

Annual Report 2003
Volume 1



Facts at a Glance

The University of Western Sydney (UWS) in 2003 is a young institution that shares the spirit, determination and sense of purpose of the growing region of Greater Western Sydney. As a new generation university, UWS is inspired by the promise and challenge of the future, and aspires to make a real difference to the lives of its students and the communities it serves. UWS aims to bring knowledge to life for its students through relevant and high-quality educational programs and outcomes, and for the people of Sydney's Greater West through applied research excellence, national and international alliances and exemplary engagement with the community and the Region.

General

- » 6 teaching campuses across the Sydney basin
- » 38,307 enrolments
- » Total income: \$345.74 M
- » Operating Expenditure: \$335.65 M
- » Net Assets: \$607.52 M

Students

- » 37,313 students
- » 38,307 enrolments
- » 26,057 EFTSU
- » 73% of all students are from the Greater Western Sydney region
- » 76% of students are undergraduates
- » 19% are postgraduates, with 2% of all students enrolled in higher degree research programs
- » No tuition fees were charged in 2003 for Australian undergraduate students

Staff

- » 2,168 permanent and fixed term staff (968 academic and 1,200 general staff)
- » Remainder of staff made up of casual workers
- » 400 jobs advertised in 2003 (149 academic and 251 general staff)

Research

- » 60% of external research income is from industry or sources other than ACG
- » 14 new ARC Linkage Grants secured in 2003
- » Exceeded national success rate for ARC Linkage Grants by 4.63%
- » 52% increase in declared weighted publications since 2000
- » 17% increase in declared HDR completions

Library

- » 2 million visits to library
- » Addition of 30,000 new volumes
- » 580,000 items lent during 2003
- » 86% of journal collection held electronically
- » 64,000 items accessed using inter-campus service
- » Average of 5 million successful connections to web-page per month

Letter of Submission

The Board of Trustees



30 April 2004

Dear Minister,

The Board of Trustees of the University of Western Sydney has the honour of submitting the following Annual Report of the proceedings of the University and audited financial statements for the year ended 31 December 2003, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Report (Statutory Bodies) Act 1984.

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

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'M John Phillips'. The signature is fluid and cursive, written in a professional style.

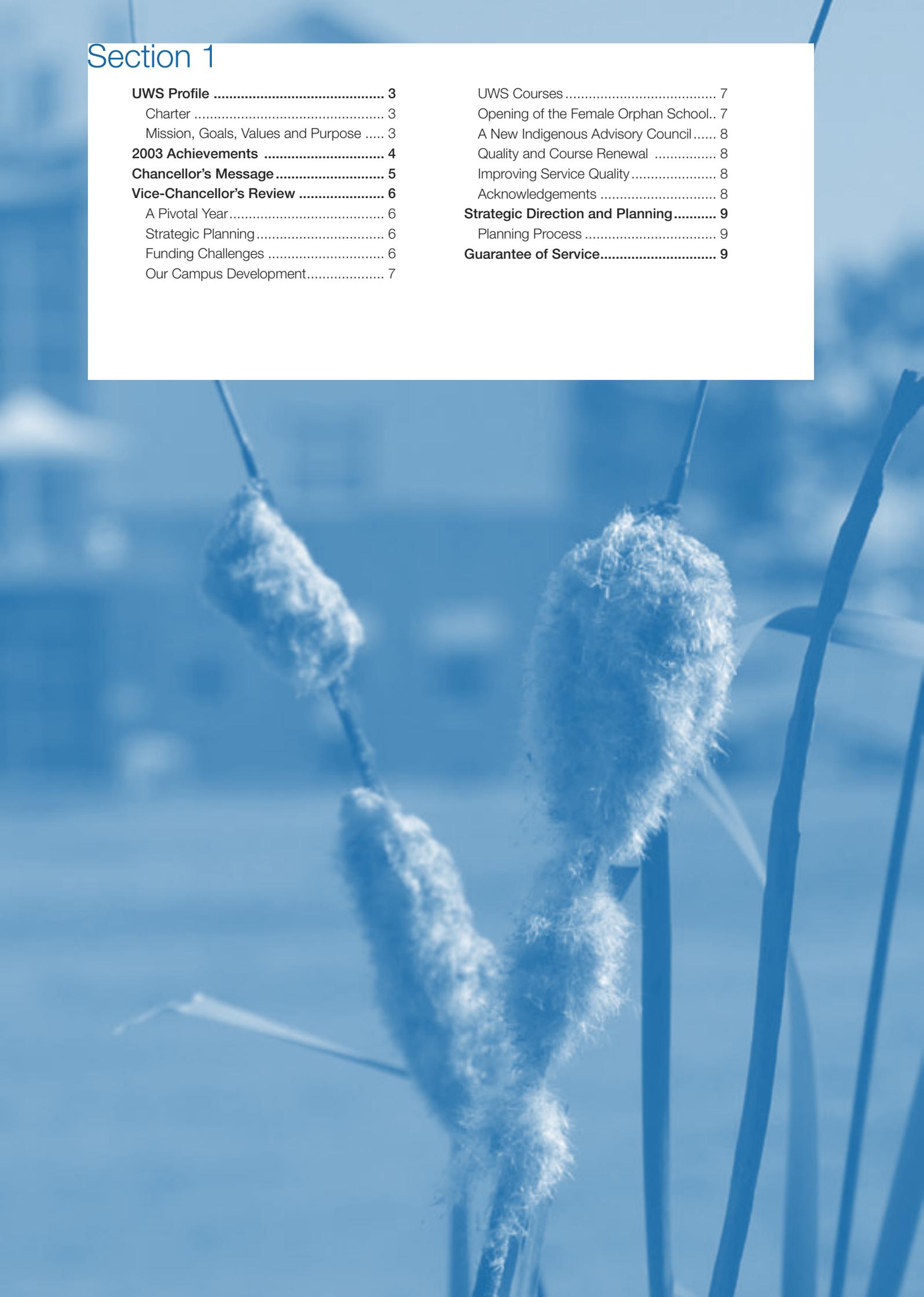
M John Phillips, AM
Chancellor

A handwritten signature in blue ink, appearing to read 'Janice Reid'. The signature is highly stylized and cursive, written in a professional style.

Professor Janice Reid, AM
Vice-Chancellor

Section 1

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Charter

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

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

The UWS Strategic plan has been substantially revisited during 2003, and will now focus on the established core activities of Learning, Research, and Regional and Community Engagement. These activities will guide the Colleges, Schools and Divisions over the coming triennium 2004–2006.

Mission, Goals, Values and Purpose

Mission

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

Goals

UWS aspires to be a place that brings positive change to the life opportunities of its students and a source of creativity and new knowledge that is relevant, robust and contributes to the positive development of individuals and the community in general.

The University's place will be at the leading edge of knowledge, providing a contemporary education that builds successful lives and careers for our students and graduates, and conducting research that speaks to the development of urban and rural regions, the new economy, cultural life and professional practice.

Values

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

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

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

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

* Source: UWS Code of Conduct

Purpose

The mission of the University revolves around 3 core activities:

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

2003 Achievements



- A major improvement in student preferences for UWS, with 28.9% of first preferences from eligible applicants who live in the Greater Western Sydney Region.
- Establishment of the Water Futures Research Alliance, a University-wide research program in partnership with Sydney Water Corporation and the Sydney Catchment Authority
- An increase in research income of 7%
- The first increase in Commonwealth-funded research places since the negative impact of the introduction of the Research Training Scheme in 2000
- Development of a highly successful strategic planning process driven with the energy and imagination of a unique cross-University Task Force
- Reconfiguration of the Divisions and senior executive positions, with significant ongoing cost savings
- Implementation of a suite of Quality of Service projects to improve organisational effectiveness in identified areas with good initial results
- Completion of the research project 'Through Student Eyes', a survey of student perceptions of various aspects of University life at UWS that will be used to assist in planning and improving student services
- A number of developments in commercialisation, including 'SciVentures' investment in the research of the Centre for Horticulture and Plant Sciences; a \$1.7 million investment in Intercal, an anti-cancer drug start-up company, with Sydney University; and the release in Australia and New Zealand of six products developed by the Centre for Construction Research and Technology
- Winning of the Environmental Science Technology Excellence Award by the Centre for Advanced Food Research, at the Knowledge Commercialisation Australasia Conference
- Establishment of a formal consulting practice and the winning of a \$1 million PsychCorp consulting project. Also developed during the year was a UWS Intellectual Property Register
- Establishment of the Business and Industry Advisory Panel and the Hawkesbury Community Advisory Committee to build our capacity to work effectively with industry and the Region, and formalisation of the Australian Universities Community Engaged Alliance to develop collaborations and share knowledge and experience of regional engagement

Chancellor's Message



When I wrote my message for last year's Annual Report, we were still awaiting release of the Government's policy statement on Higher Education 'with hope coupled with not a little apprehension.' When the policy was released, it seemed our apprehensions were realised more than our hopes. The financial situation facing the University was bleak.

Subsequently, as a result of our own submissions to Government and those of our supporters in the community, and the negotiations between the Government and the minor parties in the Parliament, our position underwent some improvement. For that we are grateful. However, the University is still under greater financial strictures than would have been expected under previous arrangements. That has necessitated a rigorous review of the courses we offer, the way we manage the use of our various campuses, and the costs we incur in providing services to our students. The review is being conducted in close consultation with our stakeholders.

It seems there is a general consensus on the need for enhanced investment in higher education. The difference lies in how the investment is to be financed. Given the immense return to the community, both tangible and intangible, the University argued that the increased investment should be funded by Government on behalf of the community.

The Commonwealth Government's policy is to ask the users, in other words the students and their families, to fund a higher proportion of the investment. It has provided Universities with greater financial flexibility, not by injecting more funds into the system, but by encouraging them to increase HECS or to apply fees for a higher proportion of undergraduate places. UWS has been opposed to full fee-paying places in undergraduate courses but, in current financial circumstances, all options must be considered dispassionately. As I write this message, the Board of Trustees is wrestling with this dilemma but no decision has been made.

In any event, the financial gains to come from this greater flexibility are limited in a University with a high concentration on nursing and teaching courses. In both cases, higher HECS and full fee-paying places are ruled out by Government policy.

Whatever the University's decisions on fees, the drive to raise the quality of our teaching and our students' experience will continue. It is heartening that the number of school leavers nominating the University as their first choice rose significantly this year. The success of our graduates in finding employment immediately upon graduation is also well above average. Both indicators are reassuring.

It was a great joy to see the main block of the Female Orphans' School on our Parramatta Campus opened in 2003. This is the oldest remaining three-story building in Australia. With financial support from the NSW Government, it has been possible to restore the centre block for University use. The restoration has been done in a way that is sympathetic to the building's history. Regrettably, restoration of the other two wings of this historic building will need to await the discovery of a benefactor, government or private, to support the high cost involved.

This Report outlines the progress made in teaching and research, and other areas of University activity. On behalf of the Board of Trustees, I would like to commend the Vice Chancellor, the Executive and staff of the University for the strong advances made in sometimes trying conditions.

I would also like to thank my fellow members of the Board of Trustees for their commitment and their willingness to deal with difficult issues in a spirit of cooperation and goodwill.

Finally, I would again like to record my admiration for the commitment, interest and enthusiasm of the student body and their elected representatives, both in their academic pursuits and their participation in University life.

Vice-Chancellor's Review



A Pivotal Year

2003 was a pivotal year in the history of the University of Western Sydney (UWS). As a New Generation University established in the late 1980s and with a charter to serve the community of Greater Western Sydney, UWS has been developing at a rapid rate. At the most recent count, it had over 37,000 students (nearly 4600 offshore) and over 2000 staff. It has become known for its innovative, professionally-oriented courses, leading edge research and closely forged regional links. Its public stature has been growing, its many achievements receiving national and international recognition, and it has emerged strongly from the transitional period after 2000-01 when the three former institutions which constituted UWS merged into a unified University.

Strategic Planning

In 2003 the University embarked upon a year-long, comprehensive strategic planning process to give form to a vision for the next five years and a trajectory for the next twenty. A strategic planning task force was established to 'drive' the process. It comprised a mixture of academic and general staff – men and women of different ages at different stages in their careers, with different professional and academic backgrounds and from each of our six campuses. These were not 'the usual suspects' but a diverse, imaginative and ebullient group, committed to a University of the

future that makes a difference in its region and to the lives of its people. The group was encouraged to think laterally, consult widely, challenge the 'givens' and develop goals and strategies for the present and the future. The members captured both the essence and the practicalities of the question: "What kind of University do we want to be in 20 years and, looking at what we are and have at the moment, how will we get there?".

The goals and strategies expressed in the Plan have gained broad support within UWS. The UWS Strategic Plan 2004-08 was approved by the Board of Trustees in December. Focused and integrated strategic planning will help the University to grow as an institution of size and substance, to assure the quality of its teaching and research, generate the resources to achieve our strategic goals, provide the best possible student services, and build fruitful and transforming partnerships in the Region and beyond.

Funding Challenges

The Commonwealth Government's higher education reform package was released in May. While the package included some positive changes for the higher education sector as a whole, the 'one size fits all' philosophy which underpinned the funding formula meant the proposals (to be implemented from 2005) would have damaging financial consequences for UWS. It was one

of only a handful of institutions set to be severely disadvantaged by the reforms. With this package we would not be in a position to build upon the achievements of UWS and realise the full extent of its promise or meet the expectations of its communities. Once we realised this, we made forceful representations to the Government.

The Commonwealth Minister agreed to provide UWS with increased 'transitional funding' to address its reduced operating grant under the new arrangements, however this was only expected to bring the University back to existing (pre-reform) levels of funding. It did not allow for the funding disadvantage relative to other universities, nor for the increasing costs of future growth and development.

When it seemed no further allowances would be made by the Government, the University 'went public' with its concerns that the package would seriously undermine its capacity to fulfil its charter to the people of Greater Western Sydney and its potential as an institution of high academic standing and 'first choice' for students in the Region (and further afield).

The support at all the levels of the community – the Chancellor and Board members, our students, staff, the community at large in the Greater West, Mayors and Councillors, the



Penrith Panthers, well-wishers and most politicians – was heartening and uplifting. Whatever the long-term intentions of Government in relation to UWS, it was evident that the University will continue to be seen as integral to the community and central to its future prospects and prosperity.

Our Campus Development

Although the fight for a better deal absorbed time and energies, development of the University remained an active priority. The UWS Board of Trustees at its October meeting endorsed a campus development plan. The plan identified strategic priorities for each of our six campuses to guide further development as a self-reliant, enterprising institution, pursuing excellence and guided by our social contract with Greater Western Sydney. Under the plan our goal, subject to the financial viability of UWS, is that none of the campuses should be closed and each should

continue to develop its distinct regional and educational identity. Consideration is being given to how our land assets can be ‘leveraged’ to generate revenue for support of teaching and research in ways that will benefit future students and local communities.

UWS Courses

The hard work of staff in refining and promoting our courses, together with a stronger public presence resulting from increased media coverage of UWS achievements and public events, led to a surge in student preferences for UWS. School leavers’ first preferences for UWS courses increased by 51 per cent compared to the preceding year. By contrast the overall NSW increase was just 2.4 per cent. Non-school leavers’ first preferences increased by 22 per cent compared with an overall NSW increase of 5.7 per cent.

Opening of the Female Orphan School

A highlight of the year was the opening of the restored Female Orphan School (FOS) at the Parramatta campus in October by the Governor of NSW, Her Excellency Professor Marie Bashir. The School is the oldest public building, the first purpose-built social welfare institution and the first three-storey building in Australia. It was designed by Elizabeth Macquarie, the wife of Governor Macquarie. The foundation stone was laid in 1813 and the building opened in 1818 as a home and school for female orphans from the ages of 5 to 13. The restoration was partly funded by a one million dollar grant from the Heritage Council of NSW. In the short time since the opening, there has been great interest from the public in tours of the building and holding community functions there. The FOS is already promising to become the centre of educational, cultural and community

Vice-Chancellor's Review

events that was envisaged when restoration planning began.

A New Indigenous Advisory Council

The Indigenous Advisory Council was established and held its first meeting on 25 November. The Council, which reports formally to the UWS Board, is chaired by Ms Linda Burney, Member of Parliament and UWS Trustee, and will provide advice and recommendations on Indigenous education matters. It will be integral to the renewal and growth of initiatives in relation to Indigenous education and employment at UWS following a major review in 2003.

Quality and Course Renewal

We also began a review of the entire undergraduate academic program of UWS to ensure our courses remain relevant, viable and based on assessment of student needs and preferences in the context of the existing campus network. The performance of current courses was analysed with a view to positioning the University as a leader in contemporary undergraduate teaching and to support students' needs and aspirations. The review will be completed in 2004 with implementation of the outcomes to commence from the beginning of 2005.

Improving Service Quality

Eight 'Quality of Service' projects were also initiated with the important objective of improving services in key areas of administration or academic

support. The projects focused on staff development and human resources, student and academic administration, improving internal communication, campus master planning, management information and information technology development. These projects followed a major series of staff and student consultations in the second half of 2002 to identify services that needed upgrading or improvement.

Acknowledgements

I would like to thank our Chancellor, Mr M. John Phillips AM, the Board of Trustees and members of our key committees for their experienced and sage advice, willingness to tackle some difficult issues, clear direction and continuing commitment to the University. I would also like to thank staff for their hard work, willingness to contribute time, energy and ideas to University-wide initiatives and events, and readiness to 'go that extra yard' in building a University that brings knowledge to life in its research, teaching and partnerships with people and organisations in our Region.



Professor Janice Reid
Vice-Chancellor

Strategic Direction and Planning

The University's planning processes are designed to identify, understand and respond to future imperatives, challenges and opportunities. In all aspects of planning the University is guided by seven planning priorities:

- 1 To build the University's reputation as an institution of high standing
- 2 To enhance the quality and relevance of the student experience and the academic program
- 3 To advance the quality, relevance and sustainability of the UWS research program
- 4 To extend the connectedness and relevance of the University's relationships with its communities
- 5 To deliver on the University's commitment to equality of access, inclusiveness and social justice
- 6 To strengthen the capacity to earn income so as to reduce its reliance on Government grants and increase its capacity to undertake its core business
- 7 To ensure the optimal development of its campuses across the Region

Planning Process

During 2003 we undertook a major review of our Vision Statement and Strategic Plan and the new Vision, Mission and Strategic Plan are available on the web at <http://www.uws.edu.au/about/university/mission>

This represents the first level of a 5-point 'rolling' planning cycle for the institution as a whole. This planning cycle is:

- 1 UWS Vision Statement and Strategic Plan
- 2 Strategic Plans for the three core University activities:
 - » Teaching and Learning
 - » Research
 - » Regional and Community Engagement
- 3 Plans for whole of University functions, Colleges and Divisions
- 4 Operational plans for Schools and Units
- 5 Individual performance management plans

Guarantee of Service

The University will develop and nurture high-quality teaching through:

- recruiting scholars with excellent teaching ability
- supporting academics undergoing teacher training
- promulgating good teaching habits and skills
- becoming accountable to students for teaching quality

The University will provide opportunities for people to pursue high-quality tertiary education through:

- promoting alternative – not open-entry to the University
- promoting lifelong learning in the community
- promoting tertiary education in schools
- applying advances in information technology to distance education and a 'virtual' learning environment
- articulation with TAFE
- ensuring all courses taught are of the highest possible quality
- developing courses in response to employment growth areas

The University will provide opportunities for scholars to pursue high-quality research through:

- creation and development of research centres and groups
- recruitment of scholars with a proven track record in research
- nurturing postgraduate students
- promulgation of the University's research achievements

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The Organisation

Corporate Governance

Board of Trustees

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

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

The Board of Trustees normally meets six times per year and must meet at least four times per year. It is supported in its work by standing committees in areas such as finance, staffing and audit. The Board consists of parliamentary members, official members, appointed members and elected members.

Membership of the Board of Trustees can be found at Appendix 1.

Vice-Chancellor

The Vice-Chancellor is our Chief Executive Officer and the academic and administrative head of the University. She is responsible to the Board of Trustees for exercising stewardship over the University and must be a member of every committee that is established by the Board or by the Vice-Chancellor.

Executive

The University Executive consists of the Vice-Chancellor and the three Heads of Division: the Deputy Vice-Chancellor (Academic & Services), the Deputy Vice-Chancellor (Development & International) and the University Secretary and Head of Corporate Services. The Executive meets weekly to discuss, debate and resolve matters and issues relating to high level, University-wide planning, strategy, policy, budgeting and reporting. It assists the Vice-Chancellor to make decisions to facilitate achievement of the University's mission and goals, as expressed in its Strategic Plan and supporting plans.

VCAC

The Vice-Chancellor's Advisory Committee (VCAC) was established late in 2003, replacing the University Management Advisory Committee (UMAC). VCAC meets fortnightly and provides the senior management of the University with a forum for collegial discussion and advice on issues relating to the management of and planning for the University. Its membership consists of the four Deans, the President of the Academic Senate, the Pro Vice-Chancellor (Research), the Pro Vice-Chancellor (Academic), the Deputy Vice-Chancellor (Development and International), the Deputy Vice-Chancellor (Academic and Services), the University Secretary, and the Vice-Chancellor.

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. It is the primary custodian of academic values and standards, and exercises delegated responsibility from the Board for academic policy formulation and decision making. Where appropriate the Academic Senate provides advice to the Board on a range of academic issues.

Membership of the Academic Senate can be found at Appendix 2. A list of University committees and advisory councils can be found at Appendix 3.

Corporate Governance

Principal Officers

Chancellor

Mr M. John Phillips, AM
BEC Syd, FCPA FAIB

Vice-Chancellor

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

Chair, Academic Senate

Professor Lesley Wilkes
GDip Ed Syd CAE, BSc Syd,
MHPed, PhD UNSW

Deputy Vice Chancellor (Academic & Services)

Professor Robert Coombes
BA, MEc Macq

Deputy Vice-Chancellor (Development & International)

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

University Secretary

Ms Rhonda Hawkins
BSc Syd, MPP Syd, FAICD

Pro Vice-Chancellor (Research)

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

Pro Vice-Chancellor (Academic)

Professor Nigel Bond
BSc PhD Nott

Dean, College of Arts, Education & Social Science

Professor Wayne McKenna
BA(Hons) PhD Leeds

Dean, College of Law & Business

Professor Robin Woellner
GDip Tax, BA LLM Syd

Dean, College of Science Technology & Environment

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

Dean, College of Social & Health Sciences

Professor John McCallum
BEC Qld, MPhil PhD Oxen

Dean of Students

Associate Professor Marsha Durham
GDip CommMgmt KCAE, BA
Bethany, MA Kansas, PhD Macq

Academic Registrar (up to October 2003)

Mr Colin Hawkins
BComm UNSW

Ethical Standards



Code of Conduct

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

The UWS Code of Conduct can be accessed through the internet at the following address: <http://sites.uws.edu.au/uws/policies/ppm/doc/000072.html>

Whistleblowers Act

We received no complaints this year under the Whistleblowers Act.

Internal Audit

During 2003 the Audit & Risk Assessment Unit undertook 26 audits, 5 grant certifications and 17 significant investigations across all Divisions of the University.

Major reviews included; a Financial & Administrative Audit of Student Associations, Review of IT Security Architecture, Review of Contract and Probity Issues related to UWS Safety Facilities, Audit of Outstanding/ Incomplete Grades (academic), Callista Post-Implementation review (security and financial controls) and an Audit of Print Services.

Responsibility for the development and implementation of a Crisis Management Plan was assigned to the Audit & Risk Assessment Unit during 2003. A preliminary review of the best approach for UWS has been completed in preparation for 2004 implementation.

Ethical Standards

The first Control Self Assessment workshop at UWS was also held during the year. Control Self Assessments are a different form of auditing – the effectiveness of systems and controls are assessed with a cross-section of staff in a workshop environment using a collaborative approach.

A structured Improvement Review Process for the Audit & Risk Assessment Unit is now in place. It includes a benchmarking program and performance indicators to monitor progress. Outcomes are being reported to the Audit & Risk Committee on a quarterly basis.

Risk Management

During 2003 the University also commenced an update of its strategic and operational risk profile. The profile is being updated in consultation with a broad cross section of senior staff and provides an overview of risk exposures to the University and its related entities. This in turn drives the development of plans and activities to address these risks.

This formal risk assessment program is based on the methodology contained in the Australian/New Zealand Risk Management standard AS/NZS 4360:1999.

The program is helping to improve the effectiveness of the University's risk management activities by raising staff awareness and identifying areas where an integrated response to risk is required.

Freedom of Information

Statement and Summary of Affairs

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

Reporting Period:

Year ended December 2003

Cost of Service:

\$30 per application

Nine formal applications for access to information under the Freedom of Information Act were received in 2003. Six of these applications were determined, one deemed to be withdrawn as applicant failed to respond to request for fee, and two were deemed to be cancelled as the material the applicants had requested was released to them before the F.O.I request had been actioned. Access to documents was granted in full to one applicant, and in part to five other applicants. Three determinations were subsequently appealed by applicants and became the subjects of "internal reviews", as provided for in the Act. The original determination was upheld in all three of these cases, although the University's Secretary exercised her discretion in one of these cases and released a document that had previously been withheld. In one case where the University Secretary upheld the original determination the applicant appealed to the Ombudsman's



Office. The Ombudsman reviewed all the relevant material and upheld the original determination. Time committed to F.O.I requests varied by case, but in some cases was considerable.

Access to documents can be obtained by contacting:

The F.O.I Officer
Locked Bag 1797
Penrith South DC
NSW 1797
Australia
E-mail: FOIinquiries@uws.edu.au
Phone: (02) 9678 7841

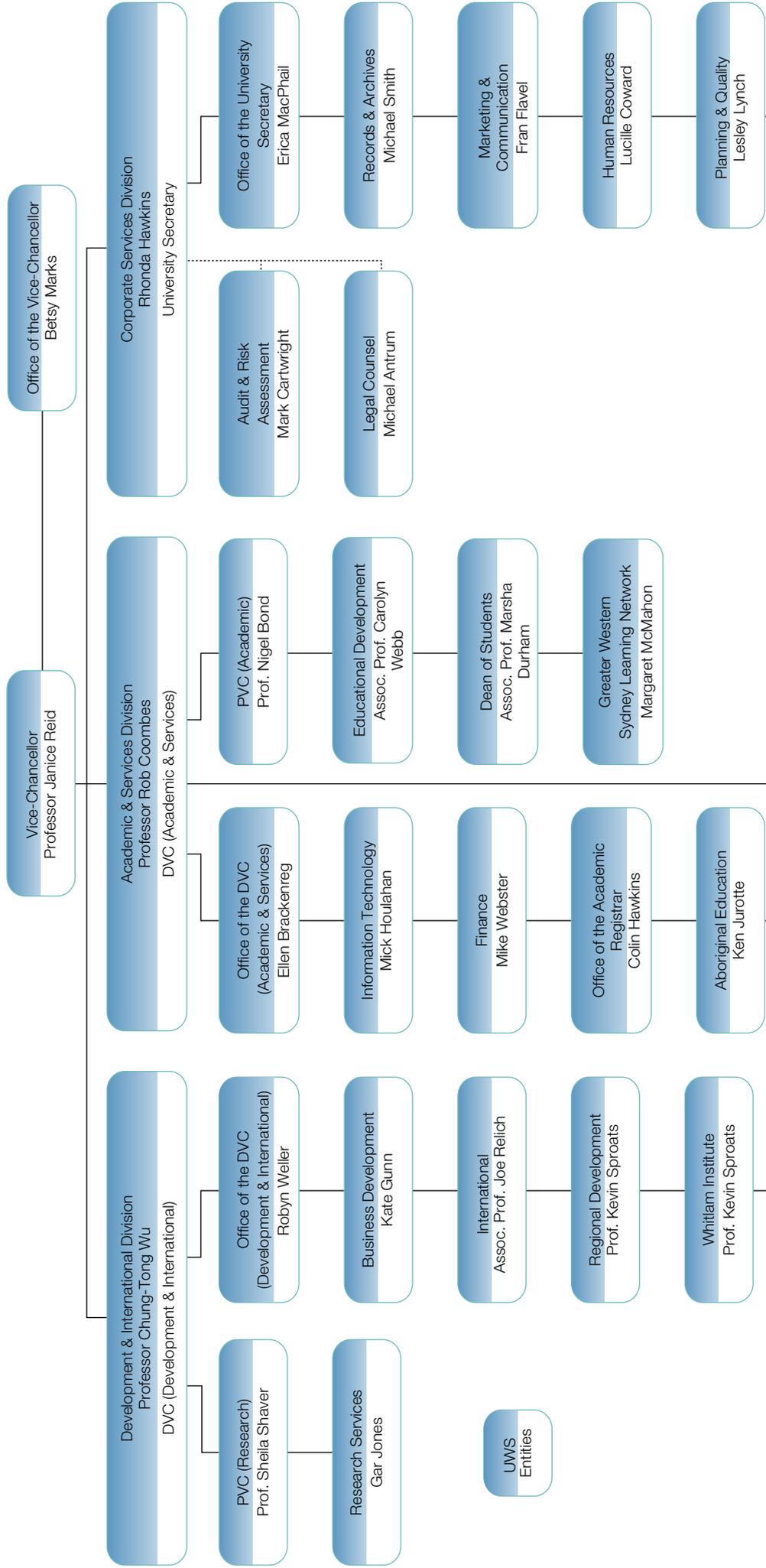
Privacy

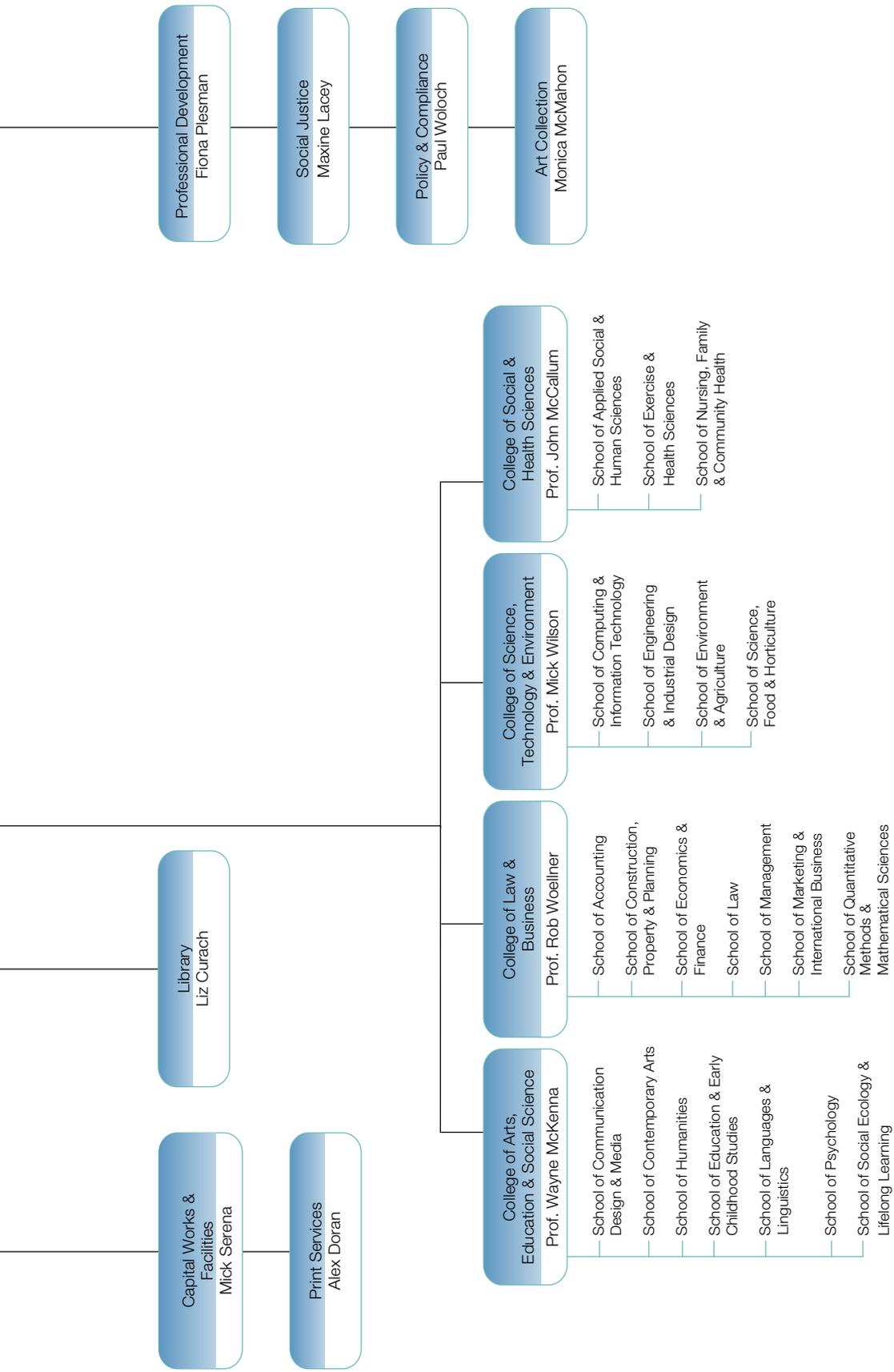
Advice and information relating to around 20 specific privacy issues was provided to staff during 2003. Out of this, one internal review was conducted by the University Secretary. Other activities and developments in 2003 included:

- Training – the Privacy Office engaged an external consultant to conduct a series of training seminars on Privacy issues for all levels throughout the University, and these will continue on an on-going basis
- A privacy web-page was launched on the UWS website and can be found at <http://www.uws.edu.au/about/adminorg/corpserv/pmsc/privacy>. This page gives information about the relevant legislation, training options, contacts and the draft policy and guidelines
- The Privacy Policy and Privacy Management Plan were reviewed and guidelines on 'Disclosure and Use of Students' Personal Information' developed
- An on-line brochure called "Privacy and You" was developed for students
- All University forms used by students were reviewed by the Office of the Academic Registrar with respect to Privacy issues



Governance Structure





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Communicating with Our Communities

Consumer Response

The satisfaction of our students and graduates is of paramount importance. To help improve and monitor these satisfaction levels, we have defined an 'in-principle' complaints handling framework for operation across the University. To carry this matter forward a small steering group has been established and a Complaints Resolution Manager position established.

The work of the steering group and the Complaints Resolution Manager will include effective student and staff complaints handling, provision of professional advice and support regarding the handling of complaints, integration of the wide range of student complaints, implementation of an on-line register, tracking and information system to monitor complaints handling, identification of problem areas and liaison with functional areas to address emerging problems.

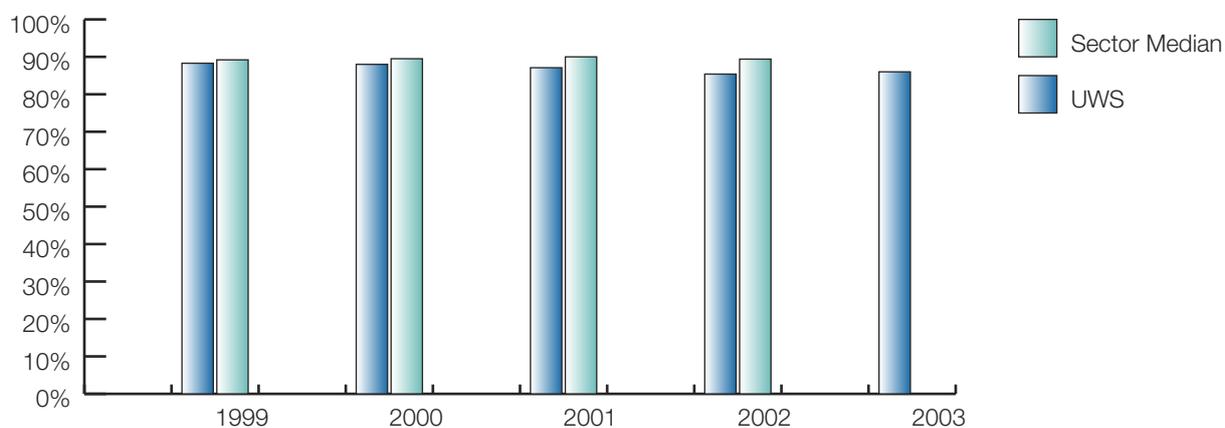
Student Satisfaction

Rolling program evaluations of student experience, satisfaction and outcomes are conducted every year. Results from the 2003 Course Experience Questionnaire (CEQ) show that there has been a small increase in UWS graduates broad satisfaction in regard to 'Overall Satisfaction' and 'Good Teaching'. Good Teaching has continued to show an increase in broad satisfaction since 1999 (77.1%) to 2003 (80.0%).

Broad Satisfaction 1999–2003

Year	Overall		Good Teaching		Generic Skills		Student Services*	
	UWS	Sector	UWS	Sector	UWS	Sector	UWS	Sector
1999	88.3%	89.2%	77.1%	78.4%	88.7%	86.4%	—	—
2000	88.0%	89.5%	77.0%	77.0%	88.0%	87.0%	—	—
2001	87.1%	90.0%	78.3%	80.0%	87.4%	86.0%	—	—
2002	85.4%	89.4%	79.3%	80.2%	87.0%	87.5%	80.1%	83.2%
2003	86.0%	—	80.0%	—	85.6%	—	79.8%	—

Overall Satisfaction – Good Teaching Scales



Notes: Broad satisfaction includes the three most favourable responses in a five-point scale.

* Student services was not collected prior to April 2002

— Sector data is not yet available for 2003

Promotion

The University provides detailed information to the public and to its various communities through its web page (<http://www.uws.edu.au>), on-site orientation, Open Days, advertising programs, media promotions and publications.

The Media Unit of the Office of Marketing and Communications promotes achievements in research, academic commentary, corporate news, course information and student stories, as well as managing potential negative stories.

The representation of UWS in the media has improved significantly over the last two years. During the first 11 months of 2003 UWS attracted 471 positive and neutral stories per average month, which is an increase of 90% compared to 2002 and more than six times the amount of media coverage achieved in 2001.

According to the independent company, Media Monitors, the University gained an average \$872,308 per month in equivalent advertising value for its positive and neutral stories during the first 11 months of 2003. This represents an increase of 83% on the 2002 result. UWS also achieved an average of 3.5 hours of ABC and SBS radio and TV airtime per month in 2003, which is almost double the 2002 outcome.

The number of negative media stories pertaining to the University has almost halved since 2001 and

the value stands at \$14,560 per average month in 2003 or less than 1.7% of the total equivalent advertising value gained from the University's media coverage.

The higher raised profile was reflected in increased business for our call centre. By the end of October, enquiries from prospective business undergraduate students had risen 58% compared to 2002, and those from prospective postgraduate students 48%.

Publications

Major publications of the University in 2003 were as follows:

- Annual Report 2002
- Undergraduate Prospectus
- Area of Study Brochures (20)
- Scholarships at UWS
- Postgraduate Brochures (75)
- Point of Sale Banners (300*)
- International Undergraduate Prospectus
- International Postgraduate Prospectus
- Visual Identity Manual
- UWS Calendar
- UWS Undergraduate Handbook
- UWS Postgraduate Handbook
- Research Beyond Boundaries
- Research Centre Brochures
- AroundUWS (Staff Newsletter)
- Jumbunna (Independent Student Newspaper)
- Graduate Life

* Includes duplicates





Section 4

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Review of Operations – Teaching and Learning

Our Students

Steady Increase in Enrolments

In 2003 we had 38,307 enrolments in both on-shore and off-shore, Award and Non-award programs, which is a marginal increase (514) on 2002 enrolments. The steady increase in student enrolments over the last five years (8.3% increase since 1999) reflects the growth in fee paying postgraduate and overseas enrolments.

We had considerably more female enrolments than male enrolments in 2003 (10.6% more females), which is partly due to the large numbers of enrolments in the traditionally female dominated disciplines of Nursing and Education. This is also reflected in the fact that nearly two thirds of our students are concentrated in only three discipline areas – Management and Commerce (33%), Society and Culture (17%) and Health (13%).

Graduate Success

UWS graduates continue to perform well in the work force, with 73.9% of graduates in full or part time work, compared to the sector average of 67.5%. Our market share of overall preferences has increased since 2002 for both current school leavers and non-school leavers, with UWS receiving 28.9% of first preferences from eligible applicants who live in Greater Western Sydney (GWS) regions.

International Activities

Steady Growth Achieved

This year has seen a steady growth in international student EFTSU load with a 5.9% increase in continuing student load from Semester 1 2002, to Semester 2 2003, and a 23.5% increase in growth from 2002 in commencing student load. This is an improved performance over the previous two years where outcomes had been affected by academic and administrative changes resulting from the restructure. Planning for 2004 is well in hand with a refocus on regional recruitment and greater participation and input at College level.

Partnerships Increase Student Numbers

UWS has been active in initiating new partnerships that directly influence the flow of international students through exchanges and full fee-paying study abroad students, and articulation arrangements that allow for the upgrading of diplomas into degrees. A partnership with TAFE NSW in the Degreelink program will ensure growth in international student numbers over the next triennium. Five partnership agreements for exchange and full fee-paying study abroad students have been signed in 2003 in Finland, Germany, Denmark and Austria as well as a consortium agreement with the UTRECHT group of European Universities.

New Relationships Fostered

In order to foster new relationships and to build partnerships based on mutual interests, and research in particular, delegations of Deans and/or Associate Deans from UWS and led by the Division of Development & International visited China, Scandinavia and Germany. UWS has also hosted a number of delegations from China, Thailand and South America.

Innovative Developments

UWS has signed off on a cooperative arrangement with the Institute of Design, Cologne (part of the University of Applied Sciences, Cologne) for the delivery of a PhD program. In addition UWS, through the School of Agriculture and a consortium partnership with two other Australian Universities and three European Universities has successfully accessed funding from DEST for a pilot program (LEAFSE) that will facilitate the exchange of nine UWS postgraduate students with our European partners. This initiative illustrates the UWS commitment to internationalisation and puts UWS at the forefront of new European partnerships that are being promoted by the European Union as the way forward in internationalising European institutions. UWS has also successfully attracted a quantum of \$21,500.00 to support exchange students in 2004 to North America and Thailand through the UMAP (University Mobility in the Asia Pacific) program.

Administrative Initiatives

The International Office has implemented a number of changes in order to improve the quality of service to both internal and external clients. Funding has been approved in 2003 for the development of an on-line applications system to integrate with the new CALLISTA system. This project is being undertaken in partnership with The Queensland University of Technology. A parallel project that has required the adaptation of the local HERMES enquiry system for international usage has also been completed and implemented. In late November all admissions staff were co-located with international marketing staff and a new International Student Resource Centre was opened on the Parramatta campus to ensure greater access to services and information for International students.

Services for Students

During 2003 UWS approached service provision to students in an innovative way. Whilst maintaining a full range of direct services, such as targeted individual appointments and developmental group work, a more collaborative approach to working with the Colleges was undertaken to improve the UWS student experience. This approach includes the following:

Careers & Employment

Through the careers and employment unit an extensive range of on-line and on-campus career development and employment services were provided for the benefit of employers and professional bodies, students and new graduates. In addition to the lectures and workshops that were delivered to students as part of their course in each of the four Colleges, the following services were provided to facilitate students accessing information regarding their futures:

- **CareerHub** – an on-line service which continued to be popular with students, providing on-line delivery of graduate job vacancies, articles, web links, news and information on events, workshops and other activities. This service is now also used by the Students' Association to advertise casual employment job vacancies.
- **UWS Careers & Employment Expo** – the Environmental Careers Seminar and the Professional Career Essentials Program were events which were well supported and highly successful.

Student Support Programs

A number of proactive preventative programs were trialled throughout the academic year by Counselling and Disability Services:

- **Windows project** consisted of a changing series of presentations and workshops around different themes (e.g. Rest and Relaxation, Maximise your Memory, Preparing for Exams). Over 1000 students accessed materials from each of the themed presentations.
- **Spring into Life Expo** brought together community groups for a one day health promotion expo held on Penrith campus. Over 600 students participated in this event.
- **The Towards Tolerance project** saw the development of an Information Kit for Non Muslim Health Professionals working with Muslim clients. Members of the Islamic community were actively involved in this project.

Disability Support

During 2003 UWS focused on the issues students with a disability face when making the transition from University to employment. A workshop program that included representatives from the community was organised for final year students with a disability. Students have requested that this program be continued, and UWS intends to extend the program into 2004.



High Achievers

The UWS Chapter of the Golden Key International Honour Society currently has a membership of 2517 students and a student Executive of 18 student members who meet regularly to discuss and organise chapter activities. Members are involved in fund raising for local charities, such as the Cancer Council and the Exodus Foundation, and organising a range of social events for students. Several Golden Key students have been involved on UWS committees.

Ongoing Activities

- The Learning Skills Unit has been working with the Colleges to develop strategies to embed academic skills in coursework and actively support the development of Graduate Attributes in NESB. Generic study skills and academic writing workshops and individual consultations continued throughout 2003 on all six campuses.
- Academic Peer Mentoring and a pre-orientation Academic Preparation program were conducted on all six campuses to meet student needs. Unistep, a new enabling preparatory program for students in DEST equity categories, was trialled on four campuses in February.
- 'Through Student Eyes' (TSE) is a major institutional research project to identify our students' perceptions of the various aspects of university life at UWS. The

project's goal is to provide senior management with student-based data that will assist with strategic planning decisions. As part of TSE, a major survey was distributed to students in August 2003. The TSE survey focuses on the following aspects of the student experience:

- a) Kinds of support that the University provides for students and their studies.
- b) Campus based facilities and activities (including their usage).
- c) Students' perceptions of UWS.

Communication

One of the main challenges faced in 2003 was the lack of effectiveness of the Student Advisory Council. This limited the formal communication between elected student representatives and the University and resulted in individual students making their own representation to the University. This in turn resulted in confusing communication, double handling of issues, and limited the University's ability to adequately address student issues and concerns. However, a new 'matrix' model for better communication and interactivity between students and senior management has been developed and will be in place in 2004.

Academic Program

Early in 2003 the University initiated a review of all its undergraduate academic programs. The project was designed to measure how well our courses are performing, as well as identifying opportunities for enhancing their attractiveness, demand and quality for students. In particular the brief for the review was to:

- examine the strengths and weaknesses of the current UWS undergraduate program and to position the University as a leader in terms of its undergraduate teaching activities;
- identify ways of using our resources effectively, given the multi-campus nature of the University's teaching activities;
- make recommendations to the Vice-Chancellor and UWS Executive for the strategic renewal and redevelopment of the UWS academic program to ensure the University can offer a suite of viable, high performing, and competitive course offerings.

Discussions surrounding the review findings and proposed actions have been held with the Deans, the Associate Deans (Academic) and the Heads of Schools. The University Executive has now endorsed the recommendations arising out the undergraduate academic program review for further discussion and feedback.

Teaching Improvement and Quality

A comprehensive staff development program was conducted by the Educational Development Centre across all campuses on a wide range of aspects of teaching improvement and development. In the generic advertised program, 449 participants attended teaching development workshops, and a further 318 participants attended training in the use of WebCT tools for e-learning. Additionally, Schools and Colleges engaged the Centre in the conduct of activities customised to their own teaching development needs, and a wide range of curriculum renewal projects was undertaken, many with an emphasis on the UWS graduate attributes, and the use of technologies to support teaching.

A CD-ROM entitled “e-Resources for Teaching and Learning” was produced and distributed to all academic staff of the University, with copies to be included in induction packages and processes for new staff during 2004, including all new casual academic staff.

Several Vice-Chancellor's Special Projects Grants focused on teaching and curriculum enhancement progressed during 2003, including the development of the Bachelor of Nursing degree to incorporate e-learning and the UWS graduate attributes.



Recognition of Excellence in Teaching

In the second round of the Vice-Chancellor's Excellence Awards scheme, the recipients of Awards in the category of Teaching were Dr Catherine Sinclair in the School of Education and Early Childhood Studies (Winner), Dr Natalie Bolzan (Highly Commended), and Dr Sharon O'Neill and team (Highly Commended).

Evaluation of Teaching

Growing numbers of staff made use of the standardised “student feedback on teaching” survey to inform their evaluation and improvement processes. During the year 1,166 registrations were made for use of this tool and these were undertaken in a total of 1,204 units taught across the year. Through a task force of the Education Committee, progress was made towards the development of a related “student feedback on units” process, and a discussion paper was distributed for wide



consultation on the characteristics of a comprehensive evaluation system for teaching and learning.

Research Supervision Development

The Research Supervisor Forum Program included 10 three-hour workshop-style forums conducted between March and November across all campuses, with attendance by 157 participants. The forums provided overviews of policies and procedures, and discussions on aspects of supervision processes including managing the first year, building a research culture, intellectual property, and ethics. Participation in the forums entitles staff to be registered as a research higher degree supervisor.



Other Developments

E-Learning

Significant progress was made in e-learning development during 2003. The interface between WebCT and Callista, the student records system, was enhanced to support more accurate and timely administration of student information in online units. WebCT has become a major vehicle for delivering academic programs, with every School having WebCT sites and 70% of academic staff carrying out teaching online. In addition, Divisional and other units are making increased use of WebCT to communicate, collaborate and share information. A total of 1,228 units taught in 2003 had online unit sites in WebCT, and there are approximately 300 additional sites for a range of purposes. WebCT usage by Colleges is distributed relatively evenly:

- College of Law and Business (CLAB) 34%,
- College of Science, Technology and Environment (CSTE) 25%,
- College of Social and Health Sciences (CSHS) 18%
- College of Arts, Education and Social Sciences (CAESS) 23%

The majority of online sites for taught units are in support of on-campus or blended learning modes. The major use by students of these sites was for communication although online assessment tools are increasingly being used.

Codes of Practice for Teaching and Learning

As part of our ongoing strategy to enhance the educational experience of students, a set of codes outlining the University's expectations, and standards for teaching and learning were approved by Academic Senate for implementation in 2004. The Codes, entitled the: "Fundamental Code for Teaching and Learning Practice" and the "Fundamental Code for Assessment Practice", provide staff and students with a framework for understanding their responsibilities with respect to maintaining appropriate standards within the undergraduate and postgraduate (coursework), teaching and learning environment. The Codes also assist with educating staff and students about the University's key academic policies.

The Codes of Practice can be accessed by students and staff at the following addresses:

- <http://apps.uws.edu.au/uws/policies/ppm/doc/000139.html> (Fundamental Code for Teaching and Learning Practice)
- <http://apps.uws.edu.au/uws/policies/ppm/doc/000118.html> (Fundamental Code for Assessment Practice). This code has also been published in booklet format and disseminated widely across UWS.

Policy Developments

In addition to the Codes for Teaching and Learning, we have completed various policies during 2003, most importantly these are the:

- Academic Review Policy
- Articulation Policy – we aim to have all 'previous' articulations updated and presented via a new web-site by mid-2004
- Information Requirements for a Students' Unit On-line Policy – this makes clear to staff what essential academic and policy information should be contained in student unit outlines. Staff are expected to adhere to the information requirements, but also have the freedom to add any additional information they believe will assist their students with their academic endeavours.

Lecture Theatres Upgrades Project

As a result of the UWS Lecture Theatre Upgrades project, the audio visual capabilities in all large common teaching spaces have been upgraded to a high standard of technology-supported functionality and useability. The refurbishment program commenced in 2001 and was completed in August 2003, one and a half years ahead of the planned 5-year schedule. The total cost of the audio visual upgrades was \$3,071,375 which is \$1,428,625 less than the dedicated budget for the project. The audio visual capabilities of 35 lecture theatres were upgraded within the overall

Teaching Improvement and Quality



UWS Graduate Attributes

A UWS graduate:

- commands multiple skills and literacies to enable adaptable lifelong learning.
- demonstrates comprehensive, coherent and connected knowledge.
- applies knowledge through intellectual inquiry in professional or applied contexts.
- brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world.

refurbishment of these spaces, and audio visual upgrades were also made of an additional 40 smaller teaching spaces.

Videoconferencing

The UWS videoconference network achieved a fully consistent standard across all campuses in terms of connectivity (all IP-based at a minimum speed of 384 kps), interoperability (all sites with integration of computer data and file-sharing), support (on-campus staff support), and quality of accommodation. The 11 main sites are used for a range of purposes including both administrative, such as meetings and interviews, and teaching, and 2003 saw a recovery in the use of videoconferencing following a decline during the previous two years.

Course and Unit Approvals Process

We have now completed the consolidation and harmonisation of all undergraduate, Honours, and postgraduate awards. This has greatly improved the clarity and quality of our academic program, and will be of great advantage to students when planning their academic career.

Reviews

As part of our ongoing cycle of reviews the following areas underwent comprehensive academic review during 2003:

- Aboriginal Education
- School of Exercise and Health Science
- School of Communications, Design, and Media

UWS Graduate Attributes

The new list of Graduate Attributes was approved by Academic Senate in September, following a broad consultation process within the University. The new graduate attributes are now being incorporated within academic program development and review, and a detailed plan for the implementation process was embodied within the University's Teaching and Learning Plan.



UWS is committed to improving the effectiveness of services and outcomes for Indigenous Australian students, the quality and range of Indigenous studies across the UWS curriculum and to increasing the employment opportunities for Indigenous staff.

To achieve these outcomes a major review of Australian Indigenous Education at UWS was undertaken in 2003. The recommendations contained in the review effectively span the lifecycle of student engagement in university life, from awareness raising about higher education opportunities, recruitment and entry pathways, to support and retention strategies, the development of targeted educational programs and a greater voice in governance.

The University has established an Indigenous Advisory Council as a committee of the Board of Trustees. A member of the Board of Trustees, Ms Linda Burney MP, has been appointed to chair this committee.

This Council will work with the Board to ensure that an Indigenous perspective is embedded into the decision-making processes of the Board and the University's senior management forums.

The number of Aboriginal and Torres Strait Islander (ATSI) students studying at UWS has progressively declined since the late 1990s. However, while the number of enrolled students has declined the retention rate of these students has increased.

The Aboriginal Rural Education Program continues to be a significant access strategy for Indigenous students, particularly in the areas of Teaching and Welfare Studies. UWS plans to extend mixed mode delivery strategies to other courses, in a way that encourages participation by Australian Indigenous students.

The Aboriginal Education Centre has continued to manage the Aboriginal Tutorial Assistance

Scheme (ATAS) and continues to be involved in the recruitment and support of Australian Indigenous students. UWS implemented its first Aboriginal Recruitment and Career Development Strategy in 1995. The strategy resulted in an increased number of Aboriginal and Torres Strait Islander people being employed at UWS. However, the combination of three Indigenous Centres into one as a result of the restructure has resulted in the separation of 17 Indigenous staff. The current total percentage of employment for Indigenous people is 0.6%.

The University has taken proactive steps to address these issues and has developed a draft 'Aboriginal Recruitment and Career Development Strategy 2003'. The strategy will identify positions to be filled by Indigenous people, set targets for the distribution of these positions, and develop strategies for the development and retention of Indigenous staff.

Employment Equity

Major Outcomes

Social Justice Colloquium

A one day social justice colloquium was organised for management on the 24th July 2003 to enable contributions from senior staff in the development of a UWS Social Justice Strategy. The theme of the Colloquium was “UWS not just a University, a just University”, and had presentations from human rights advocates Chris Sidoti and The Honourable Justice Marcus Einfeld. At a time when economic discussions dominated the Higher Education sector UWS was demonstrating its recognition of the importance of social justice for the people of the Greater Western Sydney region.

Training

UWS purchased on-line training programs to increase staff's awareness and knowledge of the anti-discrimination requirements within the workplace and educational environment. This suite of on-line training programs on workplace discrimination and sexual harassment are:

- Legal Compliance
- Managers and Supervisors Course
- Using Email and Internet at Work
- Duty of Care (Education)

This Australian course explains the rights and responsibilities of everyone at work under the anti-discrimination legislation. The course material is based on actual Australian cases. Implementation of the Workplace Discrimination and Harassment – Legal Compliance training program, was successfully piloted by the Library staff.

Communication Strategy

The Social Justice Unit developed and implemented a communication strategy for informing the University community about Equal Employment Opportunities (EEO) policies and programs. This strategy included; a new web page which is accessible to the University community, brochures and email messages and a package of UWS Social Justice policies for all new senior staff.

Policies

Human resources in consultation with Social Justice developed a draft policy and process to enable staff exit interviews to be completed.

Major Outcomes for Women

Monitoring of and reporting upon women's representation on decision-making committees was undertaken to further encourage Chairs of decision-making committees to review women's representation on the committees which develop UWS Social Justice policy.

The Social Justice Unit developed and promoted the implementation of a policy on carers' responsibilities, and developed draft policies on pregnancy and breastfeeding, and working from home.

Staff development on flexible work practices was provided by the Social Justice Unit and a strategy on the replacement of women when on maternity leave was approved and implemented within the University. The aims of the strategy include:

- enabling a fair and equitable distribution of the costs of maternity leave across UWS and relieving the disproportionate impact on Colleges and Divisions with a female dominated staffing profile;
- ensuring that both staff taking maternity leave and their immediate colleagues feel supported and valued by the University, both before and during the period of leave, and
- improving the retention rates of women after maternity leave and making resultant cost savings in recruitment and training.



Major Outcomes for Aboriginal and Torres Strait Islander Staff

- UWS established an Indigenous Advisory Council (IAC), which reports directly to the Board of Trustees.
- Ms Linda Burney, Member for Canterbury, and the first Aboriginal person to be elected to the NSW Parliament, accepted appointment to the UWS Board of Trustees for a four year term and also agreed to chair the UWS Indigenous Advisory Council.
- A review of Indigenous education at UWS was undertaken during 2003, with the draft report indicating new identified Indigenous positions. Recruitment will take place during 2004.
- UWS Sorry Day was held on Monday 26 May 2003 and was followed by Reconciliation Week, with Mr Douglas Abbott the special guest for the week. Mr Abbott delivered the Yarramundi lecture on Thursday 29 May 2003.
- The University targeted 5 Indigenous staff positions (both academic and general). As a result, 2 academic staff were appointed to permanent positions.
- A draft Aboriginal Recruitment and Career Development Strategy was developed and circulated.

People with disabilities requiring workplace adjustments

A disclosure resource, accessible through a website (www.uws.edu.au/rdlo/disclosure) was developed by the Regional Disability Liaison Officers at UWS and Western Victoria region. The resource informs employers, teachers, employees and students with disabilities of the challenges and choices for people who have disclosed their disability.

People whose first language is other than English

The Ethnic Affairs Priority statement was reviewed during 2003, and a draft action plan developed and circulated, for implementation in 2004.

In addition, a draft policy for the use of interpreters in committees to assist students and staff whose first language is other than English was completed by the Social Justice Unit and submitted for approval.

Ethnic Affairs Priority Plan and Statement

The objectives of the Ethnic Affairs Priority Plan and Statement remain central to the University's commitment to diversity. The University continued to implement the Plan through a variety of activities and policies:

- Equity based scholarships were provided, which include students who have migrated to Australia in the past 10 years and whose

language background is other than English.

- The development of draft guidelines on the use of interpreters/translators in the University, especially in committees, for staff and students whose first language is other than English was submitted for approval.
- Prayer rooms for all denominations and separate Islamic prayer rooms were provided on all campuses.
- Informing UWS staff of the days of religious significance, with information available on the web.

Major planned Equal Employment Opportunities (EEO) outcomes for 2004

During 2004 the University will:

- implement a UWS Aboriginal employment strategy
- implement a UWS disability employment strategy, in collaboration with employers' Making a Difference.
- implement a UWS Grievance Policy
- continue to implement the on-line staff development program for the prevention of discrimination and harassment for all staff

Statistics on the trends in representation and distribution of EEO groups can be found at Section 8.

Collections

The Library continued extensive collection building activity throughout the year, building significantly on earlier efforts to provide, where possible and appropriate, scholarly information in electronic format, thus ensuring access regardless of location. Significant electronic acquisitions in 2003 included ScienceDirect backfiles and JSTOR (Journal STORAge Project).

Monograph acquisition, predominantly in traditional print format remained a parallel priority, with 30,000 new volumes added to the collections throughout the year in direct support of academic programmes. The Library continues to face the challenge of multiple course and unit offerings across UWS, with collection budgets stretched by the need to supply multiple copies across 4 or more campuses. Collection accommodation remains a further critical issue, with a major deselection project resulting in the removal from collections of some 33,000 low use duplicate volumes, freeing up much needed space in the short term.

In 2003 the Library's monograph collection totals 721,568 volumes, with 45,714 current serial titles (print and electronic). Whilst monographic publishing remains largely print based, the Library is actively replacing print serial with electronic editions, thus ensuring access

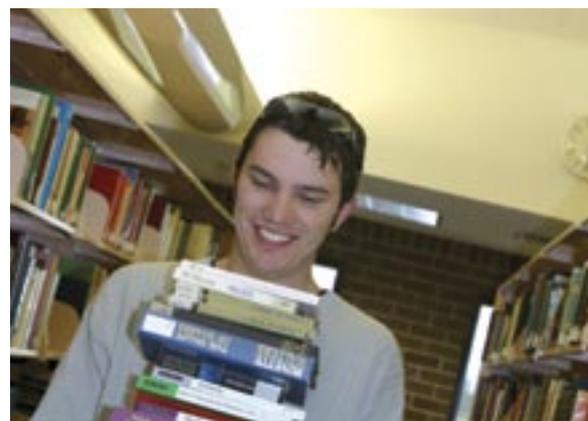
across all campuses, from home or office at any time of day. 86% of the Library's journal collection is now held electronically.

Services

Improvement in and expansion of service offerings has been warmly received by client groups, as evidenced by results of the Rodski Client Satisfaction Survey, 2003. Significant and substantial improvements are demonstrated. The Library now ranks comfortably within the second quartile nationally, in comparison with a third quartile ranking in 2001. A remarkable 71% of respondents reported high levels of satisfaction. Major issues of concern identified by clients relate to collection adequacy and physical infrastructure. Whilst collections are being actively developed in core areas, identified inadequacies in the physical infrastructure of all libraries remain a major concern.

Demand for services continued to escalate in 2003, with over 2 million individual visits to the libraries throughout the year, and an average of 5 million successful connections to the redesigned library web site each month.

A total of 580,000 items were lent during the year, with the highly popular inter-campus loan service providing over 64,000 items on request to clients across all UWS campuses.



Information Literacy provision represented a primary focus in 2003, with tailored classes offered by professional library staff to over 15,000 students.

Vice Chancellor's Initiative funding made possible the digitalisation of UWS Masters (Hons) and PhD theses. UWS is now the largest single contributor to the Australian Digital Thesis Project, with over 550 UWS theses now available across the wider Australian and international research community.



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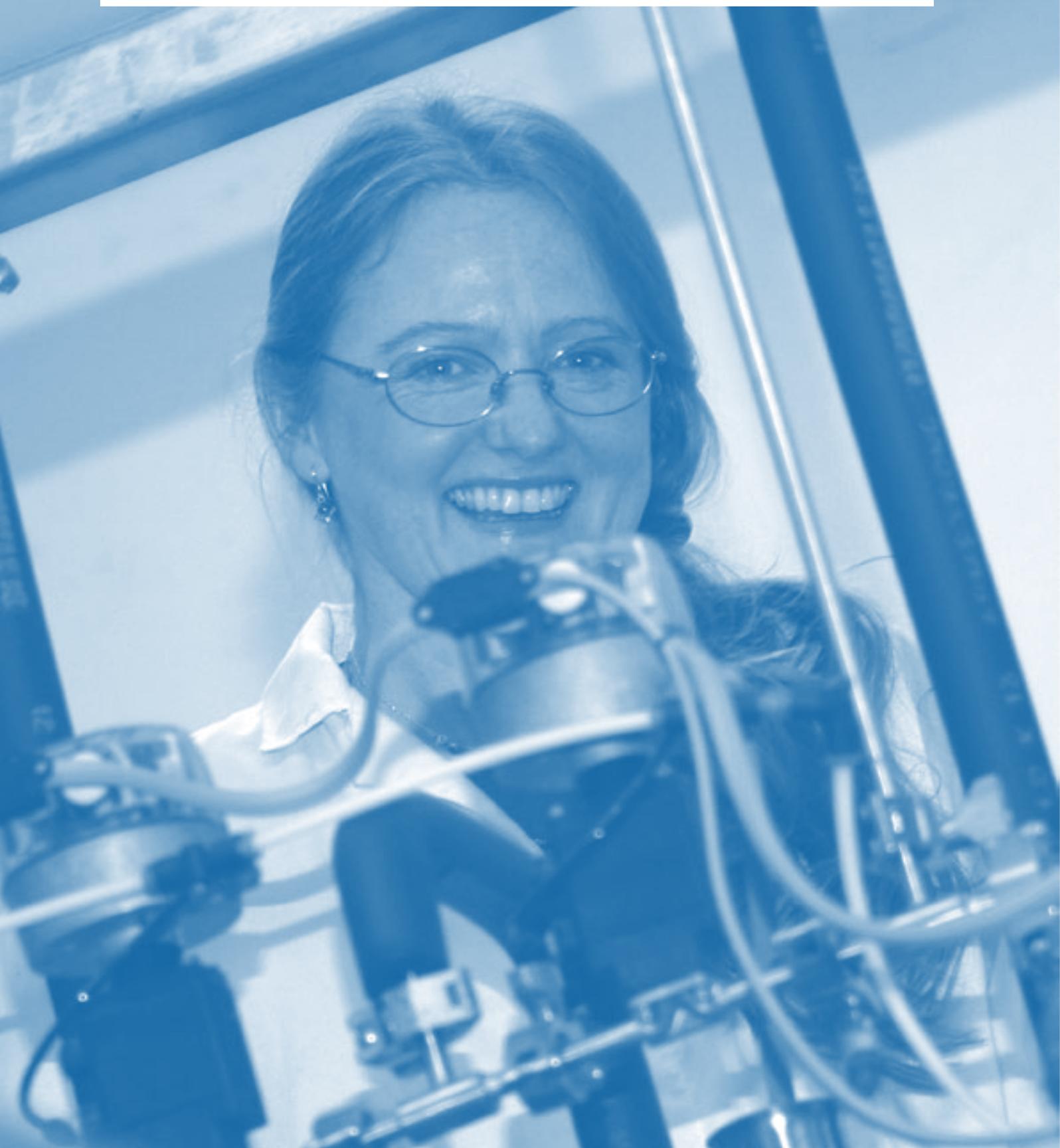
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Review of Operations – Research Services

Research Strategy

In 2003 UWS both consolidated the research developments of the previous two years and embarked on new University-wide activities. Work continued with building on the areas of strength and concentration identified in the 2001 external review of research (The UWS Research Landscape) through its University Research Centres and Research Centres. Researchers in the Schools and Colleges were active in framing research projects, competing for grant and project income, training research students and publishing their findings. The arrival of a new Pro Vice-Chancellor (Research), Professor Sheila Shaver, in April brought added support to research and research education.

During the year a new strategic plan for research was developed, and was then approved by the Board of Trustees. This plan built on the strategies of the 2001 review and has set in place strategic goals for the period 2004-2008. The plan continues the UWS commitment to bringing knowledge to life through an interdisciplinary focus, collaborative orientation and responsiveness to the contemporary social, economic and environmental challenges in Greater Western Sydney and beyond. UWS research speaks to the development of urban and rural regions, the new economy, arts and cultural life and professional practice. UWS intends to continue to develop research that stands out nationally and internationally.

Funding

Despite its relatively modest capacity in comparison with longer established research institutions, UWS has sought to develop and consolidate its contribution to several academic fields of study and to the nation's knowledge base. Through rapid growth from a very low base, UWS has developed a series of research strengths that compete effectively in the national arena. These are often multidisciplinary activities with a strong applied focus. Much of the research UWS undertakes has a collaborative problem-solving approach, and is conducted with a wide range of

UWS exceeded the national success rate for ARC linkage grants by 4.63%

research partners. Approximately 60% of the external research income UWS receives is from income sources other than Australian Competitive Grants (ACG). The success of UWS in also attracting significant funding from national, competitive, grant schemes denotes the competitive nature of its key research strengths, particularly its success with large scale funding through the rural research agencies and the Australian Research Council (ARC) linkage program.

In 2003 UWS secured 14 new ARC linkage grants, achieving an overall success rate of 51.85%, passing, yet

again, the national success rate of 47.22%. UWS accounted for 2.18% of 2003 ARC linkage applications and 2.39% of successful 2003 ARC linkage grants.

UWS provides almost \$5 million of internal funding to support its research development strategies. 60% of this funding supports the University's Research Centres program, with much of the remaining funding available competitively to support a wide range of disciplines, individuals and groups, thus supporting research excellence wherever it occurs within UWS.

Commercialisation

UWS continued to improve its response to commercialisation opportunities that arise from its collaborative industry-focussed research.

The Centre for Horticulture and Plant Sciences (CHAPS) has continued a strong commercialisation trajectory on its innovative fruit breeding program. In 2003, the Office of Business Development (OBD) negotiated an agreement between the University and leading venture capital firm SciVentures, which will contribute up to half a million dollars for the purpose of proving up

Research Development

the commercial viability of a spin-off company based on a unique selective breeding methodology. The investment in the CHAPS venture underlines the University's potential to commercialise technology. This is one of the first investments in public sector technology development undertaken through the Commonwealth Government Pre-Seed funding program.



UWS researchers from the Centre for Advance Food Research and partners Dairy Australia, CSIRO Food Science Australia and Dairy Farmers were awarded the Environmental Science Technology Sector Award for Excellence at the Knowledge Commercialisation Australasia (KCA) awards held in Sydney in March 2003, for their collaborative work in developing and commercialising an import replacement and internationally marketable product from dairy processing.

Major Projects – Across UWS

Water Futures Research Institute

In 2003 UWS continued its work in embedding the first of its University-wide research programs. In forming the Water Futures Research Institute, UWS has begun to galvanise the diverse expertise of UWS in the area of water research. The interdisciplinary potentials of researchers across the sciences, social sciences and arts were showcased in a day symposium; Acquacultures. This whole-of-University focus is showing itself to be a powerful mechanism for regional research engagement. UWS has entered into a major research alliance with Sydney Water Corporation and Sydney Catchment Authority to support an innovative research program. As part of this development Professor Steven Riley was appointed Interim Director of the Water Futures Institute.

Urban and Community Development

In 2003 work commenced on the Urban and Community Development program. The Pro Vice-Chancellor (Research) is leading the development of this program, which is expected to combine research with postgraduate education and to respond to current and regional issues in the development of sustainable cities and sustainable communities.

Major Projects – National and International Collaboration

UWS researchers are increasingly involved in collaborative research, both nationally and internationally, with government agencies, universities and private companies. Overwhelmingly such partnership building is linked to UWS research strengths. The 12 university supported research centres established under The UWS Research Landscape figured prominently in grant success in 2003 (see list of University Research Centres; Appendix 4).

Control of Agricultural Pests

In 2003, CHAPS was successful in gaining major ARC funding under the Linkage Infrastructure Equipment and Facilities program, securing \$312,205 for the development of a quarantine bioassay insectory. In collaboration with Southern Cross University and the University of Sydney, a climate-controlled, multi-unit quarantine greenhouse will be built at the UWS Hawkesbury campus to support investigations into novel strategies, particularly via bioassay, for control of agricultural pests. This world-class facility will enable researchers to work safely with contained virulent/resistant strains of agricultural pests and genetically modified organisms.



Mary Cannard from CHAPS with a Spiny Leaf Insect

Research Development

Innovation of Software Companies

In 2003 the Australian Expert Group in Industry Studies (AEGIS) at UWS received funding from the Commonwealth Department of Industry, Tourism and Resources (DITR) to conduct a major survey on the innovation practices of Australian software firms. The project is one strand of a body of research making up Australia's contribution to an OECD (Organisation for Economic Cooperation and Development) study of Knowledge Intensive Services Activities. AEGIS and Australia, together with colleagues in Finland are serving as the lead research groups and countries for this international study.

Water Efficiency

UWS is a key partner in the new Cooperative Research Centre (CRC) for Irrigation Futures, launched in late 2003. This \$70 million initiative will lead the way in water management across Australia. Irrigators, water specialists, scientists and water users have embraced the creation of the new CRC. As part of this national research effort, UWS will lead a key program to investigate efficient urban irrigation and the many possibilities for urban, industrial and rural communities to share and re-use water. The CRC's major goal is to double water use efficiency in the Australian irrigation industry.

Major Projects – Regional Collaboration

In 2003 UWS research teams focused their energies on a range of regional collaborations exploring key economic, social and cultural issues.

Urban Development

All areas of Sydney, including the Greater West, face major challenges in accommodating significant population growth, while at the same time respecting ecological limits and broader community expectations for healthier catchments and river systems. These challenges are complex and problematic. Their resolution demands new knowledge and practice generated through more creative partnerships between disciplines, between organisations, and between government, industry and the community. During 2003 UWS and the Maryland Development Corporation discussed the formation of a research and development partnership to explore best practice urban development, consistent with the principles of Ecologically Sustainable Development (ESD). Research, learning and community education activities will centre on the development of the former Australian Defence Industries (ADI) site at St Marys and operate within the broad theme of 'Developing Learning Communities within Living Landscapes'.

Nanotechnology

Nanotechnology researchers at UWS are undertaking a program of research development that links key UWS professorial staff with local industry in the Campbelltown/Camden region to explore the uptake of nanotechnology initiatives

across a range of manufacturing processes and with a number of small to medium Enterprises (SMEs). The research development program has received funding through the Commonwealth Department of Transport and Regional Services (DOTARS) program on Sustainable Regions and has already led to a successful ARC linkage grant.

GWS Postdoctoral Fellowship Scheme

In 2003, UWS funded three postdoctoral research fellowships under its Greater Western Sydney Postdoctoral Fellowship Scheme. Designed to support high quality research programs focussed on the needs of, and issues pertaining to Greater Western Sydney, the scheme is supporting three programs of research, involving both public and private sector agencies. The programs focus on early childhood development (in collaboration with Karitane), school education (in collaboration with the Catholic Education Office and NSW Department of Education and Training) and nanotechnology (in collaboration with the Kirk Group). UWS aims to be at the heart of its region's development, particularly as a catalyst for innovation and a contributor to the region's well-being, social capital, and economic vitality. This program fosters research partnerships and excellence around this core role.

Recognition – Research Active Staff

Professor Ien Ang



Register of Research Activity

UWS has not lost sight of the need to also support high achieving individuals. The Register of Research Activity is designed to provide a framework within which research active staff can be rewarded through:

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

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

The performance measures employed by the UWS Register relate to:

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

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

The UWS Register of Research Activity (DEST Recognised Research Activity) was finalised in June 2002 following extensive review of individual applicants by the UWS Research Committee. This allows for benchmarking against a rolling triennium. All registrants are subject to annual review on a rolling triennium basis, ensuring that UWS can reflect its growth in Research Active Staff. The second formal review of the register was finalised in November 2003, with the results published on the University's website. Almost 500 staff are now registered – denoting a 51% increase in registration over the first year of the register. The next review will occur in early 2004 referring to the years 2000-2002.

Research Training

The University is committed to maintaining and developing a substantial research training program. Following the introduction of the Commonwealth's new Research Training Scheme (RTS), UWS has had to manage a significantly reduced number of funded places. 2003 saw the first rise



Professor Denis Burnham

in Commonwealth funded research training places at UWS since 2000, as well as a further rise in the number of research students supported by stipend scholarships, ensuring UWS continues to attract and financially support the next generation of research talent.

Given the RTS funding regime, and its reduction in the term of funded student candidature, UWS has placed particular focus on timely research degree completions. This strategic focus has seen UWS increase both its number of students completing successfully and its ratio of research completion to research student load. From being well under the national average in 1999, UWS now has a completions ratio commensurate with the national average.

UWS research graduates are also receiving national attention for their innovative studies. UWS Postdoctoral Fellow, Dr Andrew Martin, from the SELF Research Centre, was the first Australian recipient of the world's most prestigious Educational Psychology PhD award in 2002, from the American Psychological Association (APA), for the world's Most Outstanding Educational Psychology Doctoral Dissertation. His work has now been recognised in the Bulletin magazine's 2003 list of influential thinkers – the Smart 100 Australians – encompassing those key individuals who are considered to be making a significant and

positive contribution to Australian life across a range of fields. Dr Martin's innovative work in student motivation and his unique contribution to educational research and practice were recognised by his listing. He was particularly cited for his ability to communicate his research findings to schools, parent groups, professional associations and other key stakeholders.

Performance and Quality

UWS has actively monitored its research performance over the last decade, on both an annual and triennial basis, and seeks where possible to benchmark performance against sectoral trends. UWS has integrated several performance measures into its research planning. Many of these mirror the McKinnon, Walker & Davis, "Benchmarking, A Manual for Australian Universities". In particular, UWS uses the following McKinnon Benchmarks in direct or modified form

- Research income trends
- Proportion of academic staff holding external research grants
- Weighted research publications per academic FTE
- Research higher degree completions per academic FTE
- Proportion of academic staff with direct involvement in research activity

UWS continually reviews its internal research support to ensure that programs are meeting strategic objectives and are a positive investment for the University.

Return on Investment (ROI) and risk management (including succession) are significant planning imperatives. This entails the regular review of performance of individuals and groups supported by internal income to ensure a positive return on investment. Research concentrations are reviewed annually by the UWS Research Committee. A formal review of University supported Research Centres will be undertaken in 2004.

In late 2003 selected University supported research centres were included in an audit focusing on processes of financial management and accountability as well as governance issues, to ensure UWS develops and maintains best practice research management.

In 2003 UWS implemented an allowable carry-forward process, to ensure that unspent, uncommitted funds above an allowable carry-forward level of 45% were able to be retrieved and reallocated on a competitive and strategic basis for research infrastructure and development needs. This ensures that research funds are being actively consumed, thus giving substance to the Board of Trustees directions that UWS must make effective use of its growing research income streams.

Statistics

Research Income Trends – see Section 8.



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Review of Operations – Regional and Community Engagement

One of the defining features of UWS is the depth to which engagement is being embedded in the heart of the University. Engagement at UWS is recognised as a hallmark of what it means to be a great University. UWS has steadfastly developed and nurtured scholarship of international standing, but the real power of UWS lies in its interaction with its community and its work for and with community leaders to become a leading institution of the new millennium.

The UWS strategic plan for 2004–2008 incorporates at the highest level, three main components: (1) teaching and learning (2) research (3) regional and community engagement. The University's special focus on Greater Western Sydney is part of its commitment to community engagement that encompasses its wider role and reputation for excellence in the Sydney region, as well as its activities and identity as an Australian and international University.

Over the past two years, formal structures and programs have been developed that implant community engagement deep into the University's operations. The Office of Regional Development is one such structure that has developed and implemented a range of programs that have proved to be successful strategies for engagement with the region.

Office of Regional Development

The Office of Regional Development (ORD) within the Division of Development and International facilitates community engagement and regional development for UWS.

A key role of the Office is to build strategic alliances between the UWS community and regional stakeholders including industry, community organisations, and government. The ORD has five main areas of activity:

- Community outreach and partnerships
- Industry outreach and partnerships
- Applied regional research and consulting
- Cooperative Programs
- Technology diffusion

The ORD acts as a catalyst, both internally and externally, in order to exchange knowledge, harness community expertise and energy for mutual benefit, and build strategic alliances that contribute to the region's development, prosperity and social capital. The ORD has developed and supports a range of engagement activities at UWS including those detailed as follows.

UWS Regional Council

The UWS Regional Council was established by the Board of Trustees in 2001 and is the principal standing committee of the University dealing with its participation in strategic social agendas of the region such as health, housing, educational opportunity, equity, employment, small business, women, and environmental management. The Council provides an interface between the University and its communities through: monitoring and evaluation; advocacy and development; promotion and communication; advice and reference. Twenty-five well respected people from Greater Western Sydney representing leadership in areas such as health, education, the arts, business and industry, form the basis of membership. The Vice Chancellor chairs the Council, which meets quarterly and reports through the Vice Chancellor to the Board of Trustees. Several regional engagement initiatives have been incorporated into the work of the Regional Council and several new ones have emerged.

Regional and Community Engagement



UWS Business and Industry Advisory Panel

In 2003, at the instigation of several experienced successful business leaders from the region and members of the UWS Regional Council, a Business and Industry Advisory Panel was established. Three of its members have won prestigious awards in the NSW Government's Western Sydney Industry Awards. This group is forging a productive interface between the University and industry, providing a 'think tank' to develop innovative ideas and strategies that will broaden the University's involvement and collaboration with industry. The Panel provides industry with a voice to indicate its knowledge, education and training needs to UWS while increasing the University's profile to industry, as well as enhancing the reputation of UWS as a provider of first choice for relevant solutions to industry problems. Members also assist in identifying opportunities for industry to contribute to building the capacity of the University through scholarships, research, sponsorships and events.

UWS Regional and Community Grants Scheme

This Scheme, in its second year of operation, is a strategy to strengthen links with the community by providing an internal source of funding, \$250,000 pa, to be allocated on a competitive basis to UWS staff for the establishment of innovative projects supporting regional development and community engagement in Greater Western Sydney. Members of the Regional Council are active participants on the Regional and Community Grants Steering Committee that determines appropriate themes and projects to be funded by the scheme. Successful projects in 2003 have been wide ranging in nature, and include:

- Mapping remnant Western Sydney Dry Rainforest on private land in the Hawkesbury region
- Developing ethically based reciprocal interactions in children's services
- Improving community social capital through non formal education
- Innovation at the Edges: Corridors of Development in Greater Western Sydney
- Senior IT Buddy Program
- Schools – Parents Alliance: Collaborative project between UWS, the Premier's Department & Department of Education to facilitate interactive efforts between schools and parents in order to improve educational outcomes of Lebanese-background students in High Schools in South West Sydney

This year, the Regional Council determined that a proportion of the Regional Grants funding, \$50,000, would be allocated to projects that reflect an Academic Service Learning focus.



UWS Regional Partnership Awards

The Regional Partnership Awards acknowledge outstanding partnerships the University has with external organisations and individuals supporting regional development and community engagement in Greater Western Sydney. Members of the Regional Council are active participants on the Regional Partnership Awards Steering Committee that determines those partnerships that are most outstanding and deserving of the Award. Awards in 2003 were acknowledged in categories as follows:

- Private Enterprise – Electropure International
- Local Government – Penrith City Council
- Individual – The Honourable Kevin Rozzoli
- Other Government Organisations
 - » Neonatal Intensive Care Unit
 - » Nepean Hospital
 - » NSW Fire Brigades

Recipients of the Awards have expressed deep appreciation for their acknowledgement and commitment to developing stronger partnerships with UWS.

Cooperative Programs

In 2003, Cooperative Programs offered opportunities to approximately 200 students from all Schools to undertake professional placements and gain valuable industry research experience. Around 75% of the students participated in the popular Vacation Programs. Besides offering more opportunities, the Vacation Programs extended the boundaries geographically, with one student working on a project for Narromine Council in central NSW. The Academic session projects were also successful with the majority of the students working on environmental projects.

In 2003, Cooperative Programs added Graduatd Internship to its suite of programs. This program entails Cooperative Programs identifying a graduand or recent graduate to work on a 12 week industry placement. The sponsoring organisation has the option to retain the graduand for a permanent position at the end of the 12 weeks. All organisations that participated were very impressed by the high standard of UWS graduates, retained their interns and plan to participate again.

Training and support for students in the Cooperative Programs was further extended with students offered the opportunity to attend specially tailored workshops covering topics such as resume writing, interview skills, report writing and presentation skills. This was undertaken in conjunction with UWS Careers & Employment and the Learning Skills unit. Overall feedback on Cooperative Programs continued to be overwhelmingly positive.

Responses from industry partners in 2003 indicated that:

- 92% considered the students had the necessary skills to undertake the project
- 95% said the student completed the project in a professional manner
- 85% rated the project as being of a high standard (with 50% rating it a very high standard)

Similarly, the feedback from students continued to be exceptionally positive with many commenting that their Coop experience was one of the highlights of their student experience at UWS. Over 60% of students have reported that they obtained ongoing work based on their Cooperative Programs project. Several of the 'Cooperative Programs alumni' have become industry partners and now sponsor projects, providing further opportunities for UWS students.

Three members of the Cooperative Programs team used their prize money from the VC's Excellence in Regional and Community Partnerships to visit six universities in New Zealand. The visits provided an excellent opportunity to start a dialogue across the Tasman for the exchange of information and to initiate opportunities for students in the UWS Cooperative Programs to undertake placements in New Zealand, and vice-versa.

A pilot program will be run in 2004 involving UWS journalism students working as interns in various organisations in New Zealand, arranged by the University of Canterbury. Similarly, Cooperative



Programs will arrange for journalism students from the University of Canterbury to work in Sydney. Besides direct exchange placements with New Zealand universities, overseas opportunities will be arranged through Coop International a new program that will be introduced in 2004. Coop International will be the overseas version of the popular Vacation Programs, entailing students working for five weeks in an overseas organisation during the summer vacation. UWS International staff has worked closely with Cooperative Programs staff to develop these programs and will provide valuable support to participating students.

Regional and Community Engagement

Innovative Technology Network

The Innovative Technology Network (ITN) is a project facilitated through the ORD (Office of Regional Development) that brings together industry representatives in Greater Western Sydney to learn about, and exchange ideas, on innovation and new technologies. Funding is provided in part by the New South Wales Government's Technology Diffusion Program. ITN focuses on real business challenges for SMEs and has been operating successfully for six years. Over 250 local enterprises participate on a regular basis attending monthly seminars at the University's campuses or at local industry sites. All enterprises visited provide relevant case studies, are leaders in their field and many are winners of the prestigious Western Sydney Industry Awards. ITN is directed mainly at manufacturers and in particular at manufacturing directors, managers and team leaders.

Through this program, there has developed a substantial reservoir of goodwill towards the University. Business people with no university education themselves are eager to participate in university life. On a basic level this can be by presenting at an ITN seminar or opening their factories as part of an onsite tour. At a more demanding level, business people have displayed enthusiasm to be involved in advisory and planning committees of the University.

In 2003 the ITN provided the platform for launching the UWS Nanotechnology Project.

UWS Nanotechnology Project

In 2001 the Deputy Prime Minister of Australia identified the southwest sector of the University's region as one of eight to participate in a pilot program to build a viable future for Australian regions undergoing major economic, social or environmental change; known as the 'Sustainable Regions' program. At the same time the Australian Research Council (ARC), the premier public funding body, announced national research priorities of biotechnology, nanotechnology, advanced systems, and photonics. In response to this, in 2002 the ITN conducted a workshop for the network members drawing on the expertise of the University's leading researchers in each of the four fields. The ORD and the Dean of Science, Technology and Environment, who is internationally acknowledged in nanotechnology of materials, recognised an opportunity to link these two initiatives: the 'Sustainable Regions' program and the national research priorities. A funding proposal, titled Building Nanotechnology Business Potential in the Camden – Campbelltown Region was developed and submitted to the Sustainable Regions program. The proposal was grasped enthusiastically and in 2003 was funded \$255,000. Since its inception, the project has also been successful in establishing a Nanotechnology Network of 120 interested businesses and parties in the region and in attaining an ARC Industry Linkage Grant for \$180,000 to work with a company to develop a nanomaterials product in the printing industry.

Australian Universities Community Engagement Alliance

University involvement in community engagement and regional development is growing and is an issue prominent on the agendas of both national and international forums of higher education. Increasingly, universities are playing an integral role in their regions, not only contributing to the wellbeing and economic vitality of their communities but also becoming catalysts for positive change and developments.

The Australian Universities Community Engagement Alliance (AUCEA) aims to be at the centre of these developments and acknowledged both nationally and internationally as a leader in the field of university-community engagement. In 2003 UWS showed national leadership in committing resources for the following three years to formally establish the Alliance under its sponsorship.

AUCEA is a network of representatives from 29 national and 3 international universities, government, industry and community organisations that practice, research or are interested in community engagement. In July 2003, the AUCEA inaugural Steering Committee was formed. The Committee comprises of ten members from Australian Universities who meet quarterly to move the AUCEA agenda forward and guide the formalisation process of the Alliance. The Chair of the Committee is the Acting Director of Regional Development at UWS.



By moving forward with the AUCEA agenda of promoting scholarly practice in university and community engagement, UWS has shown its leadership and commitment to engaging at local, national and international levels through a series of National Forums. In 2004 AUCEA will begin to host the previously named UWS National Community Engagement Forum as the annual National Conference to ensure the continuing commitment of sharing and promotion of scholarly activity is showcased nationally and internationally on the higher education and community engagement agenda.

Future directions in regional and community engagement

Activities in the area of regional and community engagement have gained considerable momentum over the past year. Apart from the major strategies and programs already noted there have been a number of other events and strategies that have added effect to the breadth and depth of engagement, including:

- establishment of the Hawkesbury Community Advisory Committee to rebuild links with the Hawkesbury region and its community leaders
- a National Fire Forum
- the co-hosting of a Business and Higher Education Roundtable
- a realignment of the ORD strategic plan to link with the UWS 2004-2008 Strategic Plan

Although considerable progress has been made in embedding regional and community engagement into the heart of UWS there is still considerable work to be done. New strategies proposed for development in 2004 include:

- a UWS Arts Advisory Panel
- a Regional Education Committee
- a Regional Health Committee
- an Academic Service Learning Steering Committee and Grants Scheme
- a student awards scheme for Excellence in Regional and Community Engagement
- a visiting scholars' program

The challenge now is to increase the level of engagement, to build on the strong partnerships and platform already achieved. In the current funding environment UWS will not be able to do this on its own. It will require a commitment of resources from government, the private and community sectors. For continued and successful engagement with the community all three sectors will need to accept responsibilities for ensuring adequate resources as well as reaping the benefits of engagement and partnerships formed.

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Review of Operations – Business and Resources

Our Staff

In 2003 we had 968 academic staff and 1,200 general staff (both permanent and fixed term), and a large number of casuals. In terms of recruitment, 400 jobs were externally advertised and filled in 2003, with 149 of these targeted at potential academic staff and 251 at general staff.

Permanent & Fixed Term	2002	2003
Academic	949	968
General	1,213	1,200

Communication of important information to our staff has been a major focus for the University in 2003 and has led to the development of an HR website. This website will help ensure that staff have sufficient information on their employment rights and responsibilities and that supervisors are empowered to manage their staff. Numerous workshops and staff meetings have been held to facilitate the implementation of both the Enterprise Agreements and HR policies. In particular, a great deal of effort has been put into the implementation of the Flexible Hours of Work Agreement for general staff.

Quality of Service

During 2003 we were also focused on delivering the objectives of the Quality of Service Project, which was one of eight across the University. Significant effort went towards delivering the objectives of the Office of Human Resources (OHR) Quality of Service project, which were:

- Develop a high level People Strategy which establishes how Human Resources works to achieve the University's strategic and operational goals
- Review and redesign UWS people systems within a systems thinking framework which allows for simplification and management empowerment
- Develop and implement an HR reporting regime which provides reliable, accurate, timely and relevant information to University management
- Establish a customer focused mode of operation within the Human Resources directorate
- Establish a HR Model which delivers high levels of service as defined by the People Strategy
- Communicate HR service, policy and processes to all users and stakeholders

Whilst major progress has been achieved some elements of the project will go over into 2004.

The initial effort of the project was given to stabilising and standardising the actual HR products and processes which has resulted in more uniform and consistent HR products and service delivery.

A dedicated Recruitment Unit has also been established within HR Services to further enhance service delivery, and a 3 level reporting regime for human resources activities has been developed.

The HR Quality of Service project will continue into 2004 with the introduction of a revised structure of HR to increase the “value-add” contribution of HR. Development work is underway for a revised HR structure. It is anticipated that this will be approved in 2004 for implementation.

HRMIS

2003 also saw the introduction of Staff OnLine, a web-based facility enabling employees to view and in some cases update a subset of the personnel record. Included in the overall delivery of Staff OnLine is the added functionality that allows supervisors of staff to view team-based reports such as leave matrices. Functionality that will be introduced in late 2003 / early 2004 will include the ability to allow employees to book leave online and have it approved by their supervisors online, thus streamlining the whole process. Staff will also be given the opportunity to apply online for career vacancies within UWS.

Academic and General Staff Enterprise Agreements

The UWS Academic Staff Enterprise Agreement 2001-2003 and the UWS General Staff Enterprise Agreement 2001-2003 nominally expired on 30 June 2003. The Agreements remain in force until they are replaced with new agreements.

Both the National Tertiary Education Union (NTEU) and Community and

Our Staff

Staff of the UWS Library with Vice-Chancellor Janice Reid



Public Sector Union (CPSU) provided formal logs of claim to the University in June 2003.

Negotiations with unions for new agreements commenced in July with the parties agreeing to work towards finalising negotiations as quickly as possible.

With the Government's announcement in September of proposed Workplace Relations Requirements for Universities it became apparent that negotiations would be protracted. In order to ensure that staff were not disadvantaged by this delay in finalisation of the agreements, and to recognise staff commitment and

immense goodwill, the University announced that it would pay an administrative increase in salary for both Academic and General staff consisting of 2% effective from the pay period commencing on 24 October 2003 and 2% from the first pay period in January 2004.

Changes to Policy

A number of employment policies have been developed or revised during 2003, including:

- Working with Children policy, which facilitated compliance with the NSW Child Protection Act
- Promotions policies were fine-tuned, including the provision of 2 independent assessor reports to assist the committee considering applications for Professorship

- Adjunct and Visiting (Honorary) Appointments policy was revised, in particular to protect the University's liability in terms of health and insurance and visa requirements for visitors from overseas
- Staff Development policy for 2003, emphasising the University's commitment to its staff and the development of a policy for 2004. This policy will ensure financial resources for staff development across the University by committing a minimum of 2% of the salary costs of each organisational area for this purpose.

Academic Promotions

For the 2003 Academic Promotions round, applications were considered by six different Committees formed in accordance with the Academic Promotions policies. Seventy five (75) applications for promotion were received with the below outcomes.

Table: Academic Promotions

Level	Applications			Successful			Unsuccessful		
	Total	M	F	Total	M	F	Total	M	F
B	6	3	3	4	2	2	2	1	1
C	40	29	11	22	18	4	18	11	7
D	24	18	6	10	9	1	14	9	5
E	5	2	3	2	1	1	3	1	2
Total	75	52	23	38	30	8	37	22	15

Financial Resources and Budget Outcomes

- The University ended 2003 with a small consolidated operating surplus \$0.32m (2002: \$0.13m surplus). A significant influence on this outcome arose from an increase in bad and doubtful debts from \$0.55m in 2002 to \$2.83m in 2003.
- Total income in 2003 (excluding deferral items) increased by 4.9% from \$15.56m to \$334.01m (2002: \$318.45m). However, the actual income result was \$5.1m below the budgeted income for the year. The shortfall is due mainly to international on-shore student fees and external research income being \$3.51m and \$4.90m below budget respectively. These results being somewhat offset by positive variances in DEST and local fee paying student receipts.
- The University increased its level of self-generated income from 32.3% in 2002 to 33.4% in 2003. Growth in self-generated non-government income remains a key objective of the University. With continued limited growth in government grant income, the University is becoming more reliant on increasing its non-government income streams to meet escalating costs and development initiatives.
- During 2003, operating expenditure was (excluding deferral item) \$333.69m, an increase of 4.8% from \$318.22m in 2002. The expenditure result compares favourably against the previous increase (from 2001 to 2002) of 7.4% and reflects the University's continued commitment to maintain tight expenditure controls on its activities.
- The University's financial position remains sound. Net assets (assets less liabilities) are recorded at \$608.15m (2002 also \$608.15m) whilst the financial current ratio (current assets as a proportion of current liabilities) of 1.75 remains in the DEST "good practice" benchmark range of between 1.5 – 3.0.
- The University Funding Model (UFM), formerly titled the Resources Allocation Model (RAM), is the main resource allocation mechanism for funding the University's strategic imperatives at an institutional level. This model recognises student load at a unit level, allows for cost differentials between disciplines, and provides incentives to Colleges for research performance and generation of fee income.
- The static nature of commonwealth funding, increased competition for non-government income, escalating costs and the increasing demand for high quality teaching and research outcomes continue to dominate UWS budget planning. In addition, the University faces the extra challenges of operating on six teaching campuses supporting the Greater Western Sydney region and its growing population.
- The University has budgeted for a small consolidated operating surplus for 2004.

Quality of Service Program



In 2003 the Quality of Service Program was established as a response to the administrative and communication difficulties that inevitably arose in the wake of the UWS restructure. The problems, small and large, were complex and numerous and needed a comprehensive “business process re-engineering” strategy and effective project management to effect and systematise the issues, build the elements of the project(s), and manage them to completion.”

The program consisted of eight independent projects which focused on the following areas: Student Administrative Process; HR Strategy, Policy, Process & Structure; Strategic Planning and Management Information; Staff Empowerment and UWS Common Culture; Internal Communications; Enterprise Architecture; Campus Master Planning and Infrastructure Upgrade; Academic Administration Process Review.

The Quality of Service Program has provided a mechanism for a strong focus on issues of service provision and quality of administrative processes throughout 2003. Much has been achieved and much remains to be done. The following projects are ongoing into 2004:

- Student Administrative Process
- HR Strategy, Policy, Process & Structure
- Internal Communications
- Academic Administration Process Review
- Student Information Data Integrity.

Occupational Health and Safety

The focus for Occupational Health and Safety (OHS) during 2003 has been to raise the awareness and knowledge of health and safety responsibility. A review of OHS accountability and performance has recently been completed to 'snapshot' the level of understanding and to gauge legislative compliance. This review has identified both strengths and weaknesses of the OHS management system along with recommendations to enhance performance.

Strategic Approach to Safety

A planned approach to build OHS into the business fabric of the organisation has been completed with the development and approval of the OHS Strategic and Management Plans. These plans have been developed to set strategic goals, related priorities and strategies by which identified goals will be achieved over the next four years.

The plans focus on the intent of meeting legislative compliance and operational needs.

The development and accessibility of policy, procedures and guidelines has further raised the profile of OHS within the organisation during 2003 and provides the necessary direction, support and client service to meet operational needs. These initiatives are seen as a key element to provide the necessary direction and support to all stakeholders of the institution.

Other Developments

Other developments during 2003 include the specific OHS training programs and workshops for managers, supervisors and other staff, and the development of the OHS website, which is seen as an ideal tool to provide effective and efficient information to the University community.

The Injury Management Portfolio

This has been identified as a key operational area for review especially in relation to providing a managed approach to how business is conducted. This managed approach has already seen a reduction in the total premium cost for the organisation and in assisting injured staff return to pre-injury duties in a timely and efficient manner.

There were no prosecutions for breaches under OHS legislation during 2003.

Table 1: Comparative Incidents / Accidents and Claims at UWS

Month	2000		2001		2002		2003	
	Incidents/ Accidents	Claims	Incidents/ Accidents	Claims	Incidents/ Accidents	Claims	Incidents/ Accidents	Claims
Jan	3	3	8	6	10	2	21	7
Feb	21	4	17	6	27	10	29	4
Mar	24	6	22	9	42	8	52	17
Apr	10	4	22	9	34	9	42	9
May	27	10	19	7	36	4	34	7
Jun	23	10	18	8	21	0	27	3
Jul	19	10	13	5	17	12	10	9
Aug	23	8	22	17	40	12	50	11
Sept	7	5	8	7	43	7	67	11
Oct	14	9	25	8	27	7	36	8
Nov	21	7	10	4	26	4	16	8
Dec	8	7	4	4	10	10	17	4
Total	200	83	188	90	333	82	401	98

Land Disposals

The University sold eleven houses in the suburb of Kingswood in 2003. The properties, which had been used to accommodate students, were sold at auction for a total value of \$2,666,000. The University intends to develop on campus student residential accommodation.

Waste

Three areas have been targeted in line with the implementation of the Government's Waste Reduction and Purchasing Policy (WRAPP): Reducing the generation of waste (waste avoidance and minimisation), Resource Recovery (waste reuse and recycling) and the use of recycled material (purchase of recycled content materials).

Reducing the Generation of Waste

Paper waste has been significantly decreased by minimising the use of printed correspondence in lieu of electronic distribution by both Eudora and Outlook software applications.

Construction, demolition and vegetation waste is sorted and sent to appropriate recycling areas for reprocessing or in the case of green waste, chipped on site to be used as mulch. Additionally, a concerted effort has drastically reduced illegal dumping of waste on UWS campuses and the need for subsequent disposal.

Resource Recovery

UWS as a member of the School Community Recycling All Paper (SCRAP) program, initiated an upgraded paper and cardboard recycling program in 2003. This free service witnessed a total of 133.65 tonnes of waste paper collected and sent to the Visy recycling facility. UWS receives a monthly statement detailing the amount of paper collected and equivalent savings in natural resource consumption as a result of recycling. The figures for 2003 note a saving of 1942 trees; 373 barrels of oil; 612,540 kW hours of electricity; avoided 597.6 m³ of waste to landfill; and saved 4,048,134 litres of water. Building on sustainability practices, the recycling program is to be further expanded to place dedicated office paper recycling bins in all work and student areas. This project is expected to then capture the majority of paper destined for landfill. Toner and ink cartridges are also recycled thereby avoiding an estimated four cubic meters per annum of this type of waste.

Use of Recycled Material

The use of recycled products is stipulated in contract documentation (toilet tissue, paper hand towels) wherever possible. An estimated 80% of toner and ink cartridges that are procured are recycled products.

Top dressing with "Nitro top" (treated, recycled sewage sludge) has reduced the need for 125 tonnes of sandy loam and 450kg of manufactured chemical fertiliser. 95m³ of tree waste was chipped and recycled across UWS in 2003. An amount of 700 m³ of chipped tree waste was donated to UWS by several tree-logging companies for use as mulch. Recycled construction materials such as crushed asphalt and concrete for pathways and compacted base for segmental paving are also used wherever possible.

UWS uses treated effluent water from the Richmond Sewage Treatment Plant for irrigation. An estimated 900 mega litres of treated effluent water was recycled in 2003 by UWS, an increase of 270 megalitres from the previous year.

Environmental Management System (EMS)

UWS is currently drafting a comprehensive EMS in accordance with ISO AS/NZS 14001 to ensure best practice environmental management performance across all Campuses. Intrinsic to this project is the revision of existing Environmental Management Policies (EMP) to be implemented UWS wide in conjunction with staff and student training modules.



Female Orphan School

The Female Orphan School was Australia's first purpose built charitable building. Completed between 1811 and 1812, the Female Orphan School is older than some of the other landmark buildings of the period including the Hyde Park Barracks, built in 1817 and The Rum Hospital (now the Parliament of New South Wales and the Mint Museum) built in 1815.

Restoration of the Female Orphan School commenced in September 2002 and was completed in July 2003. The project involved the restoration of the central core of the Female Orphan School building and was facilitated by a \$1M grant by the Heritage Council.

The building is iconic and the restoration works have attempted to capture significant phases in the life of the building. As such, elements from different eras have been revealed including original building and paintwork. Additionally, an internal staircase has been installed inside the front of the building to replace the original staircases that were removed.

Some other important elements have also been added to the building. The building is fully accessible and includes an elevator situated at the northern entrance. Additionally, sprinkler systems have been installed to protect this important heritage building from the ravages of fire.

Governor of NSW, Professor Marie Bashir officially opened the Female Orphan School building on 20 October 2003. A bronze plaque unveiled at the opening was installed in the portico during the following week alongside a new bronze recreation of the 1814 gable stone. The building has recently been used for the Senate hearing on university funding and also to launch the Social Justice and Social Change Research Centre at UWS.

Community use of the building is also an important commitment by UWS and an open day was held on Sunday, 2 November 2003 to welcome the general public into this important heritage building. This event was well attended with over 300 people availing themselves of the opportunity.

However, work on the Female Orphan School is not complete as the east and west wings still remain to be restored. The restoration of these areas is subject to the availability of further funding and it is hoped that further support is received by UWS in the form of contributions and donations for the restoration of this important heritage building.



Office of Business Development

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



“Phytonova” ...when Research and Business meet

The University's Office of Business Development (OBD) has been involved in the process of developing the joint venture, Phytonova, in conjunction with Australian venture capitalist company SciVentures. Phytonova is the commercial face of over 25 years of research by Professor Robert Spooner-Hart and Mr Graeme Richards at the Centre for Horticulture and Plant Sciences (CHAPS).

The innovative research undertaken by CHAPS has seen a contribution of approximately 20 varieties of stone fruit to the business, and SciVentures will invest up to half a million dollars with Phytonova over the next six months. CHAPS research has developed a unique and natural breeding program that cultivates stone fruit varieties with highly marketable characteristics.

Phytonova stone fruit are tolerant to adverse climatic conditions.



The huge tasks involved with the protection of all intellectual property related to the project, the commercialisation of the stone fruit varieties and the management of the company are being overseen by the capable and dedicated staff at the OBD.

Phytonova is an exciting example of the resources and competencies of both CHAPS and OBD staff. The project is a marvellous development to come out of UWS, and OBD is actively involved with other entrepreneurial efforts that seek to increase the flow of funds to the University.

RF55

The University of Western Sydney is home to a wealth of bright minds and innovative ideas, and it is not surprising that it was UWS to bring the strongest and most flexible building solution to Australia, RF55 reinforced decking.

Professor Mark Patrick, Director of the Centre for Construction and Technology Research (CCTR) came up with the concept and developed the product in house at the University of Western Sydney.

It began with an idea, and finished as a commercial product. UWS really does bring knowledge to life.

With the guidance and assistance of the Office of Business Development, Professor Mark Patrick's idea is no longer a concept, but is commercially available from Fielders Australia Pty Ltd as part of their KingFlor® composite steel framework systems range. The concept went from prototype to production line within six months and the reinforced decking now known as RF55 can be purchased by consumers nationally.



What makes the RF55 the strongest deck of its type in Australia?

Patented ReLok® corner embossments are the secret to the RF55's superiority as they develop a strong mechanical interlock with the concrete slab. CCTR has found that RF55 is up to 40% stronger than its closest rivals and can be used in both steel and concrete frame construction.

Professor Mark Patrick's innovation and the University of Western Sydney have broadened the structural and design possibilities of the world.

The UWS English Language Centre AMEP

The UWS English Language Centre AMEP provides English language tuition to recently arrived migrants in the Liverpool and Macarthur areas. This is a Commonwealth funded programme, facilitated by DIMIA, aimed at assisting migrants and refugees with settling in Australia. It was awarded to the Australian Centre for Languages (acl) led consortium, which the UWS English Language Centre AMEP is a part of, through a competitive tendering process. This is the second time the consortium has been awarded the 5 year contract.

The focus of the programme is on settlement issues and achieving goals in a new environment. The centre has exceeded both the targets set by DIMIA as well as the consortium. The UWS English Language Centre AMEP has achieved 46% of the annual consortium target for Liverpool and 64% for Campbelltown in the first quarter only (the contract and targets are based on a financial year basis). This means the Centre will receive top-up



payments, in addition to the amount paid to the Centre each month, based on the DIMIA target. These targets do not include the Special Preparatory programme that provides additional income each month.

Entities

Hon E G Whitlam AC, QC



The Whitlam Institute within the University of Western Sydney is an entity within the Division of Development and International and gives effect to the third pillar of the UWS strategic direction – community and regional engagement.

The Institute is a living ideas centre. Its goals are to open the collected Whitlam papers to the public and to foster scholarship, public education and debate on issues which are critical to the growth, viability and vitality of urban Australia. In these ways the Whitlam Institute commemorates the life and work of Gough Whitlam and pursues the causes he championed – including the giving of a voice and resources to the people of Western Sydney.

The principal activities of the Institute during 2003 included:

- the launching of a literacy project which will be jointly supported in 2004 by the Sun-Herald newspaper, the NSW Department of Education and the Whitlam Institute within the University of Western Sydney

- a series of Health Policy Forums which hosted leading thinkers on health policy development from both Australia and the United States
- hosting of the head of the largest university extension program in the United States, Dr Robert Lapiner from the University of California, Los Angeles (UCLA). UCLA Extension is a non-profit program which provides professional, continuing education English language tuition, among an array of other educational services to greater Los Angeles
- the signing of a Deed of Gift with Mr Whitlam which will bring his personal collection of papers and memorabilia to its new home within the University
- the continuation of the digitisation of Mr Whitlam's personal papers. The Institute's website www.whitlam.org is well established as holding one of the most open and accessible Prime Ministerial collections available on the world-wide web

Professor David Lamond



Sydney Graduate School of Management Limited (SGSM) provides teaching, marketing, management and administration of postgraduate management award programs, and professional and executive management programs. The principal activities of the Company during the period were in accord with its objectives. During 2003 the SGSM won a number of awards, including: Winner in the Business & Corporate Services category, Highly Commended in the Export category, and Finalist in the Global Excellence category at the Western Sydney Industry Awards.

Cadre Design Pty Limited & Cadre Design Unit Trust The principal objective of the company is to design and develop online interactive educational content and software for university, college and school markets.

The principal activities of the Company during 2003 included:

- development of WWW and CD-ROM products for the major US education publishers



- development of educational multimedia for the Le@rning Federation for Australian & New Zealand schools
- other activities included WWW development for government and large commercial clients in Australia

UWS Commercial Services Pty Limited The principle objectives of the company are to carry out the commercial activities of the University. The company was registered on 22 July 2003 and as at 31 July remained dormant. The Company is intended to be used for the University's commercial activities.

Linkwest Limited The objectives of the company are to provide English language training services. During 2003 the principle activities of the Company were to operate the UWS English Language Centre, including the Adult Migrant English Program at Liverpool, and to provide off-shore English training with overseas partners.



UWS Conference and Residential Colleges Limited This Company's main objectives are to ensure the efficient and effective operation of the residential facilities of all campuses of the University of Western Sydney in a manner conducive to academic and social development of residential students. It also manages conference, motel and venue hire facilities.

The principle activities of the Company during the period were to provide student residential accommodation in support of the University of Western Sydney covering Hawkesbury, Penrith, Parramatta and Campbelltown campuses as well as the Hawkesbury Conference Centre and Motel.



Sydney West International Pty Limited The principle objective of the Company is to provide the highest quality educational opportunities for local and international students to ensure they develop the necessary academic skills to excel in their future University studies. The main activities during 2003 were to operate English language and other pre-university academic courses as well as the provision of study tour programs to students.

University of Western Sydney Foundation Limited The objective of this Company is to raise funds in support for the University and the effective management control of all Trust funds held within the Foundation Trust account. The principle activities during the period have been to manage the University of Western Sydney Foundation Trust and to act as the Trustee of the Trust. The company did not trade in its own right during the year.

Campus Futures Project



The Campus Futures Project continued from 2002, concluding in June 2003. The project made a significant contribution to campus master planning, as well as the strategic direction that the campuses may take. For the first time a significant catalogue of information on each of the campuses was collated and analysed, providing the University with a clearer understanding of characteristics on each campus and their relationship to their local communities and the UWS network of campuses. A framework for planning the strategic development and growth of campuses has now been developed and the future of each campus placed in the context of the network of campuses.

Campus Infrastructure Project

The resources of the Campus Futures Project were transferred to the Quality of Service Campus Infrastructure Project in July 2003. Greater detail on the physical facilities and campus environments were collected. This information will be utilised in the current Master Planning and Campus Development Project.



Section 8

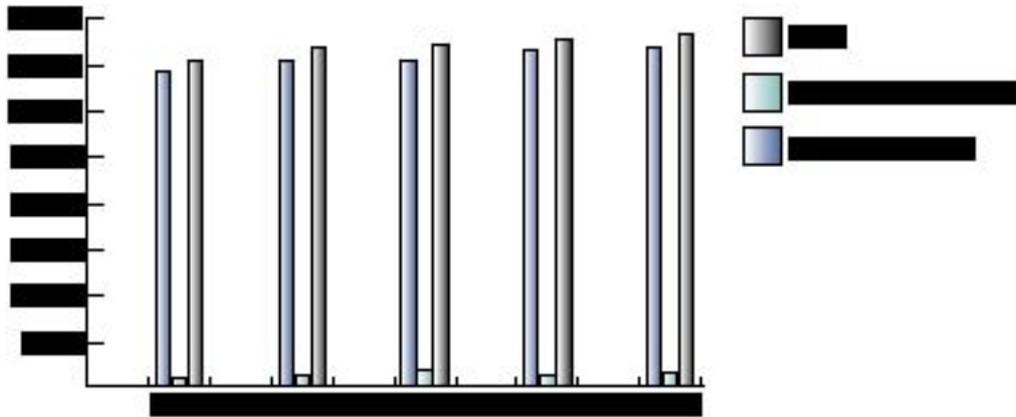
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Student Statistics

Table 1: Student Enrolments, 1999-2003

These are actual full year enrolments, including overseas students (on and off shore). If a student is concurrently enrolled in more than one award they are counted for each award.

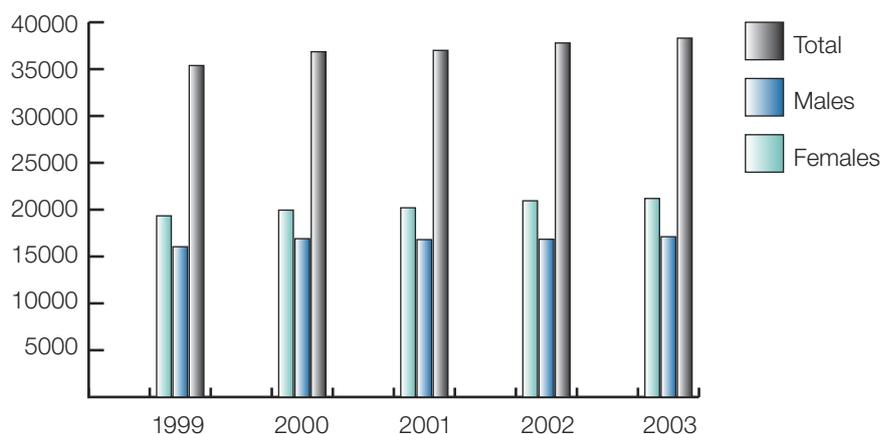


Comment

UWS had 38,307 student enrolments in 2003. The increase in enrolments of 2,922 (8.3%) from 1999 to 2003 reflects the growth in fee paying postgraduate and overseas student enrolments.

Table 2: Student Enrolments by Gender, 1999-2003

These are actual full year enrolments, including overseas students (on and off shore). If a student is concurrently enrolled in more than one award they are counted for each award.



(Based on DEST Submissions 1 and 2, 1999–2003)

Comment

There were considerably more female enrolments in 2003 than male: 21,194 females to 17,113 males. The proportion of females has remained relatively steady since 1999 at 54.7% to 55.3% in 2003. This predominance of females reflects, in part, the large numbers enrolled in Nursing and Education.

Student Statistics

Table 3: Student Enrolments by Course Level, 2002–2003

	2002	%	2003	%
Undergraduate	28960	77%	29220	76%
Higher degree coursework	4214	11%	4577	12%
Higher degree research	982	3%	901	2%
Other PG	1993	5%	2038	5%
Enabling and Non Award	1644	4%	1571	4%
Total	37793	100%	38307	100%

These are actual full year enrolments, including overseas students (on and off shore). If a student is concurrently enrolled in more than one award they are counted for each award.

(Based on DEST Submissions 1 and 2, 1999–2003)

Comment

Undergraduate enrolments comprise the majority of UWS enrolments in UWS courses (76%). However, there has been a small increase in higher degree coursework enrolments from 11% to 12% due to the growth in fee paying postgraduate students.

Table 4: Student Enrolments by Broad Field of Education, 2002–2003

	2002	%	2003	%
Food, Hospitality & Personal Services	14	0%	5	0%
Architecture & Building	503	1%	501	1%
Agriculture, Environmental & Related Studies	616	2%	624	2%
Engineering & Related Technologies	1597	4%	1683	5%
Natural & Physical Sciences	1704	5%	1774	5%
Education	2924	8%	2751	7%
Information Technology	3102	9%	2832	8%
Creative Arts	3331	9%	3014	8%
Health	4912	13%	4924	13%
Society & Culture	5821	16%	6346	17%
Management & Commerce	11912	33%	12282	33%
Sub Total Award Courses	36436	100%	36736	100%
Non-award	1357	na	1571	na
Total	37793		38307	

These are actual full year enrolments, including overseas students (on and off shore). If a student is concurrently enrolled in more than one award they are counted for each award.

(Based on DEST Submissions 1 and 2, 2002–2003)

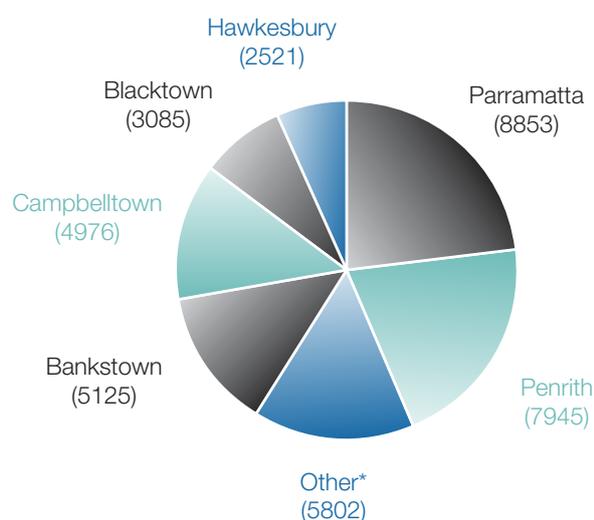
Comment

UWS teaches across a wide range of courses, however, the majority of students (nearly two thirds) are concentrated in three areas – Management and Commerce (33%), Society and Culture (17%) and Health (13%).

Table 5: Student Enrolments by Campus, 2003

(Based on DEST Submission, 2003)

*Other includes off campus and off shore students



Comment

Parramatta and Penrith are the largest two campuses with 43.8% of total UWS enrolments. However, if you exclude off campus and off shore students, these two campuses account for over half (51.7%) of all student enrolments on campus.

Table 6: UWS Student Load (EFTSU) by Funding Source, 2000–2003

Funding Source	2000	2001	2002	2003	Change between 2001–2003	
					No.	%
Operating Grant	19101.0	19471.7	18479.4	18654.8	-446.2	-2.3
Research Training Scheme	353.0	341.5	338.0	371.9	18.9	5.5
Sub-total Commonwealth Funded Load	19454.0	19813.2	18963.1	19026.6	-427.4	-2.2
Domestic Fee-Paying Postgraduates (incl PEELS)	806.4	772.5	998.6	1219.5	413.1	53.5
Off-shore Fee-Paying Overseas	1507.3	1629.4	2220.1	2514.7	1007.4	61.8
On-shore Fee-Paying Overseas	2350.7	2565.3	2509.2	2769.8	419.1	16.3
Sub Total Fee-Paying Overseas Students	3858.0	4194.7	4729.3	5284.4	1426.4	34.0
Non-award Students	290.9	409.5	338.5	304.8	13.9	3.4
Domestic Fully Funded by Employer	266.0	192.3	185.7	109.6	-156.4	-81.3
Other Load not Included Above	17.5	17.8	23.5	20.4	2.9	16.2
Sub-total Fee-paying Load	5238.8	5586.7	6275.6	6938.7	1699.9	30.4
UWS Total	24692.8	25400.0	25092.5	25965.3	1272.5	5.0

EFTSU = Equivalent Full Time Student Unit

(Based on DEST Submissions 1 and 2, 2000–2003)

Comment

There has been a gradual decline in operating grant load which is funded by the government of 2.3% between 2000 and 2003, so as to reduce the UWS' level of over enrolment.

Student Statistics

Table 7: Graduate Destinations 1999-2003

% of Graduates	1999		2000		2001		2002		2003	
	UWS	Sector								
Working Full Time	56.4	52.6	62.0	54.7	54.5	55.7	51.7	53.2	56.7	53.7
Working Part Time	17.5	13.9	15.4	12.2	15.9	12.7	18.3	13.3	17.2	13.8
Sub Total Working	73.9	66.5	77.4	66.9	70.4	68.4	70.0	66.5	73.9	67.5
Seeking Work	6.8	5.9	5.2	5.0	7.2	5.3	8.3	5.5	7.6	5.8
Unavailable	3.0	3.9	1.5	3.9	2.5	2.9	2.0	3.9	1.8	3.9
Full Time Study	16.3	23.7	15.9	24.2	19.9	23.4	19.7	24.1	16.7	22.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(Australian Residents, Bachelor Degree Only)

Source: 1999–2003 Graduate Destination Survey

Comment

The 2003 Graduate Destination Survey continues to show that UWS has a greater proportion (73.9%) of its graduates (Australian residents who completed a Bachelor degree) employed (full and part time work) than the sector average of 67.5%.

Table 8: Graduate Satisfaction 1999–2003

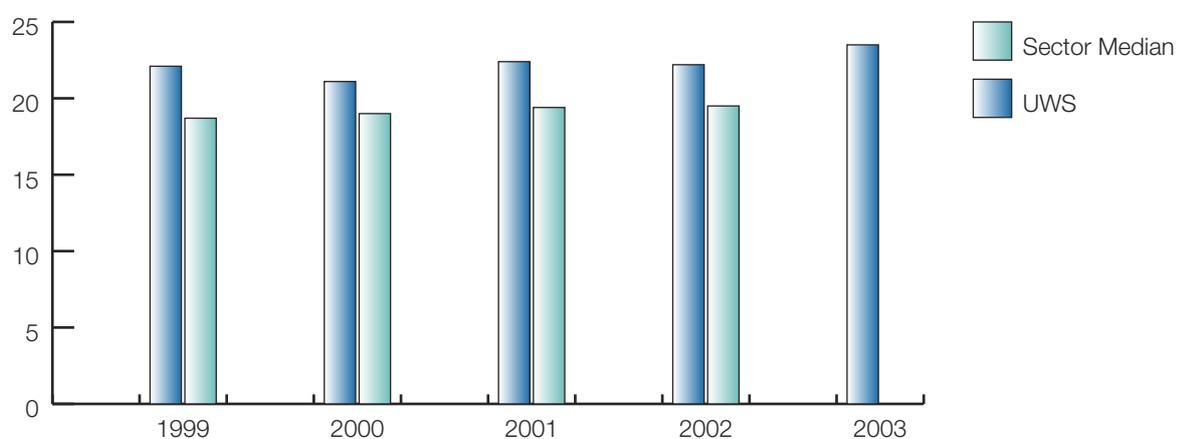
Explicit Satisfaction 1999–2003

Year	Overall		Good Teaching		Generic Skills		Student Services*	
	UWS	Sector	UWS	Sector	UWS	Sector	UWS	Sector
1999	61.9%	67.7%	41.3%	44.3%	62.5%	61.7%	—	—
2000	62.7%	68.8%	41.7%	45.2%	61.8%	62.1%	—	—
2001	58.5%	68.7%	40.8%	45.1%	57.7%	62.0%	—	—
2002	56.3%	68.3%	41.4%	46.0%	56.8%	62.8%	45.1%	52.7%
2003	55.4%	—	40.5%	—	54.3%	—	42.9%	—

Table 9: Student Staff Ratio 1999–2003

(Based on DEST Submission 1 and 2, 1999 – 2003)

Year	UWS EFTSU	UWS	Sector Median
1999	24061.9	22.1	18.7
2000	24694.3	21.1	19.0
2001	25400.2	22.4	19.4
2002	25092.5	22.2	19.5
2003 #	25965.3	23.5	—



Notes: # Provisional SSR for 2003 and Sector not available

UWS EFTSU includes on and off shore students

Student Statistics

Table 10: UWS Market Share of Eligible Applicants NSW/ACT, 2002–2003

Applicant Category	First Preference		First to Third*		Any*	
	2002	2003	2002	2003	2002	2003
Eligible “CSL” applicants with preferences to UWS (%)	7.2	7.5	15.1	15.6	29.2	31.1
Eligible “NSL” applicants with preferences to UWS (%)	14.7	14.5	21.9	21.6	29.5	30.0
All Eligible applicants with preferences to UWS (%)	10.8	10.9	18.3	18.5	29.3	30.5

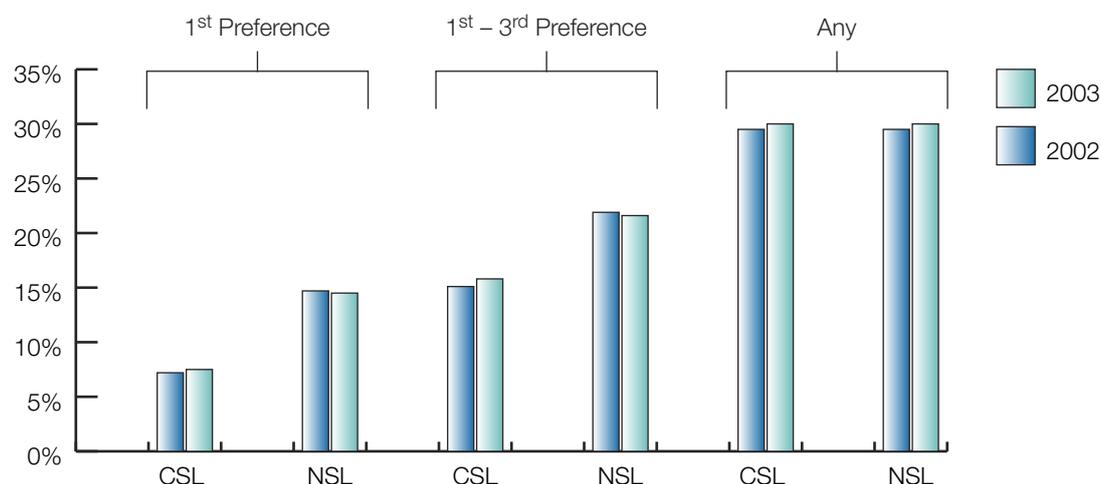
Applicant Category	First Preference		First to Third*		Any*	
	2002	2003	2002	2003	2002	2003
Eligible “CSL” applicants with preferences to UWS	2184	2340	4591	4894	8910	9758
Eligible “NSL” applicants with preferences to UWS	4140	4246	6177	6316	8319	8769
All Eligible applicants with preferences to UWS	6324	6586	10768	11210	17229	18527
NSW/ACT Eligible “CSL” Applicants	30504	31384	30504	31384	30504	31384
NSW/ACT Eligible “NSL” Applicants	28203	29272	28203	29272	28203	29272
NSW/ACT Eligible All Applicants	58707	60656	58707	60656	58707	60656

(Source – UAC Main Round)

CSL = Current School Leavers

NSL = Non School Leavers

* Applicants gave at least one of their preferences to UWS



Comment

UWS has much stronger demand from, and market share of, non-school leavers than current school leavers applicants. In 2003, UWS received 7.5% of 1st preferences from eligible school leavers as against 14.5% from non school leavers. The difference in the level of demand between the two groups was less in 2003 than it had been in 2002 reflecting a growth in the UWS share of the school leaver market.

Note: Eligible applicants are those with an UAI/ER of greater than or equal to 60.

Table 11: UWS Market Share of GWS Eligible Applicants NSW/ACT, 2002–2003

Applicant Category	First Preference		First to Third*		Any*	
	2002	2003	2002	2003	2002	2003
Eligible GWS “CSL” applicants with preferences to UWS (%)	19.2	19.9	34.0	35.3	57.7	61.2
Eligible GWS “NSL” applicants with preferences to UWS (%)	38.7	38.1	52.0	50.4	62.4	62.3
All Eligible GWS applicants with preferences to UWS (%)	28.8	28.9	42.9	42.8	60.1	61.7

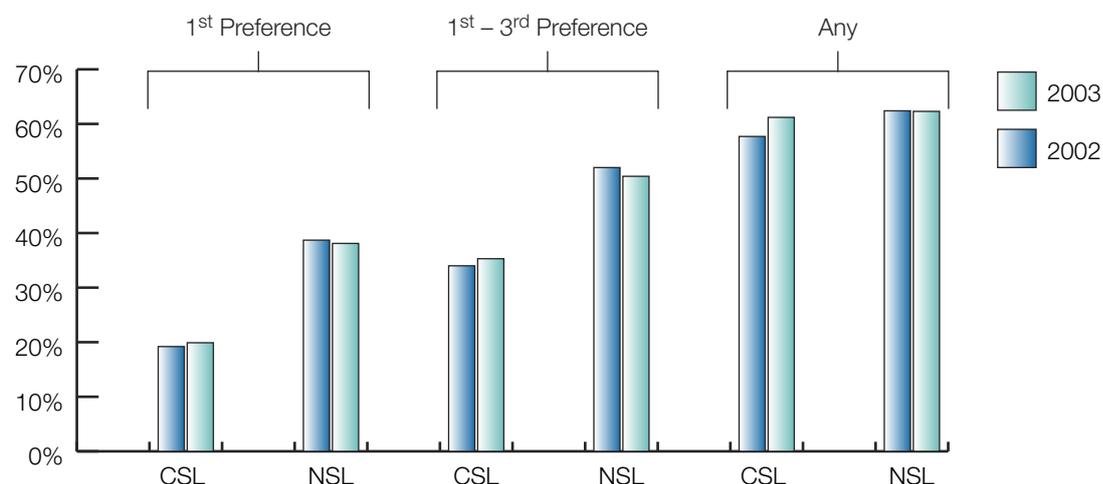
Applicant Category	First Preference		First to Third*		Any*	
	2002	2003	2002	2003	2002	2003
Eligible GWS “CSL” applicants with preferences to UWS	1563	1640	2777	2917	4710	5051
Eligible GWS “NSL” applicants with preferences to UWS	3100	3106	4168	4112	5004	5082
All Eligible GWS applicants with preferences to UWS	4663	4746	6945	7029	9714	10133
NSW/ACT GWS Eligible “CSL” Applicants	8157	8260	8157	8260	8157	8260
NSW/ACT GWS Eligible “NSL” Applicants	8013	8155	8013	8155	8013	8155
NSW/ACT GWS Eligible All Applicants	16170	16415	16170	16415	16170	16415

(Source – UAC Main Round)

CSL = Current School Leavers

NSL = Non School Leavers

* Applicants gave at least one of their preferences to UWS



Comment

In 2003 UWS received 28.9% of first preferences from eligible applicants who live in Greater Western Sydney (GWS) compared to 19.2% of 1st preferences from all eligible applicants. For non school leavers the UWS market share of first preferences from eligible applicants who live in GWS is 38.1% compared to 14.5% of 1st preferences from all eligible applicants.

Note: Eligible applicants are those with an UAI/ER of greater than or equal to 60 and GWS = Greater Western Sydney.

Equal Employment Opportunity Statistics

Table A.1 Trends in the Representation of EEO Groups – Academic staff

EEO groups: Academic staff	% of total staff				
	Benchmark	2000	2001	2002	2003
Women	50%	34%	44%	44%	45%
Aboriginal & Torres Strait Islander people	2%	1.2%	1.2%	1%	0%
People whose language first spoken as a child was not English	19%	19%	17%	19%	23%
People with a disability	12%	7%	7%	7%	6%
People with a disability requiring adjustment at work	7%	2.3%	2%	2%	2%

Table A.2 Trends in the Representation of EEO Groups – General staff

EEO groups: General staff	% of total staff				
	Benchmark	2000	2001	2002	2003
Women	50%	60%	68%	68%	66%
Aboriginal & Torres Strait Islander people	2%	1.3%	1.1%	1%	1%
People whose language first spoken as a child was not English	19%	16%	11%	14%	14%
People with a disability	12%	7%	8%	8%	8%
People with a disability requiring adjustment at work	7%	1.8%	2.4%	2%	2%

Table B.1. Trends in the Distribution of EEO Groups – Academic staff

Distribution index

EEO groups: Academic staff	Distribution index				
	Benchmark	2000	2001	2002	2003
Women	100%	78	85	88	87
Aboriginal & Torres Strait Islander people	100%	73	N/a	N/a	N/a
People whose language first spoken as a child was not English	100%	93	99	98	99
People with a disability	100%	108	108	110	104
People with a disability requiring adjustment at work	100%	102	107	113	N/a

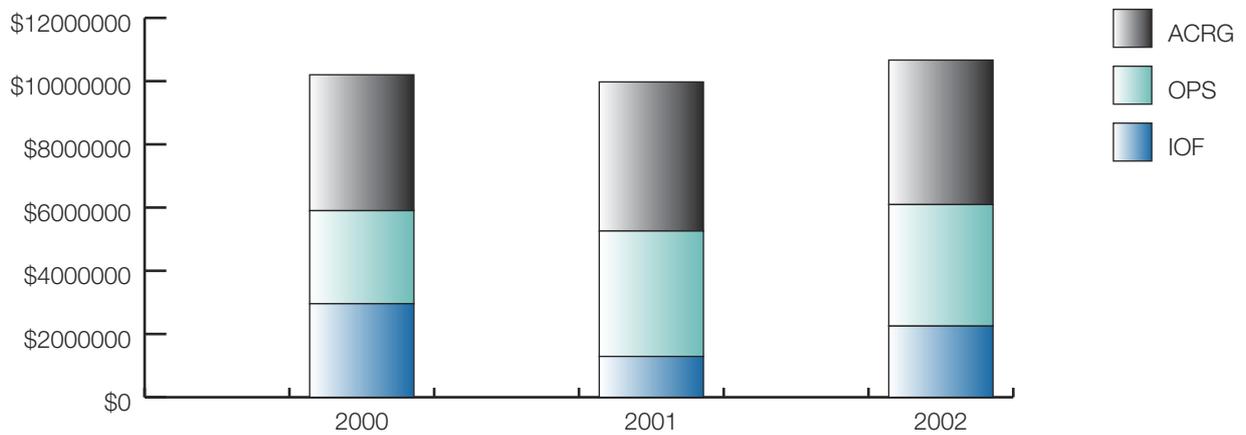
Table B.2. Trends in the Distribution of EEO Groups – General staff

Distribution index

EEO groups: General staff	Distribution index				
	Benchmark or target	2000	2001	2002	2003
Women	100%	87	88	91	93
Aboriginal & Torres Strait Islander people	100%	82	N/a	N/a	N/a
People whose language first spoken as a child was not English	100%	99	101	97	100
People with a disability	100%	100	102	101	101
People with a disability requiring adjustment at work	100%	97	101	104	103

Research Statistics

Table 12: UWS DEST Declared Weighted Publications 2000–2002



Year	2000	2001	2002
ACRG	\$4,299,000	\$4,717,000	\$4,572,000
OPS	\$2,944,000	\$3,967,000	\$3,844,000
IOF	\$2,958,000	\$1,291,000	\$2,251,000
Total	\$10,201,000	\$9,975,000	\$10,667,000

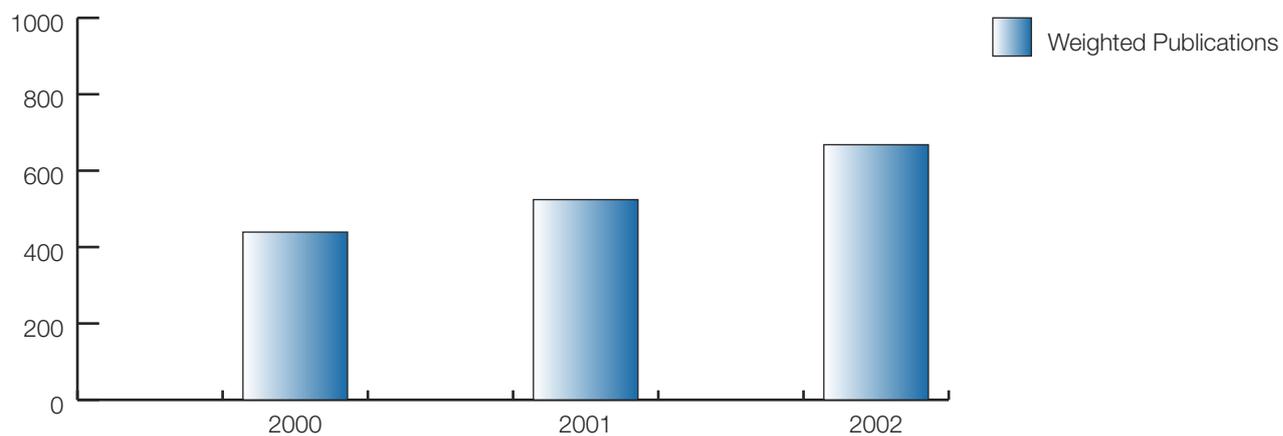
Research Statistics

Table 13: DEST Block Funding – UWS Allocation 2001-2004



UWS Allocation	2001	2002	2003	2004
Institutional Grants Scheme (IGS)	\$2,813,113	\$3,021,589	\$3,172,669	\$3,415,916
Research Infrastructure Block Grant (RIBG)	\$736,862	\$1,018,984	\$1,241,359	\$1,425,752
Research Training Scheme (RTS)	\$8,106,558	\$8,360,097	\$8,300,998	\$8,301,897
Total	\$11,658,534	\$12,402,672	\$12,717,029	\$13,143,565

Table 14: Weighted research publications per academic FTE



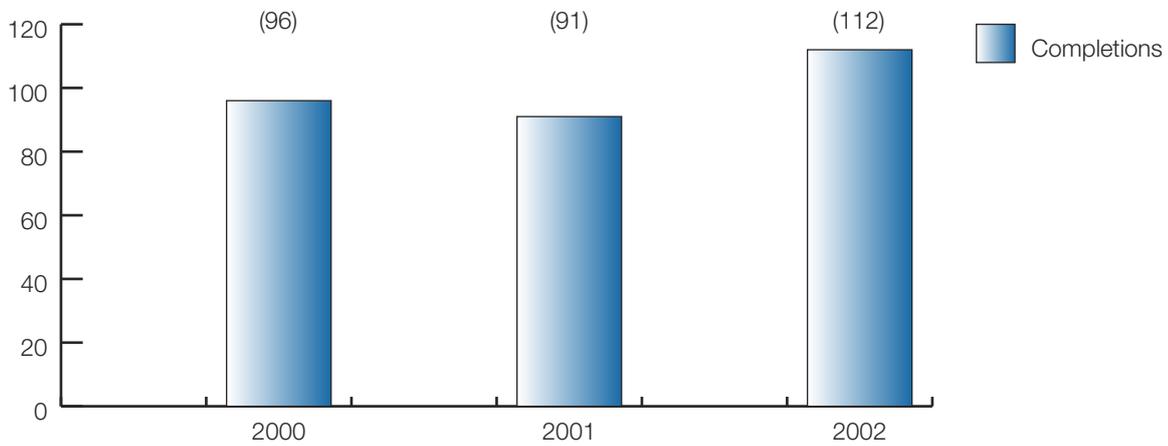
Weighted Publications	UWS	Sector
2002	669.18	31,862.19
2001	524.17	29,666.62
2000	439.19	26,821.66

Weighted Output per FTE	UWS	Sector
2002	0.70	1.03
2001	0.56	0.98
2000	0.46	0.90

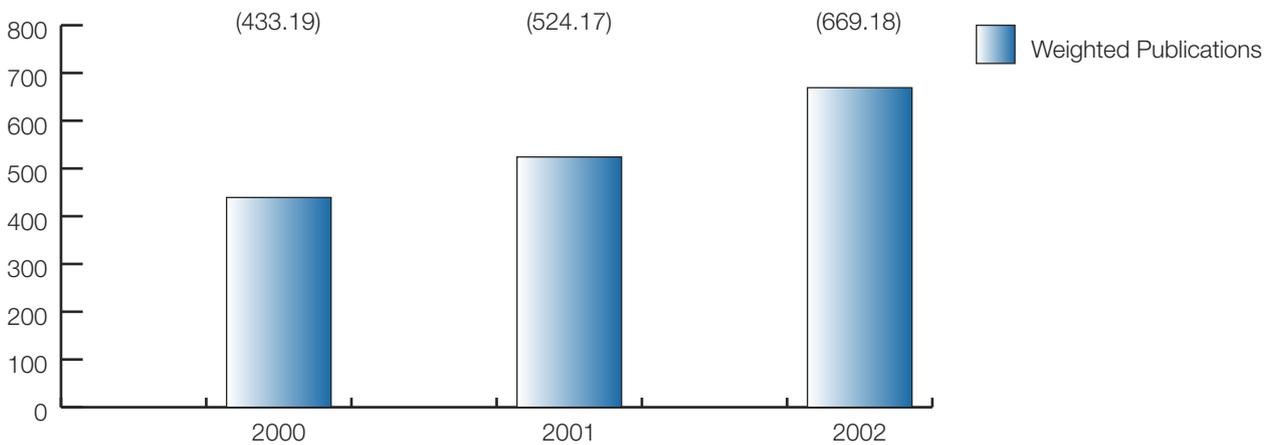
In the latest national data 446 UWS academic staff were engaged in the production of peer reviewed publications, compared to 399 in the previous annual return.

Research Statistics

Table 15: Research Higher Degree completions per academic FTE



Completions	UWS	Sector
2002	112	5,805
2001	91	5,366
2000	96	5,404



Output per FTE	UWS	Sector
2002	0.12	0.19
2001	0.10	0.18
2000	0.10	0.18

Appendix 1: Board of Trustees

Board of Trustees Membership

Name	Category	Possible Meetings	Attended Meetings
Mr John Phillips AM	Official Member – Chancellor	6	6
Ms Gabrielle Kibble AO	Official Member – Deputy Chancellor	6	4
Mr Geoffrey Roberson	Official Member – Deputy Chancellor	6	6
Professor Janice Reid AM	Official Member – Vice-Chancellor	6	6
Professor Lesley Wilkes	Official Member – Chair of Academic Senate	6	5
Mr Jim Bosnjak OAM	Appointed Member*	6	3
The Hon John Kerin AM	Appointed Member – Ministerial [†]	3	2
Dr Anne Benjamin	Appointed Member – Ministerial	6	5
Mr Glen Sanford	Appointed Member – Ministerial	1	1
Ms Meg Oates	Appointed Member – Ministerial	6	5
Ms Linda Burney MP	Appointed Member – Board	4	3
Ms Mary Foley	Appointed Member – Board	6	6
Mr Barry Baillie	Elected Graduate Member	4	4
Ms Deanna Dodd	Elected Graduate Member ^{††}	1	0
Assoc Professor Valentina McInerney	Elected Member – Academic Staff	6	4
Mr Colin La Flamme	Elected Member – Postgraduate Student	3	3
Ms Linda Masondole	Elected Member – Postgraduate Student ^{**}	3	2
Mr Vijayalingam Nellalingam	Elected Member – Undergraduate Student	4	4
Mr Nageb Al-Malah	Elected Member – Undergraduate Student ^{††}	1	1
The Hon Jan Burnswoods MLC	Parliamentary Member – Legislative Council	5	3
The Hon Kim Yeadon MLA	Parliamentary Member – Legislative Assembly	4	3
Ms Fiona Plesman	Elected Member – General Staff	6	6
Ms Gabrielle Harrison	Parliamentary Member – Legislative Assembly	1	0

* resigned 31/12/03 ** until 30/06/03

[†] resigned 31/07/03 ^{††} until 31/03/03

Appendix 2: Academic Senate

Academic Senate Membership

Name	Position	Category
Professor Lesley Wilkes	Chair, Academic Senate	elected
Dr Jim Bergan	Deputy Chair, Academic Senate	elected
Professor Michael Atherton	1 of 3 academic staff – CAESS	elected
Dr Neil Davidson	1 of 3 academic staff – CAESS	elected
Ms Kaye Schumack	1 of 3 academic staff – CAESS	elected
Dr Michael Darcy	1 of 3 academic staff – CSHS	elected
Professor John MacDonald	1 of 3 academic staff – CSHS	elected
Dr Rosemary Leonard	1 of 3 academic staff – CSHS	elected
Ms Joan Kelly	1 of 3 academic staff – CLAB	elected
Professor Raja Junankar	1 of 3 academic staff – CLAB	elected
Assoc Professor Tom Altobelli	1 of 3 academic staff – CLAB	elected
Assoc Professor Robyn Bushell	1 of 3 academic staff – CSTE	elected
Professor Athula Ginige	1 of 3 academic staff – CSTE	elected
Dr Yang Xiang	1 of 3 academic staff – CSTE	elected
Mr Colin LaFlamme	postgraduate student member	elected
Vacant	postgraduate student member	elected
Vacant	undergraduate student member	elected
Vacant	undergraduate student member	elected
Vacant	Dean of Research Studies	official member
Professor Jan Reid	Vice-Chancellor	official member
Professor Rob Coombes	Deputy Vice-Chancellor (Academic & Services)	official member
Professor Chung-Tong Wu	Deputy Vice-Chancellor, Development & International	official member
Professor Nigel Bond	Pro Vice-Chancellor, Academic	official member
Professor Sheila Shaver	Pro Vice-Chancellor (Research)	official member
Ms Liz Curach	University Librarian	official member
Ms Sandra Norris	Acting Dean of Students	official member
Mr Garry St. Lawrence	Acting Academic Registrar	official member
Assoc Professor Helen Ledwidge	Chair, CBOS of CSHS	official member
Dr Peter Hutchings	Chair, CBOS of CAESS	official member
Mr Bernd Jansons	Chair, CBOS of CSTE	official member
Professor Garry Tibbits	Chair, CBOS of CLAB	official member
Professor John McCallum	Dean of CSHS	official member
Professor Wayne McKenna	Dean of CAESS	official member
Professor Rob Woellner	Dean of CLAB	official member
Professor Michael Wilson	Dean of CSTE	official member
Professor David Lamond	Director, SGSM	official member

Abbreviations: CAESS (College of Arts, Education and Social Sciences), CSHS (College of Social and Health Sciences), CLAB (College of Law and Business), CSTE (College of Science Technology and Environment), CBOS (Chair, Board of Studies), SGSM (Sydney Graduate School of Management).

Appendix 3: University Committees and Advisory Councils

Board of Trustees

Committee	Chair
Audit and Risk Management	Mr Glen Sanford
Capital Planning and Development	Mrs Gabrielle Kibble
Strategy and Resources	Ms Mary Foley
Honorary Awards and Emeritus Professor	Chancellor
Remuneration	Chancellor
Academic Senate	Professor Lesley Wilkes

Advisory Council	Chair
Regional Council	Vice-Chancellor
Indigenous Advisory Council	Ms Linda Burney MP

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

Academic Senate

Committee	Chair
Executive	Professor Lesley Wilkes – Chair of Academic Senate
Education	Professor Nigel Bond – PVS Academic
Course Approvals	Professor Nigel Bond – PVS Academic
Research	Professor Sheila Shaver – PVC Research
Research Studies	Professor Sheila Shaver – PVC Research

Vice-Chancellor

Committee	Chair
Vice-Chancellor's Advisory Committee	Vice-Chancellor
Executive	Vice-Chancellor

Appendix 4: University Research Centres

University Research Centres

The principal aim of the **Centre for Advanced Food Research (CAFR)** is to perform research and development activities targeted at improving the productivity, efficiency and knowledge base of the Australian food industry.

The **Centre for Construction Technology & Research (CCTR)** conducts engineering research related to the construction industry, particularly in the fields of steel, concrete and composite structures including buildings, storage structures and bridges.

The **Centre for Horticulture and Plant Sciences (CHAPS)** is one of the Federal Government's 50 Major Research Facilities (MRF) in Australia. It is the only MRF in Horticulture and has extensive field, glasshouse and laboratory facilities. The Centre's main focus is basic, strategic and applied research in plant production and postharvest systems.

MARCS Auditory Laboratories is involved in basic and applied research on auditory perception and cognition, particularly the significant domains of speech, music, emotion and hearing. Eight labs house MARCS state-of-the-art equipment for conducting behavioural experiments and simulations.

Research Centres

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

The **Centre for Advanced Systems Engineering (CASE)** provides a link between academia and industry, providing facilities for computing Honours, research students and university researchers to work together with industry partners, to solve leading edge technical problems.

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

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

The **Property Research Centre (PRC)** conducts research in the areas of property valuation, property

investment, property finance, property development, property market analysis, property law, property management, portfolio analysis and urban planning.

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

The main focus of the **Skin Technologies Research Centre (SkinTek)** is new biomaterials and delivery systems for biologically active molecules. The broad aim is to apply genetic and tissue engineering to harness the unique properties of the body's surface epithelia (skin) for expressing gene products in vivo (within the human body). The approach offers hope for humans with chronic diseases resulting from non-functioning tissues and organs.

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

In 2003 the Australian Gambling Research Centre ceased operation due to the departure of key staff.

Appendix 5: Consultancies

Consultancies commissioned in 2003 amounting to \$30,000 or more included:

Consultant	Cost \$	Title/Nature of Consultancy
Information Technology		
Cognos P/L	79,250	EIS/Management Information Project
Duodisc Ltd	31,066	Relating to Information Systems programs
Sub-total	110,316	
Management Services		
Price Waterhouse Coopers	72,833	Quality of Service Project
Michael Koder	34,790	Quality of Service Project
Armstrong International Consulting	224,089	Quality of Service Project
Lewis Kahn Staniford Pty Ltd	107,190	Regarding UWS re-branding
TWP Consulting	119,536	Quality of Service Project
Anne Diamond & Assoc Pty Ltd	48,000	Quality of Service Project
360Hr Pty Ltd	36,661	Relating to Process Stabilisation Resource
Sub-total	643,099	
Environmental		
Total Catchment Management Services Pty Ltd	66,000	Relating to Hawkesbury Water Reuse Scheme
Steve Laffer Consulting Pty Ltd	34,986	Thermal energy study at Co-generation plant
CRC for Waste Management & Pollution Control Ltd	50,000	Relating to CRC for waste management and pollution control
PC Davey Consulting	50,977	Water research program
Jarecki Consulting	35,632	Pest Management Strategy
KEV Trading Pty Ltd	33,060	Pest Management Strategy
Total Catchment Management Services Pty Ltd	46,640	Stormwater Management – Middle Harbour
Sub-total	317,295	
Organisational Review		
Walter Turnbull Pty Ltd	82,845	Review of Student Associations
Anier Pty Ltd	171,150	EB and restructure
Michael Koder	74,226	Relating to EB, workloads and arrangements, and workload grievance processes
Walker Wilson Assoc Ltd	52,023	School Restructure
Ideas Investment Group Pty Ltd	163,239	Centre for Horticulture and Plant Sciences
Sub-total	543,483	
Research		
The Cancer Council of Victoria	250,000	Cancer research
ACNielsen Aust Pty Ltd	229,700	Gambling research
Food Science Australia	167,878	Enhanced functionality of lactose
Sub-total	647,578	
Total Consultancies	2,261,771	

During the year 2003 other consultancies were engaged in the following areas:

Nature	Cost \$
Information Technology	114,727
Management Services	242,527
Environmental	168,069
Engineering	27,447
Organisational Review	117,914
Training	172,848
Research	247,921
Total Consultancies less than \$30,000	1,091,453
Total Consultancies	3,353,224

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Contacting the University of Western Sydney

Business & Service Hours

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

Postal Address

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Penrith South Delivery Centre, NSW 1797
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