%	10,610	30.3%
Society And Culture	6,829	18.8%	7,167	20.3%	7,727	22.0%
Health	4,545	12.5%	4,314	12.2%	4,349	12.4%
Creative Arts	2,677	7.4%	2,639	7.5%	2,508	7.2%
Education	2,653	7.3%	2,593	7.3%	2,391	6.8%
Natural And Physical Sciences	1,871	5.1%	2,189	6.2%	2,179	6.2%
Information Technology	2,256	6.2%	1,963	5.5%	1,512	4.3%
Engineering And Related Technologies	1,590	4.4%	1,414	4.0%	1,190	3.4%
Agriculture, Environmental And Related Studies	765	2.1%	720	2.0%	656	1.9%
Architecture And Building	475	1.3%	504	1.4%	581	1.7%
Other	1,541	4.2%	1,204	3.4%	1,357	3.9%
Total	36,419	100.0%	35,372	100.0%	35,060	100.0%

Table 6: Student Enrolments by Campus, 2004–2006

Campus	2004	%	2005	%	2006	%
Bankstown	5,479	15.0%	5,886	16.6%	6,424	18.3%
Blacktown	2,833	7.8%	2,984	8.4%	3,155	9.0%
Campbelltown	4,893	13.4%	4,990	14.1%	4,867	13.9%
Hawkesbury	2,679	7.4%	2,614	7.4%	2,531	7.2%
Parramatta	8,185	22.5%	8,241	23.3%	8,847	25.2%
Penrith	7,364	20.2%	7,954	22.5%	7,708	22.0%
Off campus, offshore and Other	4,986	13.7%	2,703	7.6%	1,528	4.4%
Total	36,419	100.0%	35,372	100.0%	35,060	100.0%

(Source: Annual DEST Submissions. Note if a student is enrolled in more than award they are counted as separate enrolments)

Table 7: Student Load (EFTSL) by Funding Source, 2004–2006

Funding Source	2004	%	2005	%	2006	%
Commonwealth Grants Scheme	17,901	74.5%	18,808	78.2%	19,290	80.5%
Research Training Scheme	396	1.6%	363	1.5%	337	1.4%
Sub-Total Commonwealth Funded	18,298	76.1%	19,171	79.7%	19,627	82.0%
Domestic Fee-Paying Postgraduate	1,211	5.0%	1,217	5.1%	1,125	4.7%
International On-shore	2,485	10.3%	2,440	10.2%	2,434	10.2%
International Off-shore	1,679	7.0%	923	3.8%	448	1.9%
Non-Award	308	1.3%	275	1.1%	269	1.1%
Other	62	0.3%	14	0.1%	46	0.2%
Sub-Total Fee-Paying Load	5,745	23.9%	4,868	20.3%	4,322	18.0%
UWS Total	24,042	100.0%	24,040	100.0%	23,949	100.0%

EFTSL = Equivalent Full Time Student Load

(Source: Annual DEST Submissions)

Table 8: Graduate Destinations, 2002–2006 (Australian Residents with Bachelor Degrees only)

% Graduates	2002		2003		2004		2005		2006	
	UWS	Sector								
Working Full-time	51.3%	53.2%	56.5%	53.7%	53.4%	52.9%	53.0%	54.6%	55.4%	54.7%
Working Part-time	18.1%	13.3%	17.3%	13.8%	19.9%	14.7%	18.4%	14.7%	19.7%	16.4%
Seeking Work	8.2%	5.5%	7.6%	5.8%	7.3%	5.5%	9.3%	5.2%	5.6%	4.2%
Full-time Study	19.6%	24.1%	16.7%	22.8%	16.2%	23.4%	16.5%	22.4%	13.3%	20.3%
Unavailable/Unknown	2.8%	3.9%	1.8%	3.9%	3.2%	3.6%	2.8%	3.1%	6.1%	4.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(Source: 2002–2006 Graduate Destination Survey)

Table 9: Explicit Graduate Satisfaction, 2002–2006

Year – % of Explicit Satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
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%	69.7%	44.1%	49.1%	61.5%	64.3%
2006	61.7%	69.9%	45.4%	50.7%	62.0%	64.5%

(Source: 2002–2006 Course Experience Questionnaire)

Table 10: Student Staff Ratio, 2002–2006

Year	UWS EFTSL	UWS	Sector
2002	25,093	21.3	20.2
2003	25,965	23.2	20.8
2004	24,042	21.6	20.7
2005	24,040	22.7	n.a
2006	23,949	23.1	n.a

(Source: AVCC 2002–2004 and UWS DEST Submissions for 2005–2006, both of these years are still provisional)

Table 11: UWS Market Share of Eligible* Preferences, NSW/ACT, 2003–2006

UWS Market Share of Eligible Preferences

	First Preferences				First to Third Preferences			
	2003	2004	2005	2006	2003	2004	2005	2006
Current School Leavers	8.8%	10.9%	10.6%	8.8%	10.7%	12.9%	12.2%	10.1%
Non Current School Leavers	14.5%	16.7%	15.8%	13.5%	16.2%	18.3%	17.3%	14.5%
Total	11.5%	13.7%	13.1%	11.0%	13.0%	15.3%	14.4%	12.0%

Number of Eligible Preferences to UWS

	First Preferences				First to Third Preferences			
	2003	2004	2005	2006	2003	2004	2005	2006
Current School Leavers	2,838	3,509	3,439	2,810	9,960	12,038	11,482	9,453
Non Current School Leavers	4,220	5,156	4,734	3,973	11,180	13,650	12,533	10,069
Total	7,058	8,665	8,173	6,783	21,140	25,688	24,015	19,522

* Eligible refers to applicants who had a UAI/ER of greater than or equal to 60
(Source: UAC Main Round, 2003–2006)

Table 12: UWS Market Share of Greater Western Sydney (GWS) Eligible* Preferences, NSW/ACT, 2003–2006

UWS Market Share of Eligible Preferences from GWS

	First Preferences				First to Third Preferences			
	2003	2004	2005	2006	2003	2004	2005	2006
Current School Leavers	26.1%	31.2%	30.0%	24.8%	28.9%	34.2%	31.9%	26.5%
Non Current School Leavers	42.2%	45.8%	44.1%	39.1%	42.5%	46.3%	44.3%	37.9%
Total	33.7%	38.5%	36.9%	31.8%	34.8%	39.8%	37.5%	31.5%

Number of Eligible Preferences from GWS to UWS

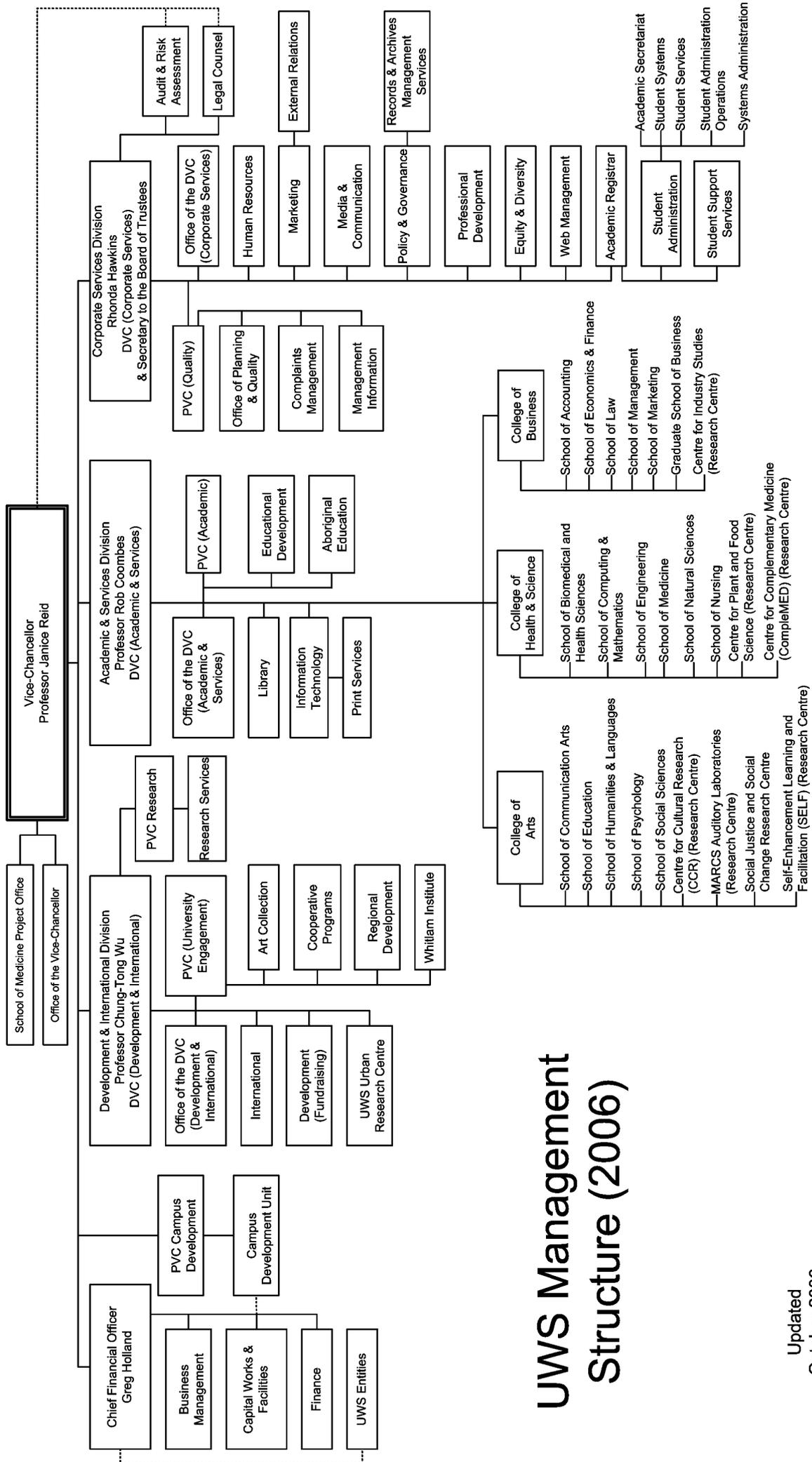
	First Preferences				First to Third Preferences			
	2003	2004	2005	2006	2003	2004	2005	2006
Current School Leavers	2,018	2,443	2,421	1,951	6,638	7,968	7,654	6,162
Non Current School Leavers	2,955	3,609	3,403	2,901	7,552	9,315	8,739	6,980
Total	4,973	6,052	5,824	4,852	14,190	17,283	16,393	13,142

* Eligible refers to applicants who had a UAI/ER of greater than or equal to 60
(Source: UAC Main Round, 2003–2006)

Table 13: Equity groups: UWS Data 2004–06 and national data 2004

Target student group (DEST funding category)	No. of students		Access				Participation				Retention (real retention i.e. staying at UWS)				Success (progression)						
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Indigenous students (DEST Indigenous Support Funding)	189	223	229	n/a	0.91	0.94	0.93	n/a	0.72	0.82	0.87	n/a	n/a	64.7	69.7	67.1	n/a	79.8	70.6	79.3	n/a
Students with a disability (DEST Disabilities Funding)	989	1331	1237	4.38	4.64	3.95	4.08	3.15	3.73	3.88	4.91	3.67	70.87	78.60	76.7	76.5	71.6	82.59	82.7	83.1	82.34
Students from a low SES background under 25 years (HEESP)	1955	2013	1975	12.02	12.34	12.64	11.90	15.7	n/a	12.34	12.54	12.24	83.30	81.02	83.3	78.9	79.3	79.84	81.4	82.7	86.09
Students from a low SES background over 25 years (HEESP)	862	799	819	10.58	10.16	10.08	9.98	13.72	n/a	10.30	10.92	14.44	58.89	69.40	69.4	66.8	63.9	77.78	80.9	82.1	84.01
Students from non English speaking background (HEESP)	1574	1707	1538	7.22	7.56	7.93	6.75	4.04	5.93	6.32	6.18	3.60	81.20	77.87	82.8	76.8	73.9	76.02	78.2	79.7	84.82
Women in non-traditional areas* (HEESP)				58.57					57.47				75.5	81.2				87.2			
First in family to attend University																					
Mature aged students (over 21 years)	11518	10363	10529																		
Students articulated from TAFE																					

* Women in non-traditional areas	Access				Participation			
	DEST - UWS %		DEST - Aust %		DEST - UWS %		DEST - Aust %	
	2003	2004	2003	2004	2003	2004	2003	2004
Women in Engineering	8.38	12.57	14.56	14.23	10.86	12.06	15.22	14.93
Women in Architecture	11.89	11.85	41.4	42.27	6.76	8.92	39.7	40.91
Women in Information Technology	16.92	16.67	21.89	20.2	20.21	18.4	23.13	21.75
Women in Higher Degree Coursework	44.53	55.68	49.65	52.27	47.68	51.43	50.7	51.74
Women in Higher Degree Research	54.72	58.17	51.78	51.04	53.52	54.79	51.2	51.66



UWS Management Structure (2006)

Updated
October 2006

UWS campuses

■ HAWKESBURY

- 2,531 enrolments
- 15 UG courses
- Science, Agriculture & Environment, Nursing

- 3,155 enrolments
- 13 UG courses
- Business, Construction Management/Housing

■ BLACKTOWN

■ PENRITH

- 7,708 enrolments
- 18 UG courses
- Creative Arts, Education, Engineering, IT, Arts, Health Sciences

■ PARRAMATTA

- 8,847 enrolments
- 19 UG courses
- Business, Law, IT, Nursing

■ BANKSTOWN

- 6,424 enrolments
- 13 UG courses
- Education, Arts, Psychology, Nursing & Health Sciences

- 4,867 enrolments
- 21 UG courses
- Business, Law, Science, Nursing & Health

■ CAMPBELLTOWN

Note: UG Courses – based on course offerings via UAC, please note that a course may be offered at multiple campuses

Annual Report 2006

The University of Western Sydney Annual Report 2006 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 cost of production of the Annual Report 2006 is \$15,000.

UWS Annual Reports are also available via the Internet and can be found on the UWS website: <http://www.uws.edu.au>

University of Western Sydney

Locked Bag 1797

Penrith South DC NSW 1797 Australia

+61 2 9852 5222

www.uws.edu.au