

Annual Report 2004
Volume 1



Facts at a Glance

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

General

- 6 teaching campuses across the Sydney basin
- 36,419 enrolments
- Total income: \$334.01m
- Operating expenditure: \$333.69m
- Net assets: \$608.15
- Self generated income: 33.4%

Students

- 20,403 female enrolments
- 16,010 male enrolments
- 24,042 Equivalent Full Time Student Load (EFTSL)
- 77% of all students are undergraduates
- Over 50% of students concentrated in two fields of study
 - Management and Commerce (32%) and Society and Culture (20%)
- Over 50% of students study at two campuses
 - Parramatta (28%) and Penrith (23%)
- 22.7% increase in first preferences in 2004

Staff

- 2,148 full-time equivalent staff
 - 943 academic staff
 - 1,205 general staff
- 275 external appointments made
- 41 academic promotions made

Research

- 60% of external research income is from industry or sources other than Australian Commonwealth Grants
- 12 new Australian Research Council (ARC) linkage grants secured
- \$3,086,411 awarded by ARC to University Research Centres (URC)
- 19% increase in peer-reviewed publications
- 16.5% increase in domestic fee-paying load

Library

- 1.8 million individual visits
- 5.1 million successful hits on web site per month
- 7.41% increase (782,177) items lent during the year
- 6.18% increase (66,000) items requests through campus library loan service
- 793,070 monograph volumes (increase of 38,490 in 2004)
- 45,000 serial titles (increase of 3,956 in 2004)

Letter of Submission

29 April 2005

Dear Minister,

The Board of Trustees of the University of Western Sydney has the honour to submit the Annual Report of the proceedings of the University and audited financial statements for the year ended 31st December 2004, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

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

Yours sincerely,



John Phillips AO
Chancellor



Professor Janice Reid AM
Vice-Chancellor



The Board of Trustees

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UWS Profile

Charter

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

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

Mission, Purpose, Values and Strategic Direction

Mission

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

Purpose

The mission of the University revolves around 3 core activities:

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

Values

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

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

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

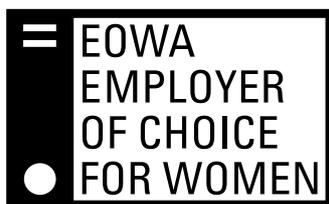
- Excellence and quality in all endeavours
- Scholarly rigour and integrity
- Equity of access and inclusiveness
- Collegiality and participatory decision-making
- Academic responsibility and freedom
- Relevance and responsibility to our communities
- Ethics and accountability

Strategic Direction

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

2004 Achievements

- In 2004 UWS won a total of over \$5 million dollars in Australian Research Council (ARC) grants of up to 5 years, including 15 ARC Discovery Grants. UWS' Discovery Grants success rate was 32.6% compared to the national average of 30.8%. Its Linkage Grants success rate was 66.7%, above the sector average and showing an increasing quantum and contribution from industry partners. This is the best result UWS has achieved to date.



- An independent consultancy group ranked the UWS Contact Service Centre as the best among nine Australian university call centres surveyed. The UWS centre was also ranked the best performing operation across all sectors (university, banking, aviation, telecommunications, local government, internet service providers, etc) in the categories of customer service, problem resolution and speed of response.

- MARCS Auditory Laboratories, in collaboration with researchers at Macquarie University, won a new ARC Networks grant totalling \$2 million over 5 years. The 'Enabling Human Communication' network will draw together Australian and international researchers in speech, language, and sound, by and between humans and machines.

- UWS was one of 114 organisations Australia-wide recognised by the Federal Government's Equal Opportunity for Women in the Workplace Agency as an 'Employer of Choice for Women'.

- The restored and refurbished Female Orphan School at the Parramatta campus, the oldest 3-storey building in Australia, won several awards, including the National Trust Heritage Award for the best adaptive re-use of a heritage building, a Parramatta City Council Heritage award, and an Honourable Mention in the UNESCO Asia-Pacific Heritage Awards.

- The external review of Research Centres was completed, resulting in 52 recommendations concerned with selectivity and concentration in UWS research, policies for supporting research concentration and the University's research performance quality and profile, and the designation of University Research Centres for the period 2005-2008.

- A Comprehensive Academic Program Review (APR) of all undergraduate courses was undertaken in 2004, and has resulted in a redefined suite of courses and units that will provide UWS with a strong market focus in our fields of expertise, and allow greater attention to quality and the streamlining of administrative processes.

- Students of the College of Arts, Education and Social Sciences won national awards for their work in 2004/2005, including the awards of: FECCA-SBS Student Journalism Multicultural Award for excellence in reporting cultural diversity, 2004 JEA Student Journalist of the Year, and Infostrada Sports Intern of the Year.

- The Centre for Advanced Systems Engineering (CASE) secured a grant of more than \$250K for the Bush Babies project. Bush Babies is a system that will facilitate the management of critically ill babies born in geographically remote locations.



Testing at MARCS Auditory Laboratories



- The School of Environment and Agriculture is part of a Pilot Project on Higher Education between Australia and the European Union. The three year project will involve 10 Masters students from UWS studying at the UNESCO World Heritage Centre in Paris, France, then in one of four European partner institutions, then in Kakadu in the NT, before completing their studies at UWS.

- A consortium led by UWS was awarded Sydney's first permanent community television licence by the Australian Broadcasting Authority, with broadcasts of the station 'TVS' to commence in 2005. It provides the opportunity to establish a leading-edge community station that will give students from Communication, Media and Design, in particular, unmatched experience in design, programming and broadcasting, and different UWS teams will be able to showcase their activities and expertise.

- The issue of the student association reorganisation dominated 2004. uwsconnect was established to provide high quality and equitable commercial and other services such as sporting facilities. The University has been working with Postgraduate Association of the University of Western Sydney (PAUWS) to form an incorporated postgraduate association and with student representatives to form a united students' association across the University.

Chancellor's Message



2004 was a challenging and exciting year for the University; challenging because of the new financial and regulatory environment; exciting because of the initiatives taken to deal with the challenges and the announcement of the new Medical School.

Subsequent sections of this Report detail the financial and academic outcomes for the year. I will direct my remarks to the University's future. Changes in government policies, increased competition within the higher education system, developments in the market for overseas students, all dictate the need for a new approach to University administration. Added to these factors is the need to embrace new technologies, often at significant capital cost, and to enhance student experience.

The Board of Trustees has endorsed a bold vision for the University's growth over the next decade. Considerable work has already been done to rationalise academic programmes, to streamline administration and to focus on areas of research strength. Those efforts will continue.

Additionally, the Board has committed to an investment programme of more than \$100 million to build research capacity and further promote a comprehensive student-centred approach to learning.

This programme is additional to the funds committed to the establishment of the University's new Medical School and to construction of the new teaching building on Parramatta campus.

The aim is, over the next ten years, to ensure that teaching facilities and practices, research activities, student experience and community engagement rank among the best in Australia.

It is clear that the current levels of income from government and other sources will not fund the expenditure needed to achieve those aims. Initially, some of the capital will come from borrowings. The University currently has no external debt. However, it is also necessary that we increase our income. Some will come from the additional investment in research, some from commercial activities and some from donors. Importantly, some will also need to come from a more innovative use of our existing resources.

The Board of Trustees has established a special Task Force, under the Chairmanship of the Deputy Chancellor, Ms Gabrielle Kibble, to oversee the development and master planning of our six teaching campuses. The University is expected to expand to 45,000 students or more in ten years and is planning its campus developments to meet this eventuality.

The Task Force will draw on both internal and external sources of expertise and will also advise on the best use of land not needed for academic development. More productive use of this land would provide income streams to help fund and support the University's growth in the longer term.

The University is very fortunate in the legacy bequeathed by its predecessors, in terms of land and other resources, which provide a valuable base on which to build the developments required to service the needs of future students and the community.

The new Medical School is an exciting development, involving the University and both State and Commonwealth Governments. It will fill a pressing need in Western Sydney by focusing medical training on the demands of this rapidly growing area and should also lead to greater local availability of GPs and specialists. It is a symbol of a new era for UWS.

On behalf of the Board of Trustees, I would like to commend the University community – staff, students and supporters – for their strong commitment in the face of significant challenges. The successful achievement of our vision will depend heavily on their continuing support.

I would also like to thank my fellow Board of Trustee members for the time and effort they have given to the University on a purely voluntary basis.



John Phillips AO
Chancellor



Vice-Chancellor's Review of 2004



2004 saw some notable achievements for the University of Western Sydney (UWS), as well as ongoing challenges. The year brought a renewed sense of purpose as we began to reshape the University in a way that will best position it to meet its goals and realise its vision for the future.

The year also saw an unprecedented surge in demand for UWS' undergraduate courses as evidenced by an increase in the Universities Admissions Index (UAI) ranking required for admission for 85% of our courses. New courses in forensic science and animal science proved very popular. There was also a 25% increase in the number of applications for postgraduate study for the 2005 year.

The Board of Trustees made a decision not to raise HECS for 2005, adhering to its stated reluctance to increase the burden of debt for our students. UWS was one of 10 (out of 38) universities that chose not to raise HECS in 2005.

Strategic Planning

The implementation of the new Strategic Plan 2004-08 and its supporting plans was a strong focus throughout the year. Within that context, the University also undertook a comprehensive review of the entire undergraduate academic program to improve the quality and longer-term viability of courses. With the second most diverse suite of undergraduate course offerings in Australia, it was timely for UWS to review, renew and streamline its program. Based on analysis of factors such as student demand, emerging industries, existing strengths, regional employment patterns and population trends, the outcomes are being implemented in 2004 and 2005. They include the phasing out, reconfiguring and simplifying of courses, and the consolidation of several courses on fewer campuses. This will be balanced in due course by the introduction of new courses where we are in a position to capture niche markets linked to existing areas of expertise, or combinations in related disciplines. The changes will enable the University to concentrate academic, administrative and capital resources, and to focus on their quality.

Quality Improvements at UWS

Substantial progress was made in the implementation of a robust planning and quality framework for the University's operations. University-wide action projects consistent with our key strategic directions were developed, Australian Universities Quality Agency benchmarks were produced, a new UWS Tracking and Improvement System for Learning and Teaching was developed and introduced, a complaints management framework was established and a plethora of other University-wide quality improvement projects commenced or were implemented.

Toward a Sustainable Future

Following discussion at the August Board of Trustees' meeting, work also began on a "sustainability agenda" to ensure the University is in an optimal position to achieve its goals. There are four elements to the new agenda: structure and governance, academic development, income generation, and efficiency and organisational change management. Consultations with staff on change proposals, including focusing academic work in fewer Schools, commenced in 2004 and will continue in 2005.

Preparation for implementation of the Federal Government's higher education reforms in 2005 was the leading issue for the higher education sector as a whole. UWS had to plan for a net downturn in federal funding as well as contending with a fall in non-government revenue from international students. A re-evaluation and prioritising of activities was essential and staff at all levels across the University took a pragmatic approach to the situation and contributed to significant savings and efficiencies. Meanwhile the University is escalating efforts to develop and diversify non-government income.

New Buildings, New Places

In March the Federal Minister for Education, Science and Training announced that UWS would receive an additional \$2M and 200 extra places for science students from 2005. This was welcome news. Election promises made by the Coalition government mean that the University will receive \$9 million toward the cost of a new teaching building at Parramatta, \$7 million towards the cost of a new library at Penrith, and \$2 million for scientific research and teaching infrastructure needs, primarily at Hawkesbury.

Although the University ended the year with a deficit, this was anticipated and taken into account in planning. Positives in the budgetary situation include a strong balance sheet, no external debt and continued growth in student numbers. The staged reduction of the deficit will enable the University to continue to develop infrastructure to support the quality and growth of its core functions.



Research

UWS achieved its best ever result in Australian Research Council (ARC) grants announced in November, winning a total of over \$5 million in grants, including an Australian Professorial Fellowship awarded to Professor Ien Ang, Director of the Centre for Cultural Research, among 15 ARC Discovery Grants. UWS' Discovery Grants success rate was 32.6% compared to the national average of 30.8%. The Linkage Grants success rate was 66.7%, again above the sector average and showing an increasing quantum and contribution from industry partners. Earlier in the year, the University's MARCS Auditory Laboratories, in collaboration with researchers at Macquarie University, won a new ARC Networks grant totalling \$2 million over 5 years. The "Enabling Human Communication" network will draw together Australian and international researchers in speech, language, and sound, by and between humans and machines.

The growing success of UWS researchers in winning competitive grants reflects the success of a strategy to pursue research selectivity and concentration through building the strengths of our Research Centres. The Centres currently contribute 49% of the University's research income and won 62.5% of the UWS funding announced by the ARC in November. An external review of the Centres and research support mechanisms was conducted during 2004 and the outcomes will further refine and strengthen the University's research performance, quality and profile.

Medical School

An exciting development early in the year was the proposal for a new Medical School at UWS. Initially floated by the NSW Premier, the idea was taken up by the Federal Government which allocated \$18 million in the Federal Budget, subject to matching resources from the State and UWS. In May the UWS Board of Trustees approved exploration of the implications and viability of such a School, with the proviso that it enhance the research and teaching of the University as a whole.

Planning for the School proceeded rapidly on a number of fronts. Professor Neville Yeomans, a distinguished clinician, medical educator and researcher from the University of Melbourne was appointed Dean of Medicine. The Federal Government allocated 80 student places from 2007 and will contribute an extra \$7 million for biomedical facilities at the Campbelltown campus.

The University of Western Sydney is aiming to establish a distinctive, innovative, multidisciplinary research and teaching profile for the School, linked to our existing strengths in biological sciences, nursing, allied health and public health, and grounded in the social and health contexts of Greater Western Sydney. The School will make a significant difference to the quality and accessibility of general and specialist medical care in Greater Western Sydney, and contribute to educational opportunities, regional development and economic growth.

Acknowledgments

I would like to thank our Chancellor, Mr M. John Phillips AM, the Board of Trustees and members of our key committees for the experience, knowledge and commitment they bring to their roles, their continuing excellent advice, the clear direction they provide, and their willingness to tackle the difficult issues. I would also like to thank our staff for their engagement, hard work, great ideas and inventiveness in the face of change. Finally, I would like to thank the University's many friends, in the Greater West and beyond, who have continued to show their support in practical and creative ways, and who are integral to the University's growth and prosperity.



Professor Janice Reid AM
Vice-Chancellor

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
- Being accountable to students for teaching quality

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

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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Quality and Consumer Response

Investment in Quality Management

Over the past year the University has invested significant resources in consolidating and developing its system of quality management.

The focus has been on:

- ensuring that the UWS approach to planning is based on proven good practice in higher education and that key strategic directions set by the UWS Board of Trustees are being efficiently and effectively implemented.
- establishing a comprehensive and well used tracking and improvement system for the University – a management information system which is evidence-based, timely, regularly monitored and consistently used.
- utilising this tracking and improvement system to provide overall analytical and diagnostic reports on the performance of the University to a range of key stakeholders – both internal and external – and assisting them to use the results to both prove and improve quality.
- preparing the University for its AUQA audits. Particular emphasis is being given to ensuring that the key quality management lessons being learnt from the audits of other universities, both within and beyond Australia, are being consistently applied at UWS.
- assisting the University in implementing an integrated and effective review system for all of its activities, and ensuring key outcomes are addressed.
- assuring the effective operation of the University's Complaints' Management System and using periodic, consolidated analyses of its findings to identify key areas requiring process improvement.
- coordinating a range of high level institutional research projects.

Key UWS Developments in the area of Quality Management in 2004

In addressing each of the above objectives a wide range of new developments were implemented during 2004.

Strategic Planning

- A set of College planning guidelines were developed and implemented in mid 2004 and a set of forward plans for each College produced by October 2004. These plans focus on a small number of integrated action projects consistent with the Key Strategic Directions approved by the UWS Board of Trustees in December 2003.
- From this process two key University-wide action projects have emerged and will be actioned in 2005: the first is the UWS Retention Project and the second the UWS Postgraduate and Professional Outreach Project.

- A system of annual reporting on performance against the University's key strategic objectives has been implemented and the first set of results will be reported to the Board of Trustees at its March 2005 Strategy meeting.

Tracking and Improving Quality

- UWS has developed a tracking and improvement system involving the development of a management information system based on 31 Cognos powerplay cubes. The focus in 2004 was on learning and teaching.
- The University now produces a set of annual diagnostic course reports covering every undergraduate and postgraduate course offered. Three year benchmarked trend data are provided on demand, retention, progression, graduate employment, salaries and Course Experience Questionnaire results for every course. Aggregated reports at the College and University level are provided at the same time. These reports are being used by Colleges and Schools to identify key areas of good practice and priorities for improvement.
- A UWS 'vital signs' report was produced at the end of 2004. This summary report identifies how the University is performing, compared with the sector and the New Generation Universities, on a set of key performance indicators for teaching and learning, research, research training, community engagement, finances and staffing.

Surveys

Surveys are a key part of the Tracking and Improvement system, and UWS has continued to gather important information and data through their use. We have established a network of action teams to ensure that the combined results of such feedback surveys and performance reports are acted upon:

- An exit survey for all students who left the University prior to the completion of year one was carried out in October 2004. This survey attracted considerable positive media coverage and informed the new, University-wide retention project being implemented in 2005.
- An inaugural Student Satisfaction Survey that covers the total student experience of the University has been used to identify those services which are most important to students, but are not performing as well as other areas. Improvement projects are being initiated for each of these areas.
- A new Research Student Satisfaction Survey was developed in late 2004 for implementation in early 2005.
- An inaugural survey of employers of UWS graduates commenced in late 2004. The results of this survey are being used to identify the key capabilities employers expect in the University's graduates, important future trends in the professions surveyed and ideas on how the University can best work with its employers.

- The inaugural UWS image survey was delivered to newly enrolled students at the start of 2004 and the results are being used to improve University marketing.
- A survey of every unit of study was piloted in 2004 and will be rolled out during 2005.
- For a number of years the university has used a feedback and teaching instrument (SEEQ) and the use of this instrument continues to grow in 2004.

The Office of Planning and Quality was responsible for coordinating student load management and planning across the University in 2004. To inform this process a detailed load management model for the University's HECS students, taking into account the government's new HESA arrangements, was developed in 2004. This was successfully used to manage offers and enrolments to HECS students in January 2005 and will be extended to all student load categories during 2005.

Preparing the University for its AUQA audit

The audit of the University by the Australian Universities Quality Agency (AUQA) will take place in 2006.

To coordinate and lead the process a UWS Planning & Quality Committee was established in mid 2004. A set of AUQA benchmarks that identify the aspects of University operation, onshore and offshore, that repeatedly attract the attention of audit panels, has been developed. Benchmarking projects with a wide range of universities are underway.

The UWS Review Process

UWS has undertaken a process for ensuring that reviews are embedded in an annual cycle informed by data from the UWS Tracking and Improvement System. A consolidated data base of the UWS reviews undertaken over the past three years has been established and the university is currently auditing the way in which the key recommendations are being acted upon.

During 2004 the Pro Vice-Chancellor (Quality) led a review of UWS Offshore Programs, as this area has been identified across the sector and in AUQA audits as a key area for risk and quality management. The results of this review are currently being used to inform forward strategy for the area and the development of a consolidated and more integrated strategic and focused approach to the area.

High level institutional research

In mid 2004, the University was awarded a DEST-funded HEIP grant to undertake a detailed qualitative analysis of more than 150,000 individual comments written on Australia's Course Experience Questionnaire over the past 2 years. The project involves UWS, as the lead University, working with the data from 13 other universities across Australia to identify, by field of study and other demographic characteristics, exactly what engages university students in productive learning. The project is using the IT-enabled tool for qualitative analysis of open ended comments in the CEQ, developed under an earlier HEIP grant: *CEQuery*.

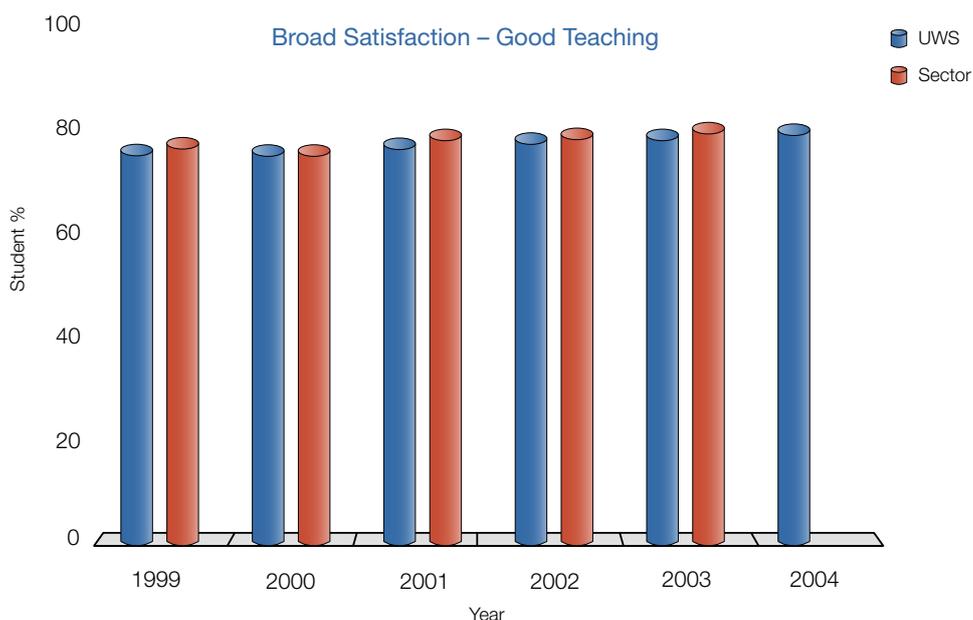
Complaints Management

The University's work in this area was positively cited by the NSW State Ombudsman's Office as part of its 2004 review of NSW Universities' activities in the area. The University is currently in the process of developing a unique online complaints tracking system. This system was positively reviewed by the Managing Director of the Council for Equal Opportunity in Employment in late 2004. A complementary system for ensuring student queries are promptly and consistently followed up in order to prevent them becoming complaints is also underway.

A detailed analysis of complaints over the past three years, along with an analysis of more than 27,000 UWS student comments using the qualitative analysis tool *CEQuery*, has been used to identify key areas where UWS processes can be improved. These are being addressed as part of the UWS Retention Project.

Student Satisfaction

Rolling program evaluations of student experience, satisfaction and outcomes are conducted every year. Results from the 2004 Course Experience Questionnaire (CEQ) show that there has continued to be an improvement in UWS graduates' broad satisfaction with regard to "Good Teaching". This indicator has seen a steady improvement from 77% of students in 2000 to 81% in 2004 indicating broad satisfaction with their course. Other areas where graduate students' satisfaction levels have improved over the last year are Generic Skills and Student Services (86.8% and 81%).



Source: 1999-2004 Course Experience Questionnaire
Broad Satisfaction includes the three most favourable responses in a five point scale
Students Services was not collected prior to April 2002



The Centre for Advanced Systems Engineering's bushfire modelling system on display

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Review of Operations – Teaching and Learning

“On completion of the APR process, the University will manage between 80-90 undergraduate courses”

Our Students

In 2004 we had 36,419 enrolments in both on and off-shore programs. This is a slight drop of 4.9% from 2003, primarily due to a drop in international student enrolments, particularly those based off-shore. This effect has been felt across the sector with a general drop in international student numbers being recorded by most Australian Universities.

We continue to have more female than male enrolments and have, in fact increased our proportion of females in 2004. This is due primarily to the high numbers of enrolments in the traditionally female dominated areas of nursing and education.

Over two thirds of our students are enrolled in undergraduate, HECS funded, courses mainly in the Management and Commerce, Society and Culture and Health fields of study. Our postgraduate programs account for 19% of our enrolments, with 2% of our total enrolments involved in higher degree research.

Of our six campuses, Penrith and Parramatta are the most popular, with 51% of our student load studying at these two campuses. Several of our campuses saw significant increases in student enrolments in 2004, most notably Bankstown (6.7%), Hawkesbury (8.6%) and Parramatta (3.0%)

Academic Program Review

The re-structure of the University in 2001–2002 resulted in some residual issues around the delivery of the undergraduate academic program. These issues were expected and include some duplication of effort, and some courses that were underperforming. In mid 2003 the Vice-Chancellor and University Executive requested that the Pro Vice-Chancellor (Academic) undertake a review of the undergraduate academic program in an effort to address these issues. This review has come to be known as the Academic Program Review (APR).

The review examined each undergraduate course on the basis of a number of indicators, including:

- **Size of the program** – the University offered one of the most diverse programs in the country and course data indicated that a number of courses clearly had too few students to be viable.
- **Demand for the course** – did the course attract sufficient preferences for the places offered? Were these preferences from students who lived in Greater Western Sydney? What is the demand for similar courses offered by competing universities?
- **Performance** – did the course retain students once they were admitted? Did students perform well in terms of pass rates?

- **Outcomes** – were graduates in work or further study? What did they say about the course that they had just completed?

The review resulted in a set of specific recommendations, together with a set of more general proposals that would see the University better placed in the future. A consultation process with the wider UWS community, including students, was undertaken and feedback from this process informed the reviewers final recommendations and proposals.

On completion of the APR process, the University will manage between 80-90 undergraduate courses. By the end of 2005, the number of legacy courses will be down to less than 100. This compares with some 800+ at the commencement of the Academic Program Review and approximately 400 at the present time. At the same time, the number of undergraduate units on offer will have been reduced to between 1200–1500, down from some 5,500 units in 2000. Much of this reduction will result from the removal of units with small enrolments.

These changes will lead to significant improvements in the quality of all aspects of our services to students, both in terms of course content as well as flow on effects to streamlined administrative processes.

Assessment

An audit of the reporting of grades revealed some issues about the University's multi-campus structure and the need to ensure equity and fairness across campuses. There are two related factors which impact on our ability to report grades in a satisfactory fashion – the amount of assessment associated with a unit, and the nature of that assessment, particularly the use of final examinations.

In response to these issues we have commenced a project to 'map' the graduate attributes endorsed by the Academic Senate across each of its courses. These graduate attributes are then linked to learning objectives, which can then be allocated to the units that make up the courses. Assessment tasks will then be set to measure the acquisition of the graduate attributes. This will ensure diversity of assessment within a course, while at the same time reducing the assessment burden on both students and staff. As part of this process the University will be encouraging staff to find alternatives to traditional approaches (e.g. exams) for assessing students. Quality management for Assessment has been established as a key priority for 2005.

New Places

As part of Backing Australia's Future, the Federal Government set up some 9,100 fully funded undergraduate student places to be distributed to Universities in 2005 on the basis of a number of criteria. UWS was well placed to bid for these places, given its location and the work that has been completed in relation to the Academic Program Review and articulation. The University received 1,561 places, the most in NSW and second nationally only to Griffith University.

UWS highlighted a number of factors in its submission for additional Commonwealth-supported places including regional priorities, the APR and the excellent relationship that UWS has with the TAFE sector.

New Developments – Medical School

Early in 2004 the NSW Premier suggested that a Medical School be established at UWS, and in its 2004-05 budget the Federal Government allocated \$18 million to the project, subject to matching funds from the State Government and the University. Following approval from the UWS Board of Trustees, work focused on developing the underpinning principles and philosophy of the School, negotiating its size, scope and site, assessing needs and options, and building stakeholder relationships. An external expert advisory panel was established, community workshops were held and consultations were undertaken with a range of interested parties. There was ongoing liaison and negotiation with Federal and State Governments, as well as discussions with professional bodies, Area Health Services and medical schools. Towards the end of the year negotiations began for the purchase or lease of a suitable curriculum, which will then be tailored for UWS.

The Federal Government will fund 80 student places per year for a five-year course from 2007, and provide a further \$7 million for biomedical facilities at the Campbelltown campus. The State Government will provide a site adjacent to or within Liverpool Hospital where the University will develop facilities for some of the teaching activities. Facilities will also be developed at the Campbelltown campus to house the School's central administration, student support team, academics, research groups, and laboratory and other tutorial teaching space.

Campbelltown Hospital will be the site for much of the early teaching of clinical skills, as well as taking groups of students for learning various clinical specialities in the later years. Students will also be placed in other hospital and community settings across Greater Western Sydney.

The Medical School will build on UWS's existing strengths in biological sciences, nursing, allied health and public health, and will be grounded in the social and health contexts of the region. It will aim to produce highly skilled and adaptable doctors who will contribute to medical workforce growth in NSW, and doctor retention in the Greater West.

International Activities



Review Period

2004 provided many challenges for the international market, an effect felt across the sector, and also provided an opportunity for review and refocus for UWS International. A Review of international activities was undertaken and indicated that a more integrated, strategic and focused base was required for our international activities.

Following the co-location of the admissions and marketing team in mid to late 2003, International Office staff were able to implement a more unified approach to servicing the student and agent market, achieving significant improvements in turn around times for applications, and enhancing communication and response levels to clients.

Achievements and highlights for 2004 were:

- introduction of an on-line enquiry system for prospective students
- production of video campus profiles for publication on website

Growth in Study Abroad

In 2004 we welcomed 165 new Study Abroad and Exchange students. This was an increase of 2.5% over enrolments in 2003. While overall growth in this area was small, the growth in the fee paying students (i.e. Study Abroad) was significant at 38%. The majority of Study Abroad students (67%) come from one market and the International Liaison team has developed strategies to diversify and increase Study Abroad numbers, particularly from the US and Japan. A significant initiative introduced in 2003 to make Study Abroad at UWS more attractive to foreign students was the introduction of a Study Abroad Internship which is administered by the Cooperative Programs Unit. Three Study Abroad students took up this internship option in 2004 and we anticipate that this program will grow in 2005. Achieving a balance between outgoing and incoming students is a priority for the team and a number of measures have been introduced, aimed at both raising awareness and seeking alternative sources of scholarship funding, to ensure this balance.

Improvements and Achievements

Some improvements in service levels were achieved in 2004 largely through the co-location of UWS International support staff with Office of the Academic Registrar (OAR) staff in the Student Centres. UWS International will continue to liaise with heads of OAR and the Director, Student Support Services to identify ways to improve service to students.

One major achievement for 2004 has been the enhanced interaction between the ISA team and the Learning Assistance Centre. The outcome of this interaction has been the introduction of Academic Preparation programs and the development of tailored learning assistance programs specifically for international students.

Services for Students

In 2004 Student Support Services continued to offer a comprehensive range of professional services to assist students. These included career development, enhanced links with employers, success in study, disability services and the resolution of personal difficulties. This was achieved by a combination of individual appointments, workshops, seminars, displays and events, web based information and a growing area of collaborative work with the Colleges and Schools.

Student support and retention

During 2004 service provision focused on the following areas:

- Comprehensive university preparation programs, including Unistep, AcPrep and Getting Started were offered prior to the commencement of the academic year. These programs cover academic, literacy and numeracy skills and the 'life skills' necessary for successful transition to university.
- Workshop programs were expanded to help students reach their academic, career and personal goals.
- A Student Support program was trialled across two Colleges aimed at the early identification of students at risk of failing. This program is to be expanded in 2005.

- Academic peer mentoring was offered across units in all Colleges providing supplementary learning opportunities to identified students.

- An enhanced Windows Program was offered across the six campuses. This program involves the development of materials, displays and workshops on a range of topics (such as Preparing for Exams, Coping with Stress, Maximise Your Memory) to assist students.

- A targeted online learning support program was introduced, making available an extensive range of resources including modules on E-learning and IT.

- A guide for parents entitled; 'The University Option: Making the Right Choice' was produced to coincide with Open Day.

- Campus Connections, an online chat room for students was introduced.

Organising and Planning

Extensive benchmarking was carried out against other multi-campus universities as a part of an ongoing quality review process. Channels of communication were improved by the implementation of cross-functional campus based meetings and greater representation at management meetings that allow all staff to feed into the decision-making process.

Flexibility and Delivery

Online initiatives including online maths and literacy support were developed to assist all students. CareerHub has been enhanced with further online careers information and linkages. Careers staff were involved in the development of an e-portfolio submission.

Collaboration with Colleges

In 2004 collaborative teaching programs increased across all four Colleges to improve student success. These included work with postgraduate students, and an adjunct tutorial program targeting students with literacy and numeracy problems.

Transition programs were implemented for Nursing, Engineering and TAFE students to assist in course assumed knowledge requirements.

A great deal of planning was also undertaken with a view to introducing a College Disabilities Coordinator Program in 2005 and extending the Student Support Program (early intervention) to all Colleges in 2005.



Equity Support Programs

A number of programs that met the Department of Education, Science and Training (DEST) equity targets were initiated in 2004. These include Women in Engineering, Maths Online, Dollars & Sense, Towards Tolerance, Helping Hands and Professional Registration – Disability.

Graduate Outcomes

Student Support staff led the ePortfolio project and were represented on the Graduate Attributes Steering Panel. An employer survey involving Careers & Employment staff, Planning & Quality and other areas of the University was undertaken in 2004.

Review and Quality Initiatives

Our online workshop registration system was extended to incorporate all Learning Skills workshops and a client booking system was introduced.

The Client Data Collection system (that relates to individual appointments and workshops) was reviewed resulting in a more user-focused application.

Semester Activities Guides were produced and made available to all students. This guide provided information on all workshops, seminars, displays and events that Student Support Services offer.

Ongoing review of the Orientation program for new students took place as part of a continuous improvement cycle.

Articulation with TAFE

The University has more TAFE graduates in its student body than any other university in Australia. This has resulted from the use of an admissions algorithm that recognises the achievements of students who complete AQ5 awards at TAFE. The collocation of some four TAFE Colleges with UWS campuses makes the transition to University much easier for such students.

Indigenous Education

“...an increase of 60 Indigenous students over the last two years”

In 2003 UWS undertook a major review of its programs and support mechanisms for Indigenous students – the UWS Australian Indigenous Education Review. The review committee’s focus was on increasing enrolments of Indigenous students and investing more effectively in Indigenous education, research and support services, given that the six campuses of UWS are located in a region with one of the largest Indigenous populations in Australia. In addition, the aim of the review was to increase the employment of Indigenous staff across all six campuses. The major underlying principle of the review is one of partnership between Australian Indigenous staff and students and non Indigenous staff and students, with a commitment to learning from each other and working together.

The review document was released in December 2003 and an extensive consultation process was undertaken throughout 2004. As a result of this process, recommendations have been refined and approved by the University Executive and the Board of Trustees.

An implementation plan was developed and it is expected that recruitment action for the Director, Indigenous Australian Education will commence in early 2005.

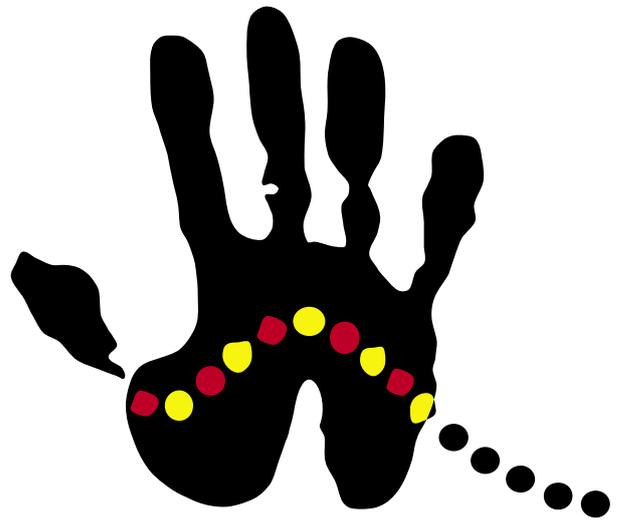
Advisory Council

In late 2003, the University established an Indigenous Advisory Council as a committee of the Board of Trustees. In 2004 the Council’s main focus has been on providing oversight and advice in relation to the Australian Indigenous Education Review consultation process and implementation plan. The Council has also worked to ensure that an Indigenous perspective is embedded into the decision-making processes of the Board and the University’s senior management forums. Advice has been provided on a number of issues including; the new UWS medical school, the Indigenous Employment clause negotiations in the new Enterprise agreement and recruitment, and other Indigenous student/staff issues.

Major Activities

Indigenous Education activities focused on providing high quality services to Indigenous students, including the streamlining of procedures and business practices, building UWS and Community linkages and the ongoing clarification of roles and responsibilities of various functional areas across UWS. The staff of the Aboriginal Education Centre have focused on building better linkages with the Greater Western Sydney Indigenous community and schools network and on increasing student enrolments via recruitment activities. Six monthly plans have been developed to provide a planned approach to work and to build more effective teamwork within the Centre.





Increase in Enrolments

In 2004 the number of commencing identified Indigenous students increased from 59 in 2003 to 82. This represents an increase of 60 Indigenous students over the last 2 years. The access rate for UWS has increased from 0.2% in 2002 to 0.6% in 2003 to 0.7% in 2004. This is a welcome positive trend, though still below the New South Wales 2003 access rate of 1.3%, and the 2003 national access rate of 1.5%. It is expected that this will improve further as the UWS Australian Indigenous Education Review recommendations are implemented.

Scholarships and Programs

UWS has offered a number of scholarships in 2004 which have special provisions for Indigenous Australians:

- UWS Reconciliation Scholarship (exclusively for Indigenous students)
- Neville Amy Scholarship.
- U-Step – Merit Equity Scholarship for commencing and continuing students.
- College of Law and Business – Merit Equity Scholarships (Commencing Students).
- The Aboriginal Education Centre Scholarships.
- The Commonwealth Learning Scholarships.

The Aboriginal Rural Education Program continues to be a significant access strategy for Indigenous students. UWS has plans to develop other access strategies in collaboration with local communities, TAFE and other educational providers to develop and integrate pathways.

Student Support

A high degree of support and assistance is provided to first year Indigenous students, in particular for those students who attend the University from rural and remote areas. Students are also provided with the necessary skills to achieve self sufficiency over their years of study, via their interaction with staff.

The Aboriginal Education Centre currently manages the Aboriginal Tutorial Assistance Scheme (ATAS) which provides students with academic support provided by qualified casual academic staff.

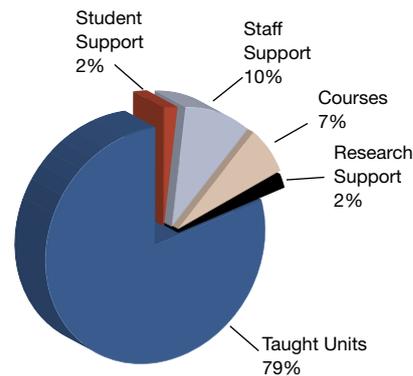
This service is provided to students on the basis of an academic assessment by their course co-ordinator for a maximum of six hours per week. In 2004 all Indigenous students were contacted by letter to inform them of this service, as a result the participation rate in this scheme is high and has been extended to mainstream Indigenous students.

E-Learning

Growth of E-Learning

E-Learning developments have progressed further during 2004, with increasing numbers of online sites being used to support student learning in taught courses and units, and an increasing number of staff making use of WebCT to enhance flexibility of learning for students. In the year from July 2003 to July 2004, the average number of online sites for each student with WebCT sites available to them increased from 2.59 to 4.43 sites, and almost every student at UWS is recorded as having at least one site in WebCT. 97% of all students accessed at least one site in WebCT during the Autumn session. The 950 academic staff who use WebCT in their teaching or in research during 2004 represents an increase of 25% compared with 2003.

The uses being made of WebCT have continued to grow during 2004. The major use continued to be in support of taught units, with 1,382 of all units taught in 2004 having a WebCT site. This represents 79% of all sites in WebCT, with other uses distributed as shown in Figure 1.



Distribution of WebCT sites in 2004 across main classifications of use.

E-Learning support services

The Educational Development Centre (EDC) continued to provide a comprehensive range of services to support UWS staff and students in making optimal use of the University's E-Learning system. These included just-in-time support (through the E-Learning Service Desk), scheduled support (through workshops), and self-service support (through web, e-media and print based resources).

The E-Learning Service Desk resolved 8,246 staff and student enquiries received through web-based help forms, email and phone. Through monitoring of the types of enquiries received, targeted responses were developed such as making templates available for staff to use in their WebCT sites to prepare students for online discussions, and providing reference sheets to assist students in submitting assignments online.

E-Learning system enhancements

To support the phenomenal growth in use of WebCT, new system enhancements have been developed. In particular, the interface between WebCT and Callista has been improved to enable prompt updating of student information in WebCT, and more effective and efficient administration of online sites from their creation through to their archiving at the end of each teaching session.

A comprehensive disaster recovery plan has been developed and tested by the Information Technology Directorate and EDC. Given the criticality of WebCT in supporting students at UWS, the successful testing of this plan is an important achievement in quality assurance and risk management, and one which has attracted interest from other universities in NSW, none of which at that time had a fully developed and tested Disaster Recovery Plan.

“97% of all students accessed at least one site in WebCT”

E-Learning embedded in teaching and learning

The development of teaching and learning practices incorporating E-Learning technologies has gathered greater momentum in many academic programs. Complementing and supporting the growing uptake of E-Learning by academic staff, a comprehensive array of staff training and development programs was provided by EDC to introduce novices to E-Learning, and to extend the capabilities of those already using E-Learning pedagogies.

Development of quality learning materials

The EDC provided services to Colleges and Schools to assist with the design and development of educational courseware (learning materials) in support of student learning. These services emphasised ‘blended learning’ initiatives both on-and-off-campus and incorporating E-Learning along with other delivery media. They included liaison with staff, provision of online unit site templates and videos.

Professional development in teaching and learning

During 2004, 90 workshops (278 hours) of formal staff development activities relating to teaching and learning had been undertaken by 906 staff, almost all of whom were academic staff, and an additional 98 detailed consultations incorporating training had been undertaken to support individual staff with their use of WebCT.

The CD-ROM entitled ‘e-Resources for Teaching and Learning’ was updated to its second edition and distributed to new academic staff.

The EDC also introduced an online registration system in 2004 to enable staff to register for its advertised program of activities.

Quality of teaching spaces

Continuing improvements were made to the quality of teaching spaces on campus during 2004, with the development of plans to upgrade the quality of technologies in small teaching spaces, in a similar manner to the upgrade undertaken of large teaching spaces during 2002 and 2003. As a precursor to planning for such a project, refurbishment of Building 5 at Bankstown Campus was undertaken, with the remodelling of an open plan fine arts area to a group of 8 tutorial rooms and 1 lecture theatre, and installations of data projector, VCR/DVD, reinforced sound, LAN connections and lap top connectivity. The resultant improvements caused these facilities to be in high demand during the second half of 2004, and confirmed the value of proceeding to roll out the same quality of improvements across the University in 2005.

The demand for videoconferencing continued to remain high, with 405 sessions undertaken during 2004, and over 5,000 attendees in videoconference sessions.

Continuing recent trends, UWS Library activity and service provision continued to escalate throughout 2004, with increased usage of collections, services and facilities, both actual and virtual.

Collections

Amongst the Library's core roles is the provision to the UWS community of scholarly academic resources in support of the learning, teaching and research endeavours of the University. In 2004 some 38,490 monograph volumes were added to the collections, along with 3,956 serial titles. Around 6,662 monographs were withdrawn.

The Library's active pursuit of the acquisition of serials in electronic format rather than print has enabled maintenance of all 2004 serial subscriptions, as electronic versions have replaced multiple print copies. Serial subscription costs currently escalate at 7–10% per annum and UWS is fortunate to have retained its purchasing power through this strategic realignment of resources whilst simultaneously providing access from anywhere at any time – greatly enhancing availability for users.

The publication of monographs continues to be dominated by print media, with the need to supply multiple copies of high demand material across multiple campuses continuing to pose challenges. The Library actively participated in the Academic Program Review activity

“A total of 782,177 items (including renewals) were lent during the year”

in 2004, the outcomes of which will, in the mid to longer term, greatly facilitate the refinement of library collections and provide opportunities for creating depth rather than simply breadth in our subject coverage. Electronic books are, nevertheless, making inroads to their print counterparts. In 2004 the Library acquired the Safari Tech Books Online collection – a suite of electronic books for IT programmers and professionals and the Lippincott Williams and Wilkins core Nursing Fulltext Collection. Each of these collections has proven extremely popular and heavily used. Also growing in number and popularity are an increasing corpus of electronic reference titles including dictionaries, encyclopaedias, and yearbooks.

In 2004 the Library's monograph collection totals 793,070 volumes, with 45,000 current serial titles (print and electronic). Our monograph collection size effectively remains at status quo as de-selection is an ongoing process in order to accommodate new materials. Space remains at critical levels across six of the seven libraries.

Services

Both traditional 'in library' and virtual web based services experienced increased use in 2004. There were over 1.8 million individual visits to the libraries throughout the year, with an average of 5.1 million successful hits on the library web site each month. 1,205 Information Literacy sessions were delivered to 15,427 students by library staff, with very positive evaluation of the sessions by participants and contributing academic staff. 2004 saw the introduction of additional services including 'Online Librarian', an interactive web based service which enables enquirers to chat in 'realtime' with a librarian who assists in meeting clients' immediate information needs.

Linkfinder Plus, a facility which links catalogue records with the electronic full text of individual journals is a further value added feature introduced during the year, together with enhancements to the Voyager Library System which enables patrons to have greater control over the flexibility with borrowing records.

A total of 782,177 items (including renewals) were lent during the year, an increase of 7.41% over 2003. The increasingly popular inter campus loan service provided over 66,000 items on request to clients across all UWS campuses, an increase of 6.18% over 2003.





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Review of Operations – Research Services

Research Strategy

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

In 2004, UWS embarked on a major external review of research concentrations and the review of all central research support mechanisms. This fulfils a major objective of the Strategic Research Plan. The outcomes were published in late 2004 as the *Themes in the Landscape* report. The review examined the policies applying to the management and support of research centres as well as the performance and strategic alignment of University-supported Research Centres. As part of UWS' ongoing commitment to quality assurance and the application of national and international benchmarking, the performance level for University Research Centres (URC) designation continues to be raised. The designation of a significantly smaller number of centres – seven – in the next four years of research development foresees larger University

“UWS is developing a distinctive research culture that encourages synergies across disciplines and collaboration among students, researchers and colleagues in industry”

Research Centres, and a funding regime in which such Centres become self-sustaining. This will allow UWS to boost resources to emerging research strengths in the Colleges as well as to direct resources to the renewal of research infrastructure.

UWS research is inter-disciplinary and collaborative in style, and will continue to develop along substantially professional and applied lines. UWS is developing a distinctive research culture that encourages synergies across disciplines and collaboration among students, researchers and colleagues in industry, government and the community.

Research Code of Practice

In 2004, the UWS Research Code of Practice was developed and endorsed by the Executive and Senate in accordance with the University's commitment to research and the pursuit of knowledge as vital institutional functions to be pursued in accordance with the highest standards of professional conduct. Policy development in 2004 also included a new policy for Research Student Research Misconduct.

Funding

Much of the research UWS undertakes has a collaborative problem-solving approach, and is conducted with a wide range of research partners. Approximately 60% of the external research income UWS receives is from income sources other than Australian Competitive Grants (ACG). Equally, the success of UWS in attracting significant funding from nationally competitive granting schemes indicates 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.

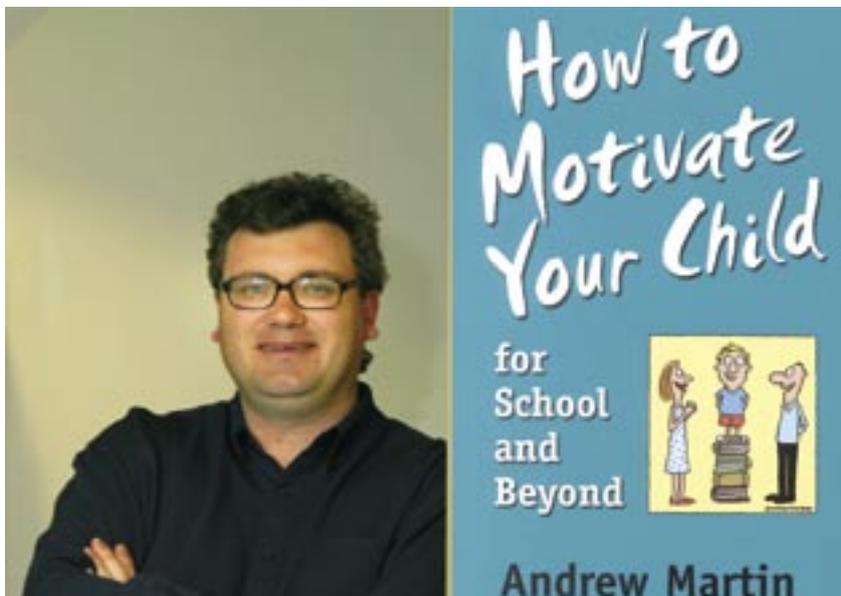
In 2004 UWS secured 12 new ARC Linkage grants. UWS success in the two rounds per annum ARC Linkage Scheme continues to be above the sector average and shows an increasing quantum and contribution from industry partners. UWS accounted for 2.10% of 2004 ARC Linkage applications and 2.26% of successful 2004 ARC Linkage grants.

In late 2004 UWS achieved notable success with the ARC Discovery scheme. UWS performance has been steady with an increasing number of quality applications being submitted. For the first time UWS equalled or bettered the national success rate (30.8%) in this prestigious national grant scheme, and received fifteen new awards, its highest-ever number of awards.

Dr Andrew Martin is a Postdoctoral Research Fellow in the SELF Research Centre

This success in national competitive grants has been led by University Research Centres (URC) that account for 62.5% of the recent Discovery and Linkage projects awarded to UWS. Under these schemes the ARC has awarded \$3,086,411 to URC over 5 years, vindicating the implementation of a focused research strategy based on selectivity and concentration in 2002. In three Research Centres there has been outstanding success: the Centre for Cultural Research was awarded five Discovery Projects (\$1,463,842); the MARCS Auditory Laboratories won three Discovery Projects (\$1,075,330); the Self-Concept Enhancement and Learning Facilities Centre (SELF) research centre won a Discovery project, two Linkage projects and two Discovery Indigenous Researchers Development awards (\$533,626). Developing research strengths in the Colleges were also notably involved in this success, including the Nanotechnology and the Health Psychology Research groups.

Many of the successful Discovery and Linkage projects have grown from internal investment. The University has invested significant funds (approximately \$3 million p.a. in 2002-2004) from its central research budget in research support to these URC, provided primarily as scholarships and postdoctoral fellowships, research program co-ordinators, commercialisation advice and equipment funds. There has been further support for UWS



participation in CRC's and for UWS participation in other collaborations including infrastructure development. As a counterbalance to this strong investment in particular niche areas and a means of nurturing future research growth, the University has operated competitive research grant schemes targeted at particular career cohorts and research modes.

In 2004, these small, targeted, and competitive schemes were subjected to evidence-based review, and found to be working effectively to develop new researchers and research track records and to support the attraction of external research income to UWS. Responding to the Strategic Plan for Research and the 2004 review, the mix has been shifted towards the Partnerships program, which has been particularly effective in supporting the University's above sector average success in ARC Linkage grants. Collaborating partners have come from business, industry, public and community sectors.

Commercialisation

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

In late 2004 negotiations with a major French consortium reached fruition regarding the commercialisation of Intellectual Property nurtured by a UWS research team led by researchers from the Centre for Advanced Food Research. Together with partners Dairy Australia, CSIRO Food Science Australia and Dairy Farmers, the researchers are developing an import replacement and internationally marketable product from dairy processing. In 2003 this research was awarded the Environmental Science Technology Sector Award for Excellence as part of the national Knowledge Commercialisation Australasia (KCA) awards. The integrity and efficacy of this new knowledge has guaranteed its uptake within the European Union under the ongoing commercialisation activity.



Major Projects across UWS

National and International Collaboration

UWS researchers are increasingly involved in collaborative research, both nationally and internationally, with government agencies, universities and private companies. Overwhelmingly such partnership building is linked to UWS research strengths – see Appendix 4 for list of URC in 2004.

In 2004 a UWS led consortium secured major five year funding under the ARC Networks program. MARCS Auditory Laboratories and researchers at Macquarie University formed the ARC – Human Communications Science Network (HCSNet) to carry out interdisciplinary research in speech, language and sound, by and between humans and machines. Chaired by Professor Denis Burnham, Director of MARCS, the Network was awarded \$2 million in seed funding. The Network includes the University of Sydney; University of Queensland; University of Melbourne; RMIT University; Australian National University; University of New England; Queensland University of Technology; University of Western Australia; University of Canberra; the University of New South Wales; and CSIRO – Mathematical & Information Sciences; Australian Speech Science and Technology Association; and the Australian Music and Psychology Society; the Defence Science and Technology Organisation, the Bionic Ear Institute, and Cochlear, along

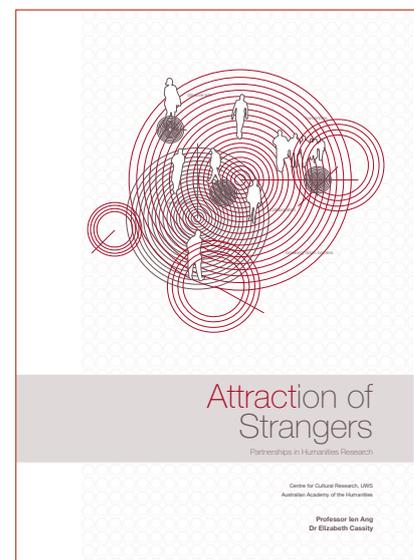
with major universities and research institutes in Japan, the UK, the US, Asia, and Europe.

UWS's collaboration across the university sector continues with Professor Bill Price's NSW Government BioFirst Award being built on by the award of ARC Linkage Infrastructure funding of \$740,000 for laboratory and start up costs for an Ultra-High Resolution NMR Imaging System for Nanotechnology including Nanobiotechnology. The facility will be located on the Campbelltown campus.

In 2004, at Parliament House, the Minister of Education, Dr Brendan Nelson, launched *The Attraction of Strangers*, an important report about humanities partnerships with industry, by Professor Ian Ang and Dr Elizabeth Cassity of the Centre for Cultural Research (CCR) in collaboration with the Australian Academy of the Humanities. 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. In late 2004 Professor

Ang was awarded a prestigious ARC Professorial Fellowship and five years ARC Discovery funding for her project *Cultural Research for the 21st Century: Building Cultural Intelligence for a Complex World*.

In 2004 the Australia Expert Group in Industries Studies (AEGIS) at UWS continued to internationalise its research effort, receiving major funding under the ASEAN-Australia Development Cooperation Program (AADCP) – Program Stream for a major multi-site project designed to enhance regional Skills Recognition Arrangements (SRA) in ASEAN member countries. The research team, led by Professor Tim Turpin is undertaking a cooperative program of research and analysis relating to Skills Recognition Arrangements (SRA) which will enable ASEAN member countries to keep their own SRA systems under review in order to meet emerging industry and employment needs and promote regional labour flexibility.

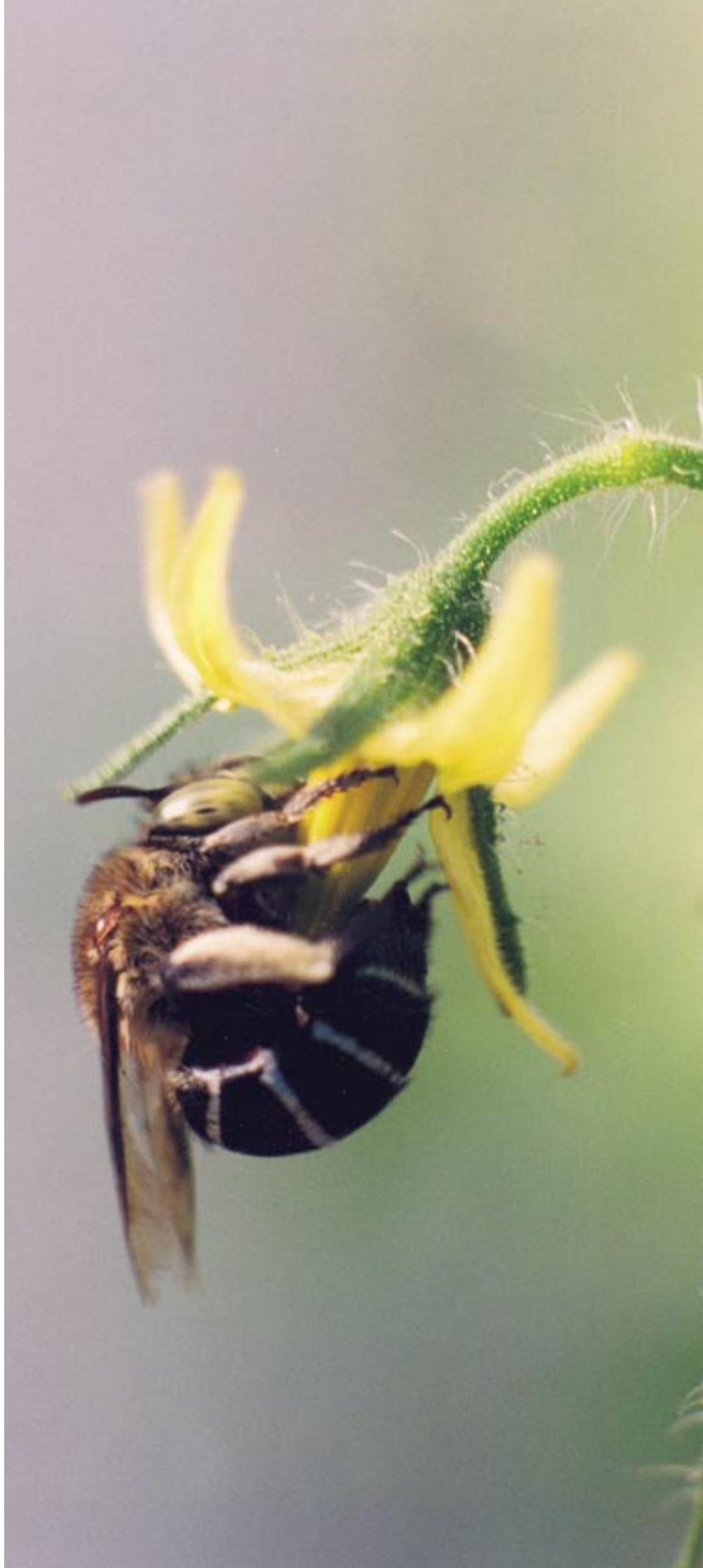


Regional Collaboration

In 2004 UWS research teams focused their energies on a range of regional collaborations exploring key economic, social and cultural issues. UWS aims to be at the heart of its region's development, particularly as a catalyst for innovation and a contributor to the region's well-being, social capital, and economic vitality.

Increasingly, scholars and researchers from different fields find themselves working together on projects where their academic interests converge. In 2004, a UWS research team involving the disciplines of management and nursing, led by Associate Professor Margaret Vickers, began work on an ARC Linkage project with the Wentworth Area Health Service examining the extent, nature and sequelae of bullying in the Australian nursing context. It is hoped that the research results will provide a framework for policy makers and health professionals to explore proactive approaches to bullying and provide a validated tool that can be used to explore bullying in other workplace settings.

A further example of interdisciplinary work linked to regional initiatives is the collaborative work of the nanotechnology research group with the Kirk Group. This strong collaboration examining the potential economic and environmental impact of nanotechnology innovation on gravure printing has been consolidated over time through a UWS Partnership grant, contract research and in 2004 through the award of a major ARC Linkage grant involving funding for a postdoctoral research fellow.



“UWS had a 23% increase in peer-reviewed publications”

Recognition – Research Active Staff

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

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

All registrants are subject to annual review, undertaken by the UWS Research Committee, on a rolling triennium basis, ensuring that UWS can reflect its growth in Research Active Staff. In 2004 the third formal triennium review of the UWS Register of Research Activity (DEST Recognised Research Activity) was undertaken, with the results published on the University’s web pages. Over

500 staff are now registered and the percentage of research active staff has risen again. This rise is in line with the Strategic Research Plan.

In the latest national publications data return submitted in 2004, UWS had a 23% increase in peer-reviewed publications as reported to the Commonwealth, continuing strong growth in research publications since the integration of UWS in 2001. The publication output per academic FTE at UWS is rising swiftly towards the sector average.

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) in 2002, UWS has had to manage a significantly reduced number of funded places. In 2004 overall load began to stabilise following significant falls in 2001-2003. 2004 saw a rise in Commonwealth funded research training places at UWS, 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. Domestic fee paying load rose significantly in 2004 – from 26.0 EFTSL to 42.5 EFTSL – contributing significantly to the stabilisation of overall research student load.

Given the RTS funding regime, and its reduction in the term of funded student candidature, UWS has placed particular focus on timely completion of research degrees. This strategic focus has seen UWS increase both its number of students completing successfully and its ratio of research completion to research student load. Our 2004 reporting declared a record 128 Higher Degree students completing research degrees, up from 112 declared the previous year and double the sector increase. From being well under the national average in 1998, UWS now has a completions ratio above the national average.

UWS continued its focus on research supervision. During 2004 nine supervisor workshop/forums were held with a total of 200 participants, while 30 programs relating to research student development were held and attended by 395 students.

In 2004 UWS also reformed aspects of the stipend support it provides to international research students in receipt of a Commonwealth International Postgraduate Research Scholarship. The living stipend paid to such awardees is now linked to the Australian Postgraduate Award base stipend, almost doubling the support that had been available to such students in 2003. This has ensured that our excellent international students can focus on their studies and timely completion without undue financial stress.

Quality Control

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 measures recommended in 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

The Office of Research Services undertakes 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.

UWS is committed to making effective use of its growing research income streams, ensuring effective compliance with the Board of Trustees direction that research funds must be actively consumed. In 2004 UWS continued to monitor the effectiveness of its allowable carry-forward process, to ensure that unspent, uncommitted funds above an allowable carry-forward limit can be retrieved and reallocated on a competitive and strategic basis for research infrastructure and development needs. In 2004 this framework has achieved positive results with the allowable carry forward of 30% being observed by all Colleges.

Statistics

Research income trends – see Section 8

Research Centres

A list of University Research Centres can be found in Appendix 4.



Dr Robert Kidd, Associate Professor Human Anatomy



Section 5

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Review of Operations – Regional and Community Engagement

Regional and Community Engagement Strategy

In 2004 UWS continued its commitment to building the Greater Western Sydney region through its activities in regional development and community engagement. The year saw an increase in the range and quality of activities initiated to continue the production of mutually beneficial relationships between the University and the communities in which it is based.

Office of Regional Development

In 2004 the Office of Regional Development (ORD) reviewed and strengthened its role and undertakings by focusing on the following 3 major functions:

- Structured and strategic engagement with the Greater Western Sydney community
- Structured and strategic engagement with Greater Western Sydney industry
- Structured and strategic development of high quality relationships, partnerships and opportunities locally, nationally and internationally through Cooperative Programs

The ORD continued to represent the University's interests in many regional projects as well as in membership of key regional and local organisations, committees and boards. The ORD has established a range of activities, processes and systems to support high quality, sustainable, flexible and innovative regional and community engagement.

UWS Regional Council

The UWS Regional Council is the principal committee of the University dealing with participation in strategic social agendas of the region and 2004 was its third year of operation. The Council is chaired by the Vice-Chancellor and provides a valuable interface between the University and its communities. In 2004 the Council reviewed and provided advice for the UWS Strategic Plan 2004–2008 and the proposed Medical School, as well as hosted forums and visiting scholars relating to University community engagement, under the auspice of the UWS Regional Partnership Awards, UWS Regional and Community Grants Scheme, and UWS Academic Service Learning Grants Scheme.

Denis Oates, *Twist of Fate*, 2004, 250cm x 150cm x 100cm, Copper
Part of the Inaugural UWS Acquisitive Sculpture Award and Exhibition

UWS Arts Consultative Panel

The UWS Arts Consultative Panel was formed in 2004 to assist in raising the profile of UWS in relation to arts, communication, design and cultural based programs and activities, as well as facilitating increasing the interest in these endeavours within UWS and Greater Western Sydney (GWS). The panel consists of a small number of well respected representatives from key organisations in the creative and performing arts community, particularly in GWS. The innovative idea to create the Panel came from Mr Con Gouriotis, OAM, Director of the Casula Powerhouse Arts Centre and member of the UWS Regional Council. Mr Gouriotis is a UWS graduate and is well respected in the arts community. The Panel is chaired by Ms Gillian Appleton, former Chair of the Arts Advisory Council NSW and Railway Street Theatre.



UWS Business and Industry Advisory Panel (B&IAP)

After one year of operation, the B&IAP reviewed its role and terms of reference. Its new role is to develop successful strategic partnerships with industry to promote innovation. Presentations to the Panel by individual researchers have proved to be an excellent strategy for the Panel to gain an understanding of the nature of research and potential for commercialisation at UWS. Several presentations have led to Panel members taking a particular interest in supporting individual researchers. Examples include the setting up of meetings with potential industry partners, identification of potential sources of venture capital and provision of advice on how to move ideas and projects forward. In particular, Mr Lu Papi orchestrated a meeting between senior executives at Cochlear and five UWS researchers that resulted in Cochlear identifying a number of areas of interest and, with the backing of the executives, moving forward to establish collaborative research in several key areas.

The B&IAP Panel members have shown great enthusiasm in offering their time, advice, ideas, contacts and valued expertise to UWS. They have spent their first two years learning about the University, its strengths, weaknesses, culture, challenges and great potential. All current members are committed for the long term in supporting UWS in developing stronger and mutually beneficial links, alliances and partnerships with industry that provide for increased commercial return.

UWS Regional and Community Grants Scheme

In 2004 this Scheme, in its third 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 GWS. Members of the Regional Council are active participants on the Regional and Community Grants Selection Panel that determines appropriate themes and projects to be funded by the Scheme. In 2004, funds were set aside for an evaluation of the scheme, a function to celebrate the success of the scheme, and a publication highlighting successful projects and their community partners since the Scheme's inception. The publication has been circulated widely and the evaluation made recommendations for improvement that will be implemented in the future. Successful projects this year include:

- Expanding and Deepening Integrated Community-based Education in Fairfield
- Engaging with communities to enhance transition to school through an innovative 'buddy' program
- Out of Gallery – a series of guerrilla exhibitions in the Western Sydney region



Dr Sarah Redshaw, Young Driver Program

- Assyrian Community Capacity Building in Fairfield City
- Towards best practice in strategic social infrastructure planning and delivery in areas of rapid urban development: Camden case study
- Macarthur Agritourism Project
- Young Driver Program Evaluation
- The Female Orphan School art experience – a cross art-form exhibition/performance at the Female Orphan School complemented by art workshops for children

Academic Service Learning Grants Scheme

Academic Service Learning (ASL) is cited as one of the priorities for development in the current UWS Strategic Plan for Regional and Community Engagement. This scheme aims “to promote civil society and sustainable communities by building their social and intellectual capital”. In 2003, an ASL Steering Committee was formed to facilitate implementation of ASL at UWS. The Steering Committee is chaired by the Pro Vice-Chancellor Academic and reports to the Senate Education Committee. During 2004 the Regional Council agreed to utilising funds from the Regional and Community Grants Scheme to support projects to introduce ASL into the curriculum at UWS. Eleven applications were received and five grants were awarded: three grants for units or courses within a School and two for projects that have a College wide application. Grants were awarded for:

- Formalising ASL Strategies in the School of Engineering & Industrial Design
- Enhancing the Animal Science degree through establishment of community links and engagement in the School of Environment
- Development of active student learning in a community based environment in the School of Law, in conjunction with the Australian Taxation Office

- Developing a Unified Academic Service Learning System in the College of Arts Education and Social Sciences
- Building the Scholarship of Engagement through Service Learning in the College of Social and Health Sciences

UWS Regional Partnership Awards

The UWS Regional Partnership Awards acknowledge the excellent 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. In 2004, thirteen nominations were received in five of the six categories. The quality of applications was greatly improved on previous years due to ORD reviewing and revising Award guidelines and procedures. Recipients of the Awards have expressed deep appreciation for their acknowledgement and a commitment to developing stronger partnerships with UWS. Award recipients and categories in 2004 were:

- Fairfield City Council for Excellence in Regional Partnership Local Government
- NSW Department of Education and Training, Blacktown School Education Area Office for Excellence in Regional Partnership Educational Organisation
- NSW Department of Education and Training, Campbelltown School Education Area Office for Excellence in Regional Partnership Educational Organisation
- Karitane for Excellence in Regional Partnership Non Government and/or Community
- Mr Barry Baillie for Excellence in Regional Partnership, Individual



Greater Western Sydney Infrastructure Forum

The Global Foundation, a high level national think-tank, in partnership with UWS, held a Roundtable focusing on key issues relating to GWS infrastructure. The Roundtable took the format of a half-day closed high-level forum with senior representatives from federal, state and local government, high-level bureaucrats, private enterprise and senior University management. Results of the Roundtable were used to brief both the state and federal governments to further develop an infrastructure strategy for GWS. This type of forum advances the University's reputation and role in leadership on important regional issues.

Australian Universities Community Engagement Alliance

AUCEA hosted its inaugural National Conference in 2004 at Charles Sturt University (Bathurst), to ensure the continuing commitment of sharing best practice and promotion of scholarly activity nationally and internationally on the higher education agenda. AUCEA currently has representatives from 30 national and three international universities, governments, industry and community organisations that are committed to university-community engagement in order to promote the social, environmental, economic and cultural development of communities. AUCEA has been successful in gaining a Higher Education Innovation Program grant of \$200,000.

Visiting Scholars Program

In 2004, the ORD established a Visiting Scholars Program in conjunction with AUCEA interested parties willing to share their national and international contacts through a broader network of programs and events. The aim of the Program is to profile national and international leadership and scholarship in community engagement, to disseminate knowledge and generate new ideas for connecting with the community in local, regional and international contexts. Visiting scholars, staff, government and community representatives share their experiences and theories of community engagement through workshops, forums and individual appointments. Visiting scholars to date have included:

- Professor Philip Nyden – Director of the Centre for Urban Research and Learning (CURL), Loyola University Chicago, USA
- Mr David Bragdon – President Metro Council, Portland USA
- Professor David Charles – Director of Research and Coordinator at the Centre for Urban and Regional Development Studies, University of Newcastle upon Tyne, UK
- Mrs Bella Sattar – Durban Institute of Technology (DIT) in Republic of South Africa



UWS Innovative Technology Network

The Innovative Technology Network (ITN), funded by the NSW Department of State and Regional Development, continued throughout 2003-2004 to offer its seminar program for small to medium enterprises in Greater Western Sydney. ITN is now in its seventh year working to improve the efficiency of local manufacturers. Learning through sharing is the strategy used to promote new technologies and innovative processes for greater global competitiveness. On-site seminars in local plants give participants insights into the sophisticated technologies being used in our region. Professors Athula Ginige and Alan Buttery have presented seminars in their respective fields of e-transformation and marketing. In the coming years ITN will continue to seek out and provide a forum for UWS academics to share their knowledge and expertise with local businesses. The engagement of the University with its business community has great potential for further development and the ITN will continue to provide one avenue for this engagement.

UWS Nanotechnology Project

This Project, funded through the Federal Department of Transport and Regional Services Sustainable Regions Programme, is concerned with the transfer of knowledge in nanotechnology from UWS to industry in the Campbelltown-Camden area. The main focus has been on developing the UWS Nanotechnology Network which brings industry, academics, students, researchers and the interested public onto the Campbelltown Campus, on a quarterly basis, to participate in lectures, presentations and discussions surrounding the take up of the knowledge of emerging sciences such as nanotechnology.

In Our Own Backyard Project

This Project, funded through the Federal Department of Transport and Regional Services Sustainable Regions Programme, is concerned with developing the tourism industry in the Macarthur region. The Project Coordinator works with Tourism Macarthur Cooperative Ltd, South West Sydney Institute of TAFE, Campbelltown City Council, Camden Council, Wollondilly Shire Council, the Macarthur Region of Councils and interested local tourism operators to improve potential for tourism in the Macarthur region. UWS is developing strong links with local industry and contributing through leadership and cooperation to the development of the region.

UWS Directory of Community Engagement

In order to understand the level and nature of regional and community engagement, a Directory of Community Engagement has been established. Staff submit a compilation of the strategic alliances and partnerships they have developed externally, including the nature of the relationship, a brief project description and head contact details. One of the objectives of the Directory is to identify areas of strength in community engagement. Not all organisational units choose to contribute to the Directory and thus the Directory does not provide a comprehensive picture of the University's engagement. However, the Directory has grown considerably over the past year and is a valuable means for understanding the nature of many engagement activities at UWS. The Directory will be utilised as a tool for performance monitoring of Key Performance Indicators (KPI's) in the area of Regional and Community Engagement.

“132 (81%) of students participated in the popular Vacation Programs and 10 (6%) of students undertook Academic session projects.”

Cooperative Programs

Cooperative Programs connect organisations to high achieving students who can undertake industry research projects in a wide range of disciplines. 163 students, or recent graduates, participated in Cooperative Programs in 2003/2004. These placements were provided by 91 industry partners. Approximately a third of the industry partners had participated in previous years, and they sponsored 87 (53%) of the placements. Two thirds were new industry partners, and they sponsored 76 (47%) of the placements.

132 (81%) of students participated in the popular Vacation Programs and 10 (6%) of students undertook Academic session projects.

The Graduatd Internship Program, introduced in 2004, is a program where recent graduates work for 12 weeks prior to being offered a permanent position. It has been very successful with 16 graduates being successfully placed. At the instigation of one of the University's industry partners, Pirelli Cables Australia, an Industry Internship program was started where a student defers University for one semester and works with an organisation. Currently two students are undertaking an Industry Internship with Pirelli. Following the excellent feedback received from Pirelli and the students, Industry Internships will be included in the suite of Cooperative Programs being offered in 2005.

Cooperative Programs also arranges internships for international students studying at UWS in a Study Abroad or Exchange program. In 2004, three international students gained valuable experience in Australian organisations.

Feedback from all participants, industry partners, students and academic supervisors indicates an overwhelmingly high level of satisfaction with the programs, the calibre of the students and the value of the experience.

A new program is being piloted in 2004/2005, Coop International, which entails UWS students undertaking overseas placements during the summer vacation. Seven students will be going to Fiji, India, Philippines, New Zealand and the United Kingdom.

Programs will continue to grow and their quality will be further enhanced.



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Review of Operations – Business and Resources

Our Staff

In 2004 we had 2,148 full-time equivalent staff in ongoing and fixed term positions. The number of casual employees marginally decreased in 2004.

Ongoing and Fixed Term

	2003	2004
Academic	968	943
General	1,200	1,205

Electronic recruitment advertising was introduced in early 2004 through *Jobs@uws* – a weekly email notification to some 7,000 subscribers of all vacancies at UWS.

In response to 281 externally advertised vacancies, external appointments were made to 121 Academic, 143 General and 11 Senior staff.

Quality of Service

Work continued during 2004 on the HR Quality of Service Project initiatives. This included the completion of stabilisation and standardisation of HR processes to deliver more uniform and consistent HR administration. As a second phase in this development work, effort has been directed to leveraging technological solutions to further streamline and automate processes, so that HR resource effort is able to be redirected away from manual processing and towards more proactive and value adding management support services. HR advisory services were embedded during 2004 with the initialisation of a revised mode of delivery of HR services to clients.

HR Systems

Staff OnLine – the web-based facility enabling individual employees to view pay records, a subset of their personnel record – was enhanced during 2004 to allow employees to apply for leave online and have it work-flowed to their supervisor for approval. This has delivered a significantly streamlined administrative process with user acceptance evidenced through an average of 5,000 transactions per month.

2004 also saw the development and deployment of the HR Workforce Demographics portal, the web-based delivery of a suite of management information related to the UWS workforce.

Occupational Health and Safety

Occupational Health and Safety (OHS) management across UWS has seen significant change during 2004 in terms of a systematic approach to how OHS is managed and increased awareness of responsibility and accountability at all levels. 2004 was a year of implementation of the renewed occupational risk management practices as a result of the OHS review undertaken in 2003, which identified both strengths and weaknesses of the OHS management system.

Revised injury management protocols have achieved significant results in terms of continued management process monitoring and review. The approach has focused heavily on staff care and sound injury management practices which has realised a significant reduction in premium outcomes.

There were no prosecutions for breaches under OHS legislation during 2004.



Table 1: Comparative Incidents / Accidents and Claims at UWS

Month	2002		2003		2004	
	Incidents/Accidents	Claims	Incidents/Accidents	Claims	Incidents/Accidents	Claims
Jan	10	2	21	7	21	6
Feb	27	10	29	4	17	8
Mar	42	8	52	17	45	11
Apr	34	9	42	9	30	4
May	36	4	34	7	40	5
Jun	21	0	27	3	20	4
Jul	17	12	10	9	19	6
Aug	40	12	50	11	36	12
Sept	43	7	67	11	37	7
Oct	27	7	36	8	39	7
Nov	26	4	16	8	26	5
Dec	10	10	17	4	19	3
Total	333	82	401	98	349	78

Enterprise Agreements

Throughout 2004 the University engaged Unions in renegotiation of employee terms and conditions to replace the Academic and the General Staff Agreements which nominally expired in June 2003.

The University and Unions finalised negotiations late in 2004 with Enterprise Agreements signed on behalf of the University with:

- the National Tertiary Education Union (NTEU) for the University of Western Sydney Academic Staff Enterprise Agreement 2005-2008
- the Community and Public Sector Union (CPSU) and NTEU for the University of Western Sydney General Staff Enterprise Agreement 2005-2008

Due to the protracted negotiations and in order to ensure that staff were not disadvantaged by the delay in finalisation of the agreements, and to recognise staff commitment and immense goodwill, the University paid administrative increases in salary for both Academic and General staff of 2% in January 2004 and a \$1000 increase to base salary rates from October 2004. By agreement with Unions a \$1000 one-off bonus will be paid in January 2005 after the new Agreements are signed.

During early 2005 the University will undertake consultative action with all staff required under the Workplace Relations Act including voting for acceptance of the Agreements, prior to lodgement of the Agreements for certification by the Australian Industrial Relations Commission.

Academic Promotions

After the 2003 round of promotions the policies were reviewed and fine tuned.

For the 2004 Academic Promotions round, applications were considered by six Committees formed in accordance with the Academic Promotions policies. The University received 70 applications for promotion, of which 41 were successful (details below).

83% of successful applicants have a PhD. Half of all applicants who do not have a PhD were successful in demonstrating a case for equivalence.

While fewer women (37% of total) applied for promotion, they were proportionately more successful than men (46% of successful applicants).

Table 2: Academic Promotions

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	11	6	5	7	4	3
C	37	27	10	24	15	9
D	19	9	10	8	2	6
E	3	2	1	2	1	1
Total	70	44	26	41	22	19

Professor Jann Conroy



Our Finances

Financial Resources and Budget Outcomes

- The University ended 2004 with a consolidated operating deficit of \$26.9m (2003: \$0.1m deficit). The major contributing influences were the altered timing of Operating Grant payments from the Commonwealth and an overall drop in student numbers. The exclusion of the one-off effect of the change in Commonwealth payments provides a true underlying deficit on recurrent operations in 2004 of approximately \$9m.
- Total revenue in 2004 (excluding deferred items) decreased by 3.6%. Income fell by \$12.1m to \$321.9m (2003: \$334.0m). This represented an even greater variance (\$19.7m) below the originally budgeted income for the year. The shortfall is due mainly to the effect of the altered payments schedule from the Commonwealth (\$17.4m) and a drop of \$10.6m (\$6.7m actual) in International On-shore student fees. These falls were somewhat offset by the initial impact (\$8.4m) from the inclusion, for the first time within the University Accounts, of Student Service Fee collections and trading income from a new related entity.
- Excluding Student Service Fee collections the University's level of self-generated income as compared to total income declined from 32.2% in 2003 to 31.6% in 2004 despite the significant one-off reduction in Government funding in 2004. Growth in self-generated non-government income remains a key objective of the University and its achievement is essential to meet escalating costs and provide for development initiatives.
- During 2004, operating expenditure (excluding deferred items) was \$348.8m, an increase of 4.5% from \$333.9m in 2003. The expenditure result compares favourably against the previous increase of 4.9% (from 2002 to 2003) and 7.4% the year before. After adjusting for the affect of the inclusion of new Student Service Fee collections the effective growth in expenditures in 2004 was only 2.4%. This reflects the University's continued commitment to maintain tight expenditure controls on its activities.
- The University's financial position remains sound. There are no external borrowings or debt. Net assets (assets less liabilities) are recorded at \$672.2m (2003: \$608.0m). The financial current ratio (current assets as a proportion of current liabilities) of 1.2 (2003: 1.7) has moved below the DEST "good practice" benchmark range of between 1.5 and 3.0. However, there is available an additional \$33.9m which, although technically classified as long term investments, can be readily converted to cash. Its inclusion raises the University's overall liquidity to over 1.8 and well in excess of the DEST minimum. Even so, it is incumbent on the University to look to improving its financial position over the coming years.
- The University Funding Model (UFM) is the main resource allocation mechanism for funding the University's strategic imperatives at an institutional level. This model recognises student load by teaching unit, allows for cost differentials between disciplines, and provides incentives to Colleges for research performance and generation of fee income.
- The inadequate indexation of Commonwealth funding to meet actual salary increases, escalating competition for non-government income, reduced growth in the international student market, rising costs and the increasing demand for high quality teaching and research outcomes continue to dominate UWS budget planning. In addition, the University faces the constant challenges of operating on six teaching campuses supporting the Greater Western Sydney region and its growing population.
- The University has budgeted for a consolidated operating deficit of \$6.3m for 2005 as part of its longer term strategy to return to positive financial operating results. A number of programs commenced in late 2004 with the objective of increasing levels of self generated income and identifying further cost saving opportunities.

Employment Equity

Major Equal Employment Outcomes (EEO) during 2004

General

- Development and implementation of training on 'Supporting UWS employees: Going to Court on Work Related Matters' and associated pamphlet for UWS employees
- Development and implementation of training program on 'Bullying in the workplace'
- Implementation of an exit interview process
- Continued implementation of on-line training on discrimination in the workplace

Women

- Development and implementation of Women of the West Awards for International Women's Day. The UWS Woman of the West Award is a strategy which:
 - supports UWS' promotion of social justice;
 - demonstrates commitment to the University's equal opportunity policy; and
 - strengthens community links within the region, particularly with women.

The Vice-Chancellor hosted an event for staff to celebrate International Women's Day, on Monday 8 March, 2004. The event featured Dawn Casey, former Director of the National Museum of Australia as guest speaker.

Aboriginal and Torres Strait Islander staff

Councillor Maureen Walsh, Deputy Lord Mayor of Parramatta City Council delivered the 2005 Yarramundi Lecture at the Hawkesbury Campus on the 27th May, 2004. The Yarramundi Lecture is the centrepiece of the University's Reconciliation Week activities. Ms Pearl Wymarra, who initiated the first Yarramundi Lecture, introduced the event and attended as a special guest. Ms Linda Burney MP also attended, and addressed the lecture. Ms Wymarra presented the University with a beautiful sand painting created for the inaugural Lecture. Thulli Dreaming provided a bush tucker afternoon tea for approximately 100 community and University guests.

People with disabilities requiring workplace adjustments

- UWS became a Pathway to Charter Member, with Employers' Making a Difference. This is to enable a disability employment strategy to be initiated.
- A staff development program on Universal Design was implemented.
- The Social Justice Unit received the Equity Award from Parramatta Council for the development of the Disclosure resource. This resource provides information to employers, employees, educators and students on the rights and responsibilities associated with disclosure of a person's disability. Several training sessions on this resource were provided to the community.



“The Vice-Chancellor hosted an event for staff to celebrate International Women’s Day, on Monday 8 March, 2004. The event featured Dawn Casey, former Director of the National Museum of Australia as guest speaker.”

People whose first language is other than English

- Representation of Academic staff whose language first spoken as a child was not English has increased steadily from 17% in 2001 to 24% in 2004.
- The Ethnic Affairs Priority statement was reviewed during 2003, and a draft action plan developed and submitted in 2004 for approval.
- Guidelines for inclusion of Cultural Issues at Events were developed and circulated to staff.

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, and the University continued to implement the Plan through a variety of activities and policies.

Key Achievements in 2004:

- Provision of equity based scholarships, which include students who have migrated to Australia in the past 10 years and whose language background is other than English.
- Draft guidelines on the use of interpreters/translators, submitted for approval. These guidelines refer particularly to the use of interpreters/translators in committees, for staff and students whose first language is other than English.
- Provision of prayer rooms for all denominations and separate Islamic prayer rooms on all campuses.
- Informing UWS staff of the days of religious significance, with information available on the WEB, including information on different religions.
- Provision of ‘Success at University’ workshop including a mentoring program specifically designed for Muslim women entering university.

- Retention of Non-English Speaking Background (NESB) Student Teachers program. This program engages relevant stakeholders in the identification of the factors assisting and hindering NESB students from the Greater Western Sydney Region in accessing, participating in, and achieving their academic and personal potential in the University’s teacher education programs, particularly school practicum events.

Key Objectives in 2005

The four Key Objectives as developed by the Community Relations Commission for implementation of the Principles of Multiculturalism have been adapted to the University environment:

1 Leadership

The University will explicitly embed the principles of multiculturalism and recognise the benefits of a whole of University approach. University leaders will provide tangible support to achieve a cohesive University society where diversity is valued and regarded as an asset.

2 Community Harmony

The University will foster a climate of mutual respect by highlighting the benefits of cultural diversity to the University community by supporting anti-discrimination measures and by promoting and maintaining community harmony.



3 Access and equity within a framework of social justice obligations

The University will ensure that resources are fairly distributed, that diverse linguistic, religious, racial and ethnic heritage communities are consulted about decisions related to University program development and service delivery, that the rights and responsibilities of all people are recognised, and that services are effectively targeted to meet the needs of members of diverse linguistic, religious, racial and ethnic heritage communities.

4 Economic and Cultural Opportunities

The University will promote the benefits of multiculturalism in the educational, social and cultural life of the University. The University will recognise multiculturalism as a positive force in the development of the University's economic opportunities and in enriching the University community through educational, social and cultural activities.

Details of the strategies that will be employed to achieve these objectives can be found at :

<http://www.uws.edu.au/about/adminorg/corpserv/socialjustice/focus/diversity/eaps>

Dr Roger Attwater, Adjunct Fellow, Integrated Catchment and Environmental Management Group



Major planned Equal Employment Outcomes (EEO) for 2005

During 2005 the University will:

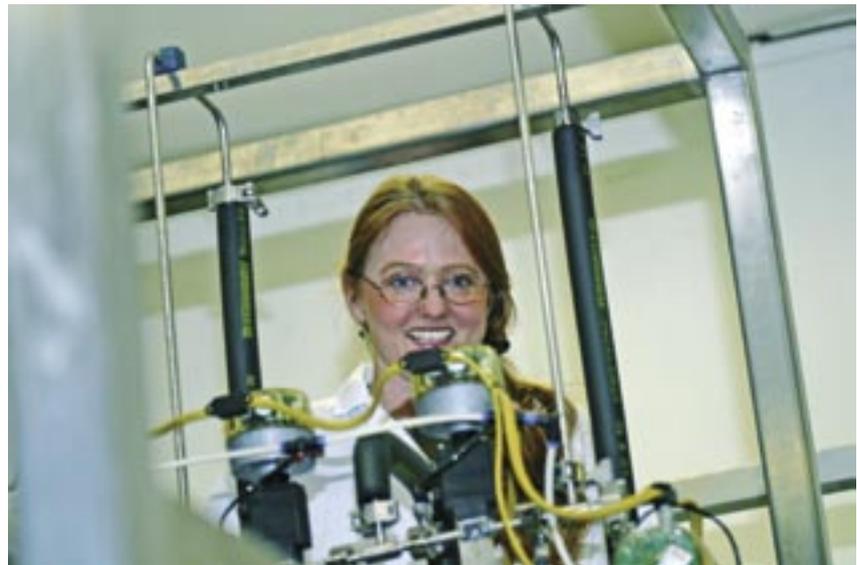
- implement a UWS Aboriginal employment strategy
- implement the 'Employment for people with a disability' strategy, in collaboration with Employers' Making a Difference
- implement a UWS Grievance Policy and procedure
- implement the Ethnic Affairs Priority Statement plan
- continue to implement the On-line Staff Development program for the prevention of discrimination and harassment in all UWS Divisions and Colleges.

Statistics

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

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.

Dr Rosalie Durham, Research Fellow, Centre for Advanced Food Research



Anti-Cancer Commercialisation

The University is jointly commercialising three biotechnology projects with the University of Sydney. Each University is contributing one project and a third project is jointly owned by both Universities.

Phytonova

Phytonova Pty. Limited is a joint venture between the University and Melbourne-based pre-seed venture capital company. Phytonova has been established to commercialise the plant breeding methodologies of the Centre for Horticulture and Plant Science at UWS.

The methodologies, for which patents are pending, have been successfully applied to produce low chill (early maturing) fruit, as well as other market desirable characteristics, such as rapid growth, in a range of plants.

Nutrients from Waste Technology

OBD has been working with the University's Centre for Advanced Food Research (CAFR) and its award-winning 'nutrients from waste' technology.

During 2004, agreement in principle was reached with a French company which will take a worldwide exclusive licence over applications of the patent for the dairy industry.

The patented process enables high grade lactose to be recovered from cheese whey, a by-product which is otherwise often treated as a waste stream.



EU Tourism

For the second time in 3 years, the University was successful in attracting a Grant of nearly \$500,000 under the 3rd Pilot Project for Co-operation in Higher Education between Australia and the European Union. The project is a collaborative venture amongst 4 European universities (from 4 countries) and 4 Australian universities titled; 'Sharing Our Heritages: Master Classes in Cultural and Natural Heritage Management'. UWS is the Lead institution in the Australian Consortium, whilst Brandenburgische Technische Universität Cottbus – Germany is the Lead member of the European Consortium.

The Spastic Centre

This proposal involves the construction of a purpose built facility on Penrith campus to be jointly used by The Spastic Centre for delivery of disability services to children and adolescents, and by UWS for practicum and research purposes, particularly for the School of Education and Early Childhood Studies.

Its origin dates back to a UWS Nepean School of Learning Development & Early Education submission to Department of Education, Training & Youth Affairs DETYA in 1995 for capital funding to build an Assessment & Intervention Centre.

Board of Trustees approval for the long term lease of 20 years was obtained in April 2004 with an agreement duly signed with the Spastic Centre in May 2004.

Television Sydney (TVS)

TVS aims to provide a sixth Sydney television channel that is "free, fresh and for all".

TVS is owned and operated by Television Sydney Limited, a not-for-profit limited liability company. It is based at the Penrith (Werrington South) campus of UWS.

In 2004, the Australian Broadcasting Authority awarded TVS a licence to broadcast on UHF Channel 31. TVS intends to commence broadcasting by July 2005, to a potential audience of 3.4 million people.

uwsconnect

uwsconnect was founded in 2004 with a mission to work collaboratively to build a strong, professional, highly regarded, financially sustainable business that provides equitable and affordable services to meet the needs of the UWS community – students, staff and other stakeholders in Western Sydney.

uwsconnect, now operating on the six UWS campuses, is working to provide facilities and programs to the 36,000 students of UWS. uwsconnect provides core services and facilities, including:

- Sport – sports facilities, recreation and leisure activities
- Retail – campus information/service centres and retail outlets
- Food –cafeterias, restaurants, bars, catering and functions
- Connect community – employment, accommodation support and other services meeting student needs

UWS Commercial Guidelines

Following amendment to the University Acts in 2001 all NSW universities were required to implement guidelines with respect to the management of commercial activities.

UWS submitted draft guidelines for Commercial Activities to the NSW Government in March 2002 that had been approved by the UWS Board of Trustees.

At the time of approval the Board recognised that the guidelines were subject to review. Based on feedback provided by the Government, changes were made to the UWS Commercial Guidelines in 2004, and the Minister formally approved them in November 2004.

The Guidelines essentially outline the processes that the University must follow in the development, review and approval of commercial activities.

The Whitlam Institute within UWS

The Whitlam Institute within UWS is a centre for public dialogue and progress and exists for all Australians who care about what matters in a fair Australia.

The Institute is an entity in the Division for Development and International. It links policies with people – connecting communities with the decisions and politics that affect their lives. The Whitlam Institute priorities for action are health and education, community and urban development and accessible art and culture.

The Whitlam Institute supports UWS development by working with colleges and schools to bring knowledge to life in the community. In a range of practical ways it makes scholarship relevant to everyday lives. The Whitlam Institute is inspired by the E. G. Whitlam Prime Ministerial Collection which represents the life's work of an Australian statesman who pursues his convictions with a constant commitment to community engagement and a determination to put words into action.

In 2004 the Institute expanded its three-part program;

The What Matters Program which explores ideas and values which rate highly as areas of concern among members of our community – particularly young people. Activities included:

- The What Matters news story writing competition was launched in partnership with the Sydney Morning Herald and Sun-Herald newspapers. More than 1,000

entries were received from Primary and High School students. Ten winners received their prizes at a special reception for Nobel prize-winning author J M Coetzee.

- The schools seminar series with an exhibition and lecture on the anniversary of the 1974 Joint Sitting of Parliament was launched and was well attended by more than 200 high school students from across Sydney.

The Fair Australia Program which focuses on putting words into action and exploring ways to make academic scholarship relevant to everyday lives. Activities included:

- The Masterclass series was launched with a unique opportunity to study political oration with one of the greatest speechwriters in Australian history who has moulded and articulated political thought for generations, Graham Freudenberg, and Rhodes scholar and program director for global issues at the Lowy Institute for International policy, Michael Fullilove.
- The literacy project initiated by the Whitlam Institute and supported by the NSW Department of Education and Training and the Sun-Herald enters its second year with UWS student teachers working across the west on innovative ways to develop reading and writing skills in primary school children.
- The online health forum launched a new resources centre featuring articles and fact sheets on current debates in health system reform.

- UWS student interns have started two research projects; on priorities for Constitutional reform and the history of universal health insurance in Australia.

The Prime Ministerial Collection which is featured on the Whitlam Institute website at www.whitlam.org and represents one of the most accessible civic society research resources in the nation. Activities included:

- A team of UWS students worked on research and digitisation projects which have dramatically expanded the online collection.
- The special exhibition on the history of the Whitlam Government 1972-1975 which provided a snapshot of political developments, social moods and historical judgements of this dramatic era of political history.

The collection was expanded by the gift of letters from Nicholas Whitlam which documents his correspondence with Gough between 1964 and 1971. Keeping his son up-to-date with news from home, Gough's letters detail the turbulent times within the ALP during the late 1960s, which culminated in him successfully challenging the ageing Arthur Calwell for the leadership in 1967. Along the way, he also touches on a range of topics such as State aid, censorship, the Vietnam War, the Petrov Royal Commission and other contemporary political and social events.



CADRE design PTY LIMITED & CADRE design Unit Trust

The principal objectives of the company are:

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

The principal activities of the Company during the period were:

- Development of WWW & CD ROM products for major US education publishers.
- Development of educational multimedia for the Le@rning Federation for Australian & New Zealand Schools.

Sydney West International College Pty Ltd

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

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

Linkwest Limited

Linkwest's objectives are to provide English Language Training Services. In addition, the Company will register as a Registered Training Organisation from 2005.

The principal activities of the Company during 2004 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.

From 2005, the Company will offer nationally accredited vocational qualifications and customised courses which are based on Industry Training Packages. It will also continue to provide the Adult Migrant English Program at Liverpool. The operations of the Campbelltown UWS English Language Centre will be merged with Sydney West International College.

UWS Conference and Residential Colleges Ltd

The company's objectives are to ensure the efficient and effective operation of the residential facilities on all UWS campuses in a manner conducive to academic and social development of residential students. It also manages conference, motel and venue hire facilities.

The principal activities of the Company during the period were to provide student residential accommodation in support of UWS covering Bankstown, Blacktown, Campbelltown, Hawkesbury, Parramatta and Penrith campuses as well as conference and venue management across all campuses of the University.

Sydney Graduate School of Management

The principal objective of the Company was to provide marketing, management and administrative support of postgraduate award and professional and executive management programs.

The principal activities of the Company during the period were the provision of postgraduate award and executive management programs for domestic and international students.

University of Western Sydney Foundation Limited

This Foundation raises funds in support of the University and oversees the effective management control of all Trust funds held within the Foundation Trust account.

The principal activities of the Company during the period have been to manage the UWS Foundation Trust and to act as the Trustee of the Trust. The Company did not trade in its own right during the year.

UWS Ventures Pty Limited

The objectives of the Company are to carry out commercial activities of the University. Since its incorporation on 22nd July 2003, the Company has not traded.



New Developments at Parramatta Campus

Parramatta Campus was identified in the UWS Strategic Plan as a major growth campus and 2004 saw the first moves to embody this growth with provision of new infrastructure. The campus expansion poses a challenge to the University as it is a heritage campus with constraints on allowable development protecting not only its heritage buildings, but also its large historic green spaces. This year has seen master planning studies in response to State Environmental Planning Policy 56 (SEPP 56), and preparation of a master plan that was approved by Parramatta City Council in December 2004. This master plan has opened the way for additional development of the campus in a way that meets the University's expansion needs, while at the same time preserving the heritage essence of the campus.

Due to the difficulties involved in converting heritage buildings to teaching space, the adopted strategy is to construct a new building exclusively devoted to teaching. A complimentary element of the strategy is to fit teaching support into the current buildings.

Detailed design work on this new building is proceeding well and a development application has been submitted to Parramatta City Council. It is anticipated that a construction contract will be let in 2005, with occupancy to follow in 2006.

Following completion, Stage 2 of the project, reconfiguration of the vacated teaching rooms for support use, will commence with occupancy in late 2006/07.

Teaching Space Upgrades

Subsequent to the successful upgrade of the University's 35 lecture theatres, attention has now focused on surveying the University's flat floor teaching spaces to determine quality and capacity and to establish a program for their corresponding upgrade. It was identified that all campuses would benefit from an upgrade of common teaching rooms and the installation of a standardised suite of teaching aids. A project has been defined and funded for this purpose with construction work to commence in 2005.

Parramatta and Bankstown Campuses were identified as the campuses having greatest need for additional teaching space. A \$1.2M project was undertaken in 2004 to reconfigure Building 5 at Bankstown Campus into a common teaching building, providing a lecture theatre and five new flat floor teaching rooms of contemporary standard. The new teaching rooms will be available for the autumn semester 2005.

Improving Safety

In 2004 a program of work to upgrade paths, handrails, stairs, balustrades, and lighting was undertaken to address occupational health and safety issues in these areas. Additionally, public spaces are being maintained to eliminate potential places of concealment. This eliminates loiter spaces and improves the safety of people using these areas.

In 2003 a formal process was introduced to induct contractors as required under current legislation. The contractors are briefed on UWS safety procedures prior to allowing them to work on campus. In 2004 approximately 300 contract staff were inducted through this process.

Land Disposals

During 2004 the University sold four off-campus townhouses in the suburb of Milperra and one rural property at Burruga. The townhouses were sold at auction for a total value of \$1,448,000.00 and the rural property at Burruga was sold for a total value of \$140,000.00.



Waste Planning

Following a waste audit conducted by Sita Environmental Solutions, the waste stream of the University was mapped with the following goals set in line with the requirements of the NSW Government's Waste Reduction and Purchasing Policy (WRAPP):

- reducing the amount of waste generated
- reducing the amount of waste diverted to landfill
- increasing the amount of materials collected and recycled
- purchasing and using recycled content materials

Reducing the amount of waste generated

Electronic communications both internally and externally at UWS has significantly reduced waste paper generation. In addition, improved paper and cardboard collection and recycling initiatives were put in place in 2004 with 1,000 paper recycling wheeled bins, 200 security paper bins and bulk cardboard bins being distributed throughout the University. Redundant furniture, including office and student chairs and desks, filing cabinets and storage units are either sold or donated to charities rather than being sent to landfill.

Building, construction and demolition material generated on UWS sites is sorted into concrete, bricks, tiles, metal, glass and soil and sent to the respective recycling facility. Tree waste is chipped on site and used as mulch on tree plantings and in garden beds

thus diverting the waste from landfill and improving moisture retention

and reducing potable water use. Additionally, a concerted anti-dumping program has drastically reduced illegal dumping of waste on UWS campuses and the need for subsequent disposal.

Reducing the amount of waste diverted to landfill

Improved recycling initiatives in 2004 resulted in a total of 454 tonnes of paper and cardboard being diverted from landfill and sent to recycling facilities compared to 133 tonnes in 2003. UWS has negotiated a no cost paper and cardboard recycling contract, which includes the supply of bins and transport of the collected waste to the Visy recycling facility. Photocopier and printer toner and ink cartridges are also recycled thereby avoiding an estimated four cubic meters per annum of this type of waste.

Increasing the amount of materials collected and recycled

The pending implementation of a new Waste Tender will enhance the current collection strategy with bulk co-mingle skip bins to be located on all sites. These receptacles accept glass, plastic, drink cans and paper and are accepted at specialist recycling facilities. Existing paper and cardboard recycling programs are to be expanded with dedicated paper collection bins to be provided in all offices and lecture rooms.

Purchasing and using recycled content materials

The current Cleaning Tender, which includes the supply of consumables, stipulates the provision of recycled

content toilet tissue and hand towels, in addition to the supply of environmentally friendly cleaning chemicals.

The fertilising of grounds and gardens is carried out with organic products and turf top dressing using 'Nitro top' (treated and recycled sewage sludge) rather than topsoil and manufactured chemical fertilisers. 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 and storm water from the Richmond Sewage Treatment Plant and further treats both resources through settling dams and constructed wetlands for re-use as irrigation in horticulture areas and on the farms at Hawkesbury Campus. An estimated 1,050 mega litres of treated effluent and stormwater was used in 2004 greatly reducing potable water use.

Environmental Management System

The preparation and implementation of a comprehensive Environmental Management System (EMS) and Environmental Policies in accordance with ISO AS/NZS 14001 is in progress with completion scheduled for June 2005. The EMS project shall ensure best practice environmental management performance across all campuses.

Office of The Academic Registrar

In 2004 the activities of the Office of the Academic Registrar (OAR) were focused on preparation for the introduction of the legislative requirements contained in the Higher Education Support Act (HESA) (2003) and amendments, which impact all aspects of student administration.

In addition, the Academic Program Review implementation, which reduced undergraduate course and unit offerings and impacted on continuing and commencing students, involved many areas of OAR. Some of the major activities of the OAR included:

Graduations: In 2004 the University conducted graduation ceremonies for both onshore and offshore students, with a total of 29 onshore ceremonies for over 8,000 graduates and four offshore ceremonies (three in Singapore and one in Hong Kong) for more than 900 graduates.

Timetabling: There has been a continual refinement of the Syllabus Plus and TIMS timetabling systems, allowing the unit to provide a better quality service to all users.

System upgrades: In preparation for the legislative changes, a total of three upgrades to the Callista Student Management System were undertaken in 2004. These upgrades required significant resources from many business areas to achieve a smooth implementation.

Policy and procedure review:

As part of the Higher Education Support Act (HESA) preparation, a review of policies and procedures was undertaken, with staff from OAR business teams, together with staff from other areas such as Marketing and Communications, Colleges, Sydney Graduate School of Management, and the Office of Business Development. The Project Officer for the Quality of Service project was able to ensure that work undertaken as part of that project was linked to that being undertaken for HESA preparation.

In addition, the Student Centres operating on all campuses developed a standardised set of procedures to assist in the delivery of uniform services for students.

E Service: Following the implementation of email communication with students in mid 2003 there has been a concerted effort to ensure that students activate and use their accounts. In conjunction with the email service, there has been increased provision of information via the web. In 2004 this included the commencing student offer brochure, with a link from the UAC acceptance site. Due to the legislative changes, re-enrolment of continuing students requires on-campus attendance, and the email/web is used to provide a variety of information and publications.



A communications strategy to ensure that all staff were informed of the new requirements resulting from the legislative changes was implemented, and Student Centre and School staff undertook a module based training program delivered via email and slide presentation.

Electronic Document Management:

As part of the roll out of the Electronic Document Management (EDM) process, all forms used in Student Administration are produced in a standardised format, allowing for both web based and hard copy versions to be scanned easily for data collection and storage.



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The Organisation

Corporate Governance

Board of Trustees

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

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

The Board of Trustees normally meets six times per year and must meet at least four times per year. It is supported in its work by standing committees. In 2004 the Board consisted of parliamentary members, official members, appointed members and elected members, but with the amendment of the University's Act in late 2004 the parliamentary member category was discontinued.

Membership of the Board of Trustees can be found in 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.

University 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.

Vice-Chancellor's Advisory Committee

The Vice-Chancellor's Advisory Committee (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 Pro Vice-Chancellor (Quality), 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. The University Rules define the Senate's responsibilities as:

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

Senate activities in 2004

The Senate approved significant changes to its academic policies to align with the requirements and new terminology of the Higher Education Support Act (HESA) 2003, and of the relevant Department of Education, Science and Training (DEST) Administrative Guidelines.

In early 2004, the Academic Senate approved the University's arrangements for the Federal Government-funded Commonwealth Learning Scholarships, which had been introduced as a consequence of the passage of the Act. These scholarships were taken up for the first time in 2004.

The Senate debated the academic implications of any decision to charge increased Higher Education Contribution Scheme (HECS) fees, arising from the Federal Government's changes to university funding arrangements. The Senate's comments on the issue of charging 'premium' HECS fees were conveyed to the Vice-Chancellor and the Board of Trustees, before the University took the decision not to increase student fees in 2005.

The Senate approved extensive changes to courses and units arising from the review of the University's Undergraduate Academic Program. Towards the end of the year, the Senate began debate on the development of a curriculum for the University Medical School.

Membership of the Academic Senate can be found in Appendix 2. A list of University committees and Advisory Councils can be found in Appendix 3.



Principal Officers

Chancellor

Mr M. John Phillips AO
BEc Syd, FCPA FAIB

Vice-Chancellor

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

Chair, Academic Senate

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

Deputy Vice-Chancellor (Academic & 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

Pro Vice-Chancellor (Quality)

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

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, LL.M Syd

Dean, College of Science Technology & Environment

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

Dean, College of Social & Health Sciences (until end July 2004)

Professor John McCallum
BEc Qld, MPhil PhD Oxen

Acting Dean, College of Social & Health Sciences (from start August 2004)

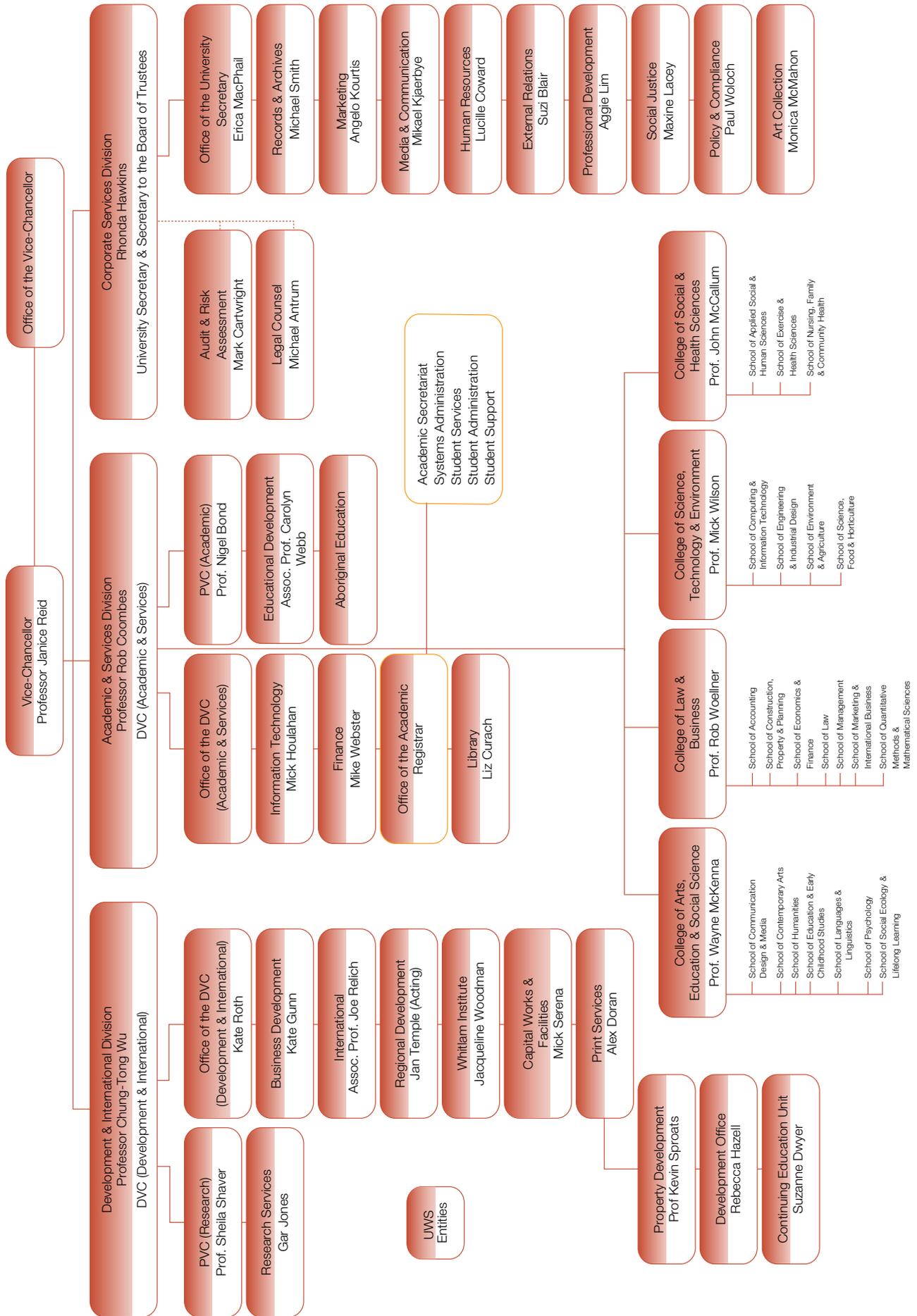
Professor Lesley Wilkes
GDipEd Syd, CAE, BSc (Hons) Syd,
MHPED PHD NSW

University Librarian

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



UWS Management Structure 2004



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 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://apps.uws.edu.au/uws/policies/ppm/doc/000072.html>

Protected Disclosures

Act 1994

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

In 2004 three matters were considered under the Protected Disclosures Act. All of these matters were dealt with in accordance with the requirements of the Act.

Legislative Change

The University of Western Sydney Act 1997 was amended by the passage of the University Legislation Amendment Act 2004. The amendment Act took effect on its date of Assent, 21st December 2004.

The purpose of the amendment was to ensure that the State's universities would comply with the provisions of the National Governance Protocols that had been issued by the Federal Minister, the Hon Brendan Nelson MP, in accordance with the Higher Education Support Act 2003 (section 33-15). Subject to their compliance with the Governance Protocols and industrial relations requirements, universities are able to receive 2.5% funding supplements to their funding under the Commonwealth Grants Scheme for each of the years 2005, 2006, and 2007.

The key features of the amendment Act, were:

- Deletion of elected Parliamentary members
- Increase in the Ministerial appointees from four to six
- Provision to enable the Board to nominate up to two members of Parliament for appointment by the Minister
- To cap university governing body membership at a maximum of 22 (UWS was unaffected with 18)
- To restrict the official members to three – Chancellor, Vice-Chancellor, and Chair of Academic Senate
- To provide that the number of external Board appointed members and elected graduate members be specified in the By-law subject to the maximum limit of 22 members
- To include provisions that require at least two members to have financial expertise and at least one to have commercial expertise and all members to have relevant expertise
- To supplement the functions of the Board with additional provisions directly from the Protocols
- To include provisions related to the Board's responsibilities with respect to University entities
- To include a new statement about the duties of Board members with regard to: acting in the best interests of the University; exercising care and diligence; and not to improperly use position or information. There are associated provisions related to breach of such duty and the disclosure of material interests.

Risk Management

The University maintains an enterprise-wide strategic risk assessment and management program which is based on the methodology contained in the Australian/New Zealand Risk Management Standard AS/NZS 4360:1999.

During 2004 the UWS Risk Register and Risk Profile were updated based on the outcomes of a series of risk surveys and risk workshops conducted with senior executive and managerial staff across the University and its related entities.

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

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

The high priority risks identified during 2004 and the actions needed to address them have been documented on risk action plans which have been formulated in consultation with relevant functional areas. Clear accountabilities for responses to risk are being established and progress with the 2004 plans are being monitored by the Audit & Risk Assessment Unit until all actions to address risk are complete. Progress with this work is subject to quarterly oversight by the Audit & Risk Management Committee.

In addition to the identification and remediation of specific high risks, the University is co-ordinating the progressive integration of risk management methodologies/thinking across all areas of the University's business (including its related entities and commercial activities). This work is being undertaken according to a structured framework. The successful implementation of each component of the framework involves cultural change and is regarded as an ongoing exercise.

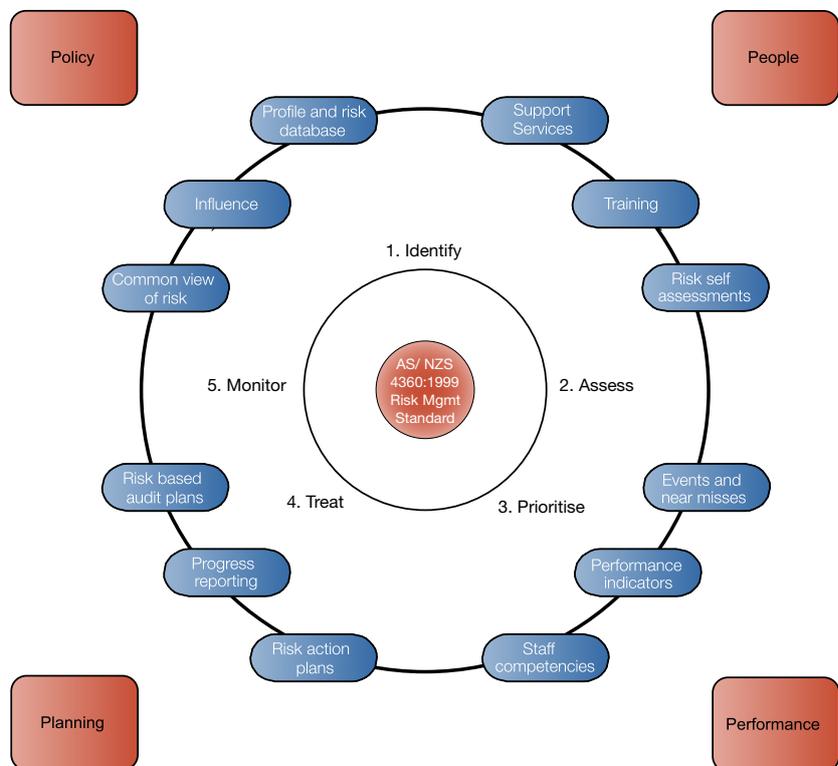
The Audit and Risk Management Committee also monitors progress with this work and in turn provides formal reports to the Board of Trustees when project milestones are reached i.e. major component of the framework implemented, fresh risk profile developed, highest risk issues addressed. The Committee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

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

Key outcomes of the 2004 risk management program include:

- Updating of the UWS Risk Profile
- Implementation of formal fraud risk assessments
- Development of a structured approach that ensures that progress with risk remediation efforts receive independent and ongoing oversight by the Audit & Risk Management Committee
- Completion of a second enterprise-wide risk assessment exercise – a milestone as it marks the beginning of what has now become a cyclical risk identification program at the University

UWS Risk Management Framework



Freedom of Information – Statement & 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 2004

Cost of Service:

\$30 per application

Twenty formal applications for access to information under the NSW Freedom of Information Act (F.O.I.) 1989 were received in 2004. Sixteen of these applications were determined. Three applications were withdrawn either at the applicant's request or because the applicant failed to respond to requests for further information, and one was resolved before the applicant paid the \$30 fee, as the document requested did not exist.

Access to documents was granted in full to eight applicants, and in part to eight applicants. No internal reviews were requested in 2004, although one applicant did apply to the NSW Ombudsman's Office for a review of the final determination. The Ombudsman's Office upheld the original determination of the University. 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 – FOI@uws.edu.au
Phone (02) 9678 7841

Privacy

The major activities related to privacy were:

- Action was taken to disseminate information about the Health Records and Information Privacy Act 2002 that came into effect on 1st September 2004 and to implement changes required by that legislation. Areas of attention were the operation of Uniclinic that provides health services, the clinical placement of students in the health sector, and the ramifications for researchers in handling health information.
- There were 4 major training seminars during the year attended by approximately 160 staff and all of the University's privacy documentation and web site information (including the Privacy Policy) were updated to reflect the new legislation. Some staff also attended specialist external training, particularly related to the new health privacy provisions.
- In excess of 50 detailed advisings on privacy issues were provided to staff by the Privacy Officer, and a 'hot issues' section was developed on the web site to provide guidance on some commonly raised issues. There were no Internal Review applications in accordance with the Privacy and Personal Information Protection Act 1998.

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 and Open Days; advertising programs, media promotions and publications.

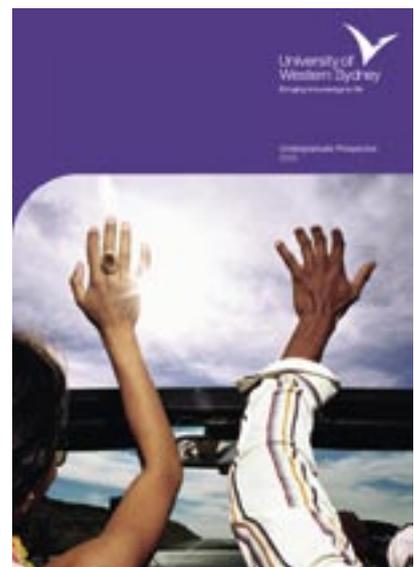
The Office of Marketing and Communications through its Media Unit promotes achievements in research, academic commentary, corporate news, course information and student stories as well as managing potential negative stories.

UWS maintained its strong reputation in mainstream media outlets in 2004 by attracting close to 6,000 media stories pertaining to the University. This representation has continued to be positive, with 473 positive and neutral stories per average month, and only 23 negative stories, which is on par with the previous years coverage. However, it is important to note that this has been achieved without the benefit of the extensive public funding campaign that was run in 2003.

Publications

Major publications of the University in 2004 were as follows:

- Annual Report 2003
- Undergraduate Prospectus
- Postgraduate Prospectus
- Area of Study Brochures (19)
- Scholarships at UWS
- Postgraduate Brochures (75)
- Point of Sale Banners (35)
- International Undergraduate Prospectus
- International Postgraduate Prospectus
- UWS Calendar
- UWS Undergraduate Handbook
- UWS Postgraduate Handbook
- AroundUWS (Staff Newsletter)
- Graduate Life
- Centre for Cultural Research Prospectus
- Regional and Community Grants
- ORD Partnership Awards Brochure
- Strategic Plans (4)
- Nursing Research Unit Annual Report
- Open Day promotions
- Continuing Education promotion
- Jumbunna (Independent Student Newspaper)



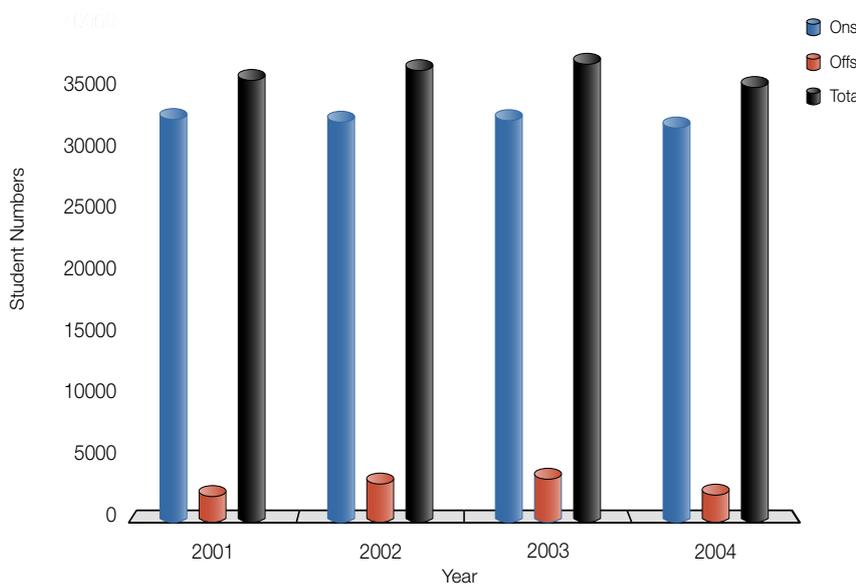
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Student Statistics

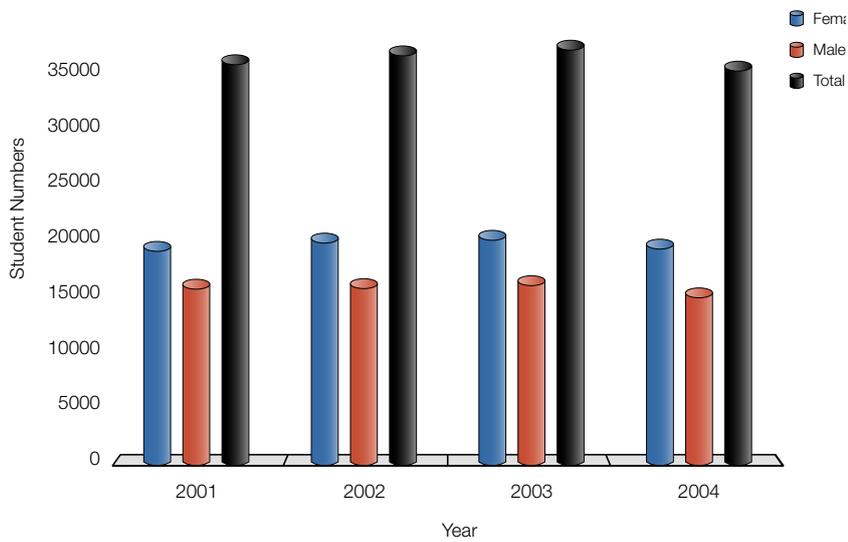
Table 1: Student Enrolments, (On and Off Shore), 2001-2004



	2001	2002	2003	2004
On-shore	33,818	33,600	33,725	33,128
Off-shore	3,176	4,191	4,582	3,291
Total	36,994	37,791	38,307	36,419

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

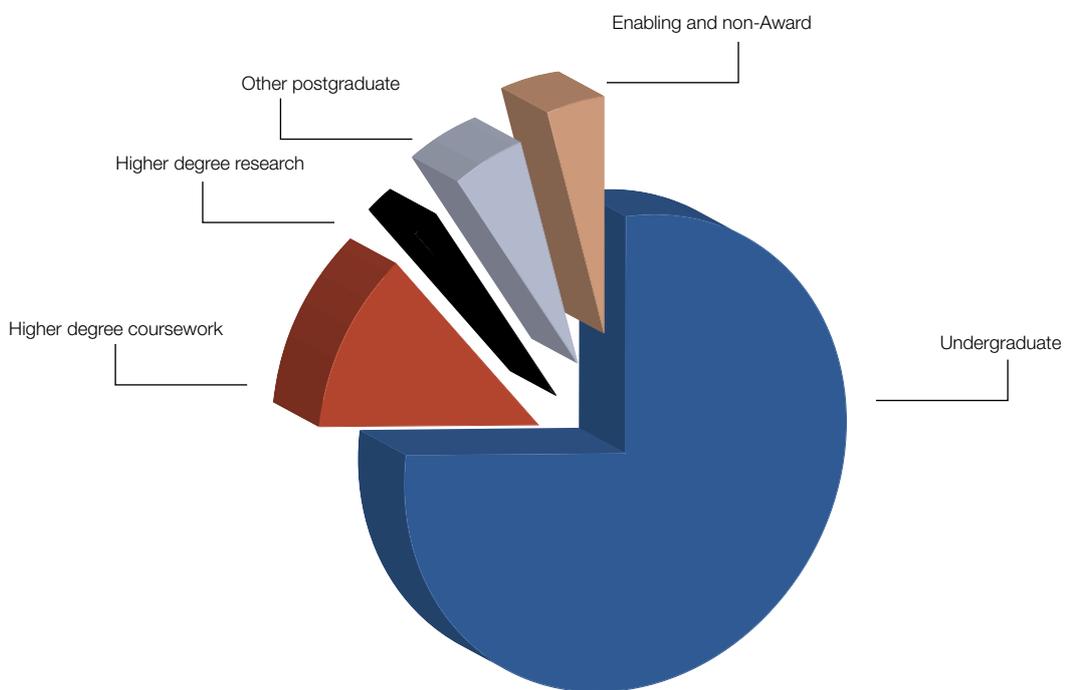
Table 2: Student Enrolments by Gender, 2001–2004



	2001	2002	2003	2004
Females	20,198	20,943	21,194	20,403
Males	16,796	16,848	17,113	16,016
Total	36,994	37,791	38,307	36,419

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

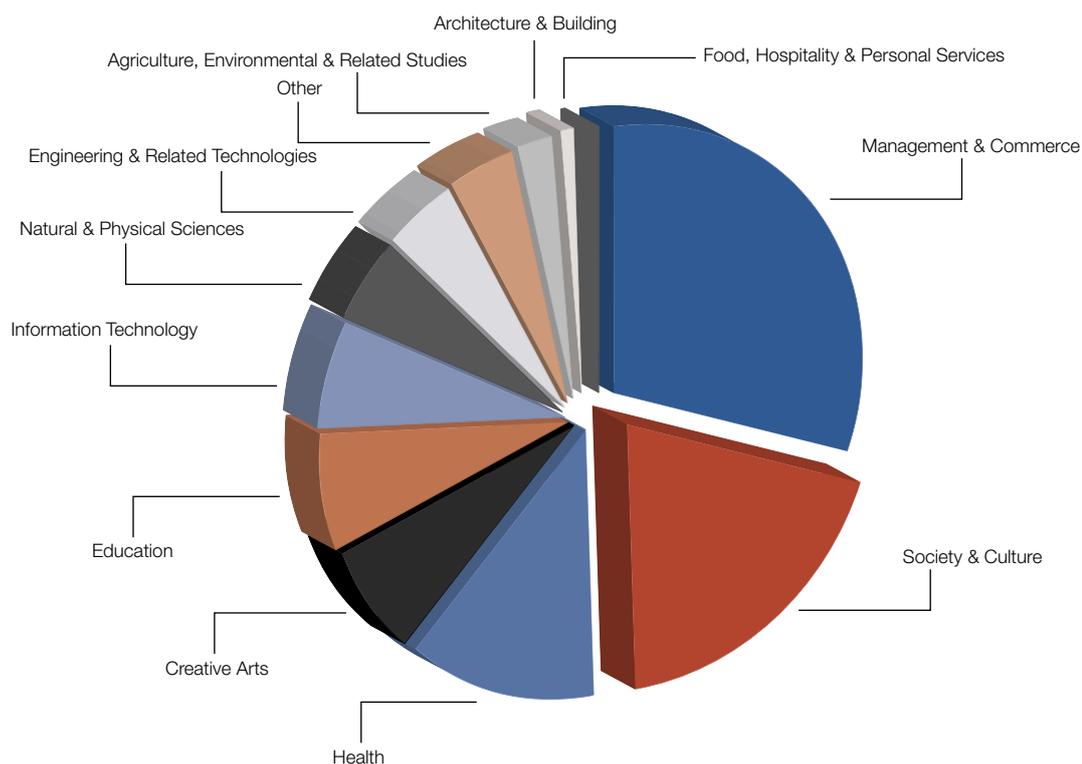
Table 3: Student Enrolments by Course Level, 2001–2004



	2001	%	2002	%	2003	%	2004	%
Undergraduate	27,976	76%	28,868	76%	29,173	76%	27,921	77%
Higher degree coursework	3,690	10%	4,213	11%	4,577	12%	4,325	12%
Higher degree research	1,043	3%	982	3%	901	2%	898	3%
Other postgraduate	2,239	6%	1,988	5%	2,030	5%	1,695	5%
Enabling and Non Award	2,046	6%	1,740	5%	1,626	4%	1,580	4%
Total	36,994	100%	37,791	100%	38,307	100%	36,419	100%

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

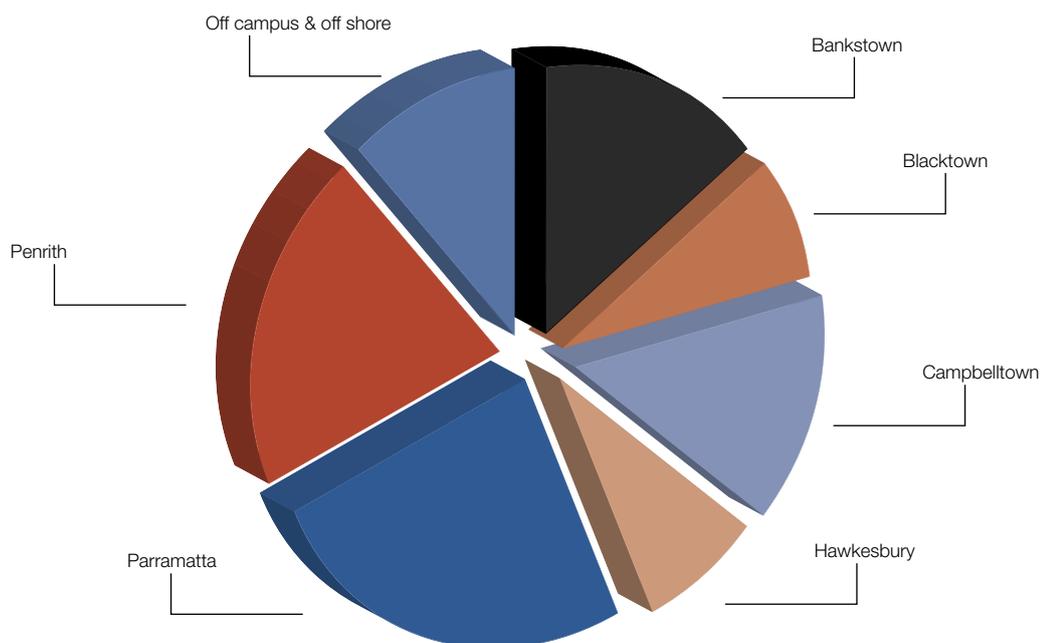
Table 4: Student Enrolments by Broad Field of Education, 2003–2004



Broad Field of Education	2003	2004	Change 2003–04	
			No.	%
Management & Commerce	12,282	11,217	-1,065	-8.7%
Society & Culture	6,346	6,829	483	7.6%
Health	4,924	4,545	-379	-7.7%
Creative Arts	3,014	2,677	-337	-11.2%
Education	2,751	2,653	-98	-3.6%
Information Technology	2,832	2,256	-576	-20.3%
Natural & Physical Sciences	1,774	1,871	97	5.5%
Engineering & Related Technologies	1,683	1,590	-93	-5.5%
Other	1,571	1,537	-34	-2.2%
Agriculture, Environmental & Related Studies	624	765	141	22.6%
Architecture & Building	501	475	-26	-5.2%
Food, Hospitality & Personal Services	5	4	-1	-20.0%
Total	38,307	36,419	-1,888	-4.9%

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

Table 5: Student Enrolments by Campus, 2003–2004



Campus	2003	2004	Change 2003-04	
			No.	%
Bankstown	5,125	5,468	343	6.7%
Blacktown	3,082	2,891	-191	-6.2%
Campbelltown	4,976	4,917	-59	-1.2%
Hawkesbury	2,521	2,738	217	8.6%
Parramatta	8,853	9,120	267	3.0%
Penrith	7,945	7,376	-569	-7.2%
Off campus and off shore	5,805	3,909	-1,896	-32.7%
Total	38,307	36,419	-1,888	-4.9%

Note: The above chart excludes off campus (external and distance) and off shore (international) students

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

Table 6: UWS Student Load (EFTSL) by Funding Source, 2001–2004

Funding Source	2001	2002	2003	2004	Change between 2003–2004	
					No.	%
Operating Grant	19,472	18,479	18,655	17,901	-753	-4.0%
Research Training Scheme	342	338	372	396	24	6.5%
Sub-total Commonwealth Funded Load	19,813	18,817	19,027	18,298	-729	-3.8%
Domestic Fee-Paying Postgraduates (incl PEELS)	773	1,008	1,220	1,211	-8	-0.7%
Off-shore Fee-Paying Overseas	1,629	2,220	2,515	1,678	-837	-33.3%
On-shore Fee-Paying Overseas	2,565	2,511	2,770	2,486	-284	-10.2%
Non-award Students	410	339	305	308	3	0.9%
Domestic Fully Funded by Employer	192	175	110	43	-67	-60.7%
Other Load not included above	18	24	20	19	-2	-8.7%
Sub-total Fee-Paying Load	5,587	6,276	6,939	5,745	-1,194	-17.2%
UWS Total	25,400	25,093	25,965	24,042	-1,923	-7.4%

EFTSL = Equivalent Full Time Student Load

(Source: DEST Submissions 1 and 2)

Table 7: Graduate Destinations 2001-2004

% of Graduates	2001		2002		2003		2004	
	UWS	Sector	UWS	Sector	UWS	Sector	UWS	Sector
Working Full Time	54.5%	55.7%	51.3%	53.2%	56.8%	53.7%	53.2%	52.9%
Working Part Time	16.0%	12.7%	18.2%	13.3%	17.3%	13.8%	19.8%	14.7%
Sub Total Working	70.5%	68.4%	69.4%	66.5%	74.0%	67.5%	73.0%	67.5%
Seeking Work	7.1%	5.3%	8.2%	5.5%	7.6%	5.8%	7.3%	5.5%
Full Time Study	19.8%	23.4%	18.5%	24.1%	16.6%	22.8%	14.7%	23.4%
Unavailable or Unknown	2.5%	2.9%	2.0%	3.9%	1.8%	3.9%	5.1%	3.6%
Total	100.0%							

(Australian Residents, Bachelor Degrees Only)

Source: 2001-2004 Graduate Destination Survey

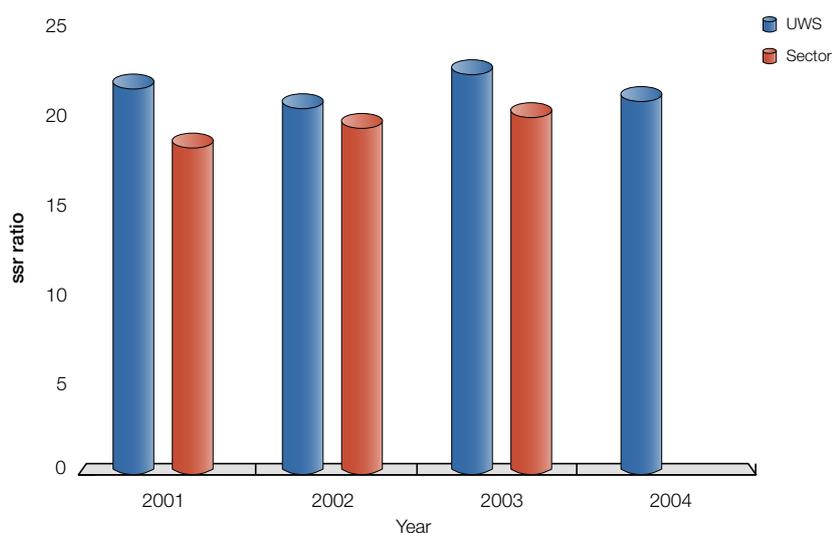
Table 8: Graduate Satisfaction 2001–2004

Explicit Satisfaction 2001 – 2004

Year	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2001	58.5%	68.7%	40.8%	45.2%	57.7%	62.7%
2002	56.3%	68.3%	41.4%	46.2%	56.8%	63.4%
2003	55.4%	68.4%	40.5%	46.9%	54.3%	63.4%
2004	55.4%	--	41.7%	--	54.5%	--

Source: 2001-2004 Course Experience Questionnaire

Table 9: Student Staff Ratio (SSR) 2001–2004



Year	UWS EFTSL	UWS	Sector
2001	25,400	22.4	19.1
2002	25,093	21.3	20.2
2003	25,965	23.2	20.8
2004*	24,042	21.7	--

* Provisional UWS SSR for 2004 and Sector not available

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

Table 10: UWS Market Share of Eligible Applicants, NSW/ACT, 2002 – 2004

	First Preference			First to Third Preference*			Any Preference*		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
UWS Market Share of Eligible CSL Applicants	8.4%	8.8%	10.9%	16.6%	17.3%	19.8%	30.7%	32.6%	36.3%
UWS Market Share of Eligible NSL Applicants	14.7%	14.5%	16.7%	21.9%	21.5%	24.8%	29.5%	29.9%	33.8%
UWS Market Share of Total Eligible Applicants	11.4%	11.5%	13.7%	19.1%	19.3%	22.2%	30.1%	31.3%	35.1%

	First Preference			First to Third Preference*			Any Preference*		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Eligible CSL applicants with preferences to UWS	2,623	2,838	3,509	5,176	5,551	6,364	9,580	10,502	11,641
Eligible NSL applicants with preferences to UWS	4,122	4,220	5,156	6,154	6,279	7,655	8,290	8,726	10,455
Total Eligible applicants with preferences to UWS	6,745	7,058	8,665	11,330	11,830	14,019	17,870	19,228	22,096

* This is a unique count of applicants who gave at least one of their preferences to UWS.

CSL: Current School Leavers

NSL: Non School Leavers

Eligible Applicants are those with a UAI/ER of greater than or equal to 60

Source: UAC Main Round, 2002 – 2004

Graph: UWS Market Share by Preference 2002 – 2004

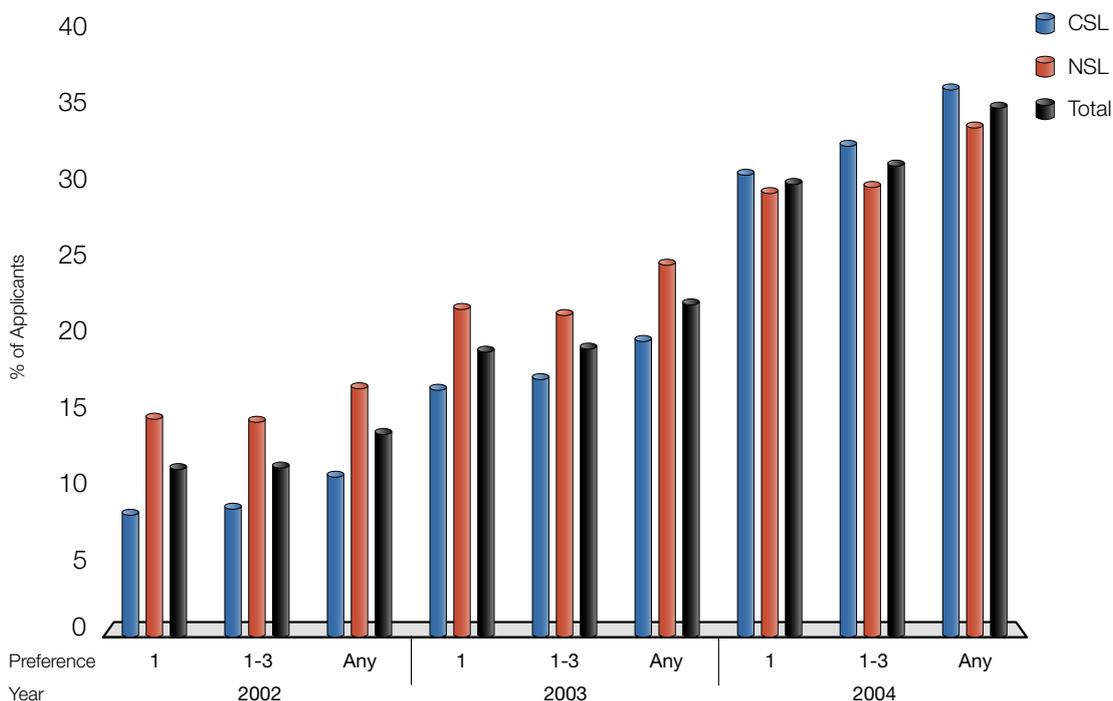


Table 11: UWS Market Share of GWS Eligible Applicants, NSW/ACT, 2002–2004

	First Preference			First to Third Preference*			Any Preference*		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
UWS Market Share of GWS Eligible CSL Applicants	25.2%	26.0%	31.2%	41.6%	43.2%	48.6%	65.9%	68.7%	73.2%
UWS Market Share of GWS Eligible NSL Applicants	43.3%	42.5%	45.9%	57.6%	55.5%	60.5%	68.4%	67.9%	72.1%
UWS Market Share of Total Eligible Applicants from GWS	33.9%	33.8%	38.6%	49.3%	49.1%	54.6%	67.1%	68.3%	72.7%

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

* This is a unique count of applicants who gave at least one of their preferences to UWS.

CSL: Current School Leavers

NSL: Non School Leavers

GWS: Greater Western Sydney

Eligible Applicants are those with a UAI/ER of greater than or equal to 60

Source: UAC Main Round, 2002 – 2004

Equal Employment Opportunity Statistics

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

EEO groups: Academic staff	Benchmark or target	% of total staff			
		2001	2002	2003	2004
Women	50%	44%	44%	45%	46%
Aboriginal & Torres Strait Islander people	2%	1.2%	1%	0%	0%
People whose language first spoken as a child was not English	19%	17%	19%	23%	24%
People with a disability	12%	7%	7%	6%	6%
People with a disability requiring adjustment at work	7%	2%	2%	2%	2%

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

EEO groups: General staff	Benchmark or target	% of total staff			
		2001	2002	2003	2004
Women	50%	68%	68%	66%	66%
Aboriginal & Torres Strait Islander people	2%	1.1%	1%	1%	1%
People whose language first spoken as a child was not English	19%	11%	14%	14%	15%
People with a disability	12%	8%	8%	8%	8%
People with a disability requiring adjustment at work	7%	2.4%	2%	2%	2%

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

EEO groups: Academic staff	Benchmark or target	% of total staff			
		2001	2002	2003	2004
Women	100%	85	88	87	86
Aboriginal & Torres Strait Islander people	100%	N/a	N/a	N/a	N/a
People whose language first spoken as a child was not English	100%	99	98	99	96
People with a disability	100%	108	110	104	101
People with a disability requiring adjustment at work	100%	107	113	N/a	N/a

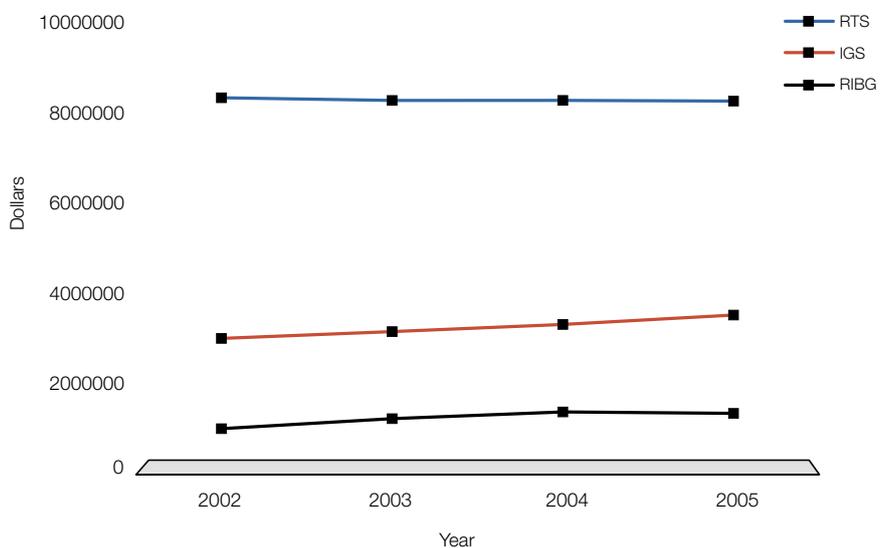
Table B.1. Trends in the Distribution of EEO Groups – General staff

EEO groups: General staff	Benchmark or target	% of total staff			
		2001	2002	2003	2004
Women	100%	88	91	93	92
Aboriginal & Torres Strait Islander people	100%	N/a	N/a	N/a	n/a
People whose language first spoken as a child was not English	100%	101	97	100	100
People with a disability	100%	102	101	101	100
People with a disability requiring adjustment at work	100%	101	104	103	103

Research Statistics

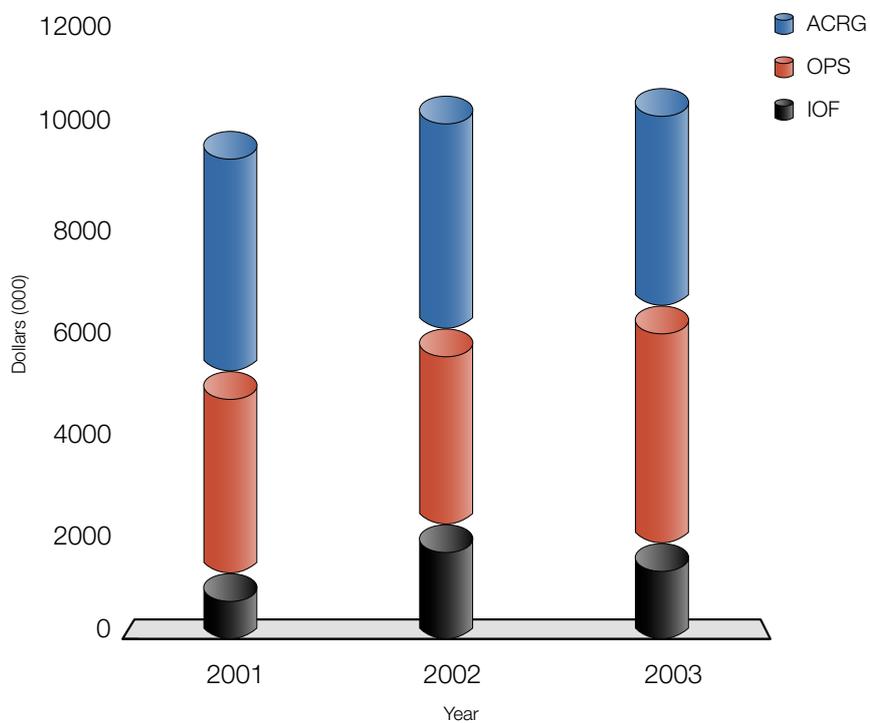
Research Income Trends

DEST Block Funding – UWS allocations 2002-2005



UWS Allocation	2001	2002	2003	2004
Research Training Scheme (RTS)	\$8,360,097	\$8,300,998	\$8,301,897	\$8,286,660
Institutional Grants Scheme (IGS)	\$3,021,589	\$3,172,669	\$3,331,302	\$3,539,908
Research Infrastructure Block Grant (RIBG)	\$1,018,984	\$1,241,359	\$1,390,435	\$1,358,959

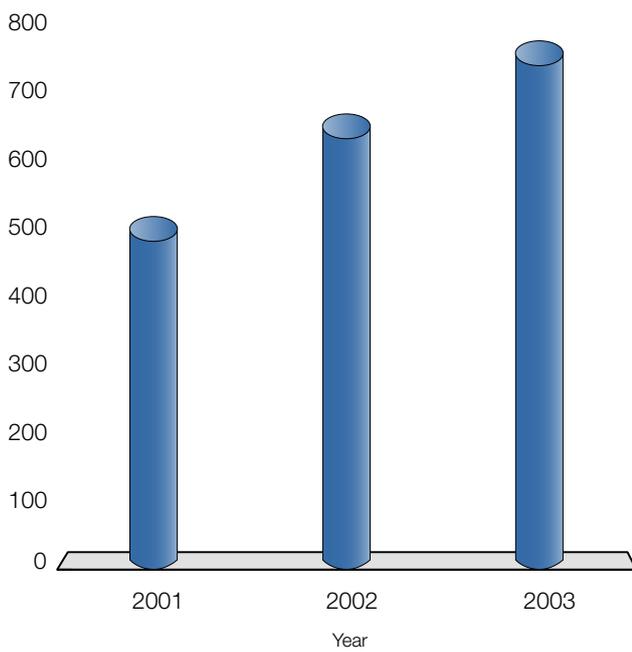
UWS DEST Declared External Research Income 2001–2003



	2001	2002	2003
ACRG ¹	\$4,717,000	\$4,572,000	\$4,271,907
OPS ²	\$3,967,000	\$3,844,000	\$4,664,777
IOF ³	\$1,291,000	\$2,251,000	\$1,881,078
Total	\$9,975,000	\$10,667,000	\$10,817,762

1. Australian Competitive Research Grants
2. Other Public Sector
3. Industry and Other Funding

DEST Declared Weighted Publications 2001–2003



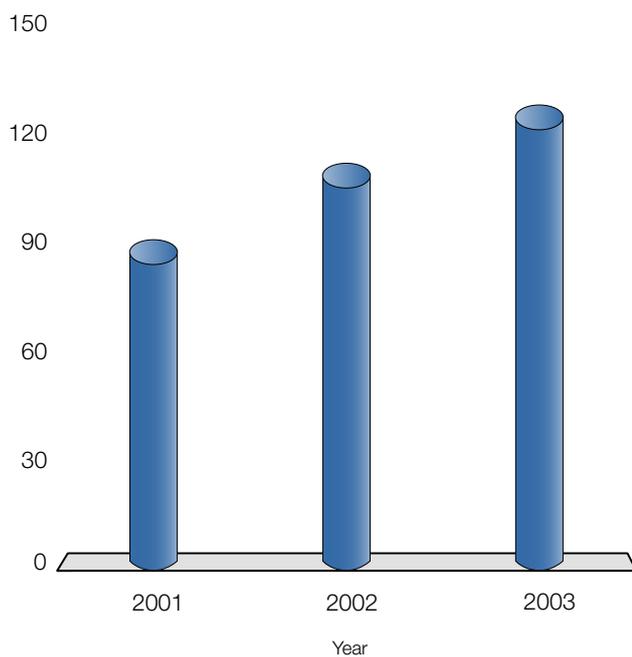
Weighted research publications per academic FTE

Weighted Pubs	UWS	Sector
2002	774.96	35,063.78
2002	669.18	31,862.19
2001	524.17	29,666.62

Weighted Output per FTE

	UWS	Sector
2003	0.87	1.10
2002	0.70	1.03
2001	0.56	0.98

DEST Declared HDR Completions 2001–2003



Research Higher Degree completions per academic FTE

Completions	UWS	Sector
2003	128	6329
2002	112	5,805
2001	91	5,366

Output per FTE	UWS	Sector
2003	0.14	0.20
2002	0.12	0.19
2001	0.10	0.18

Appendix 1: Board of Trustees

Name	Category	Possible Meetings	Meetings Attended
Mr John Phillips AO	Official Member – Chancellor	6	6
Ms Gabrielle Kibble AO	Official Member – Deputy Chancellor	6	5
Mr Geoffrey Roberson	Official Member – Deputy Chancellor	6	6
Professor Janice Reid AM	Official Member – Vice-Chancellor	6	6
Professor Anne Cusick	Official Member – Chair of Academic Senate	3	3
Professor Lesley Wilkes	Official Member – Chair of Academic Senate	3	3
The Hon Kim Yeadon MLA	Parliamentary Member – Legislative Assembly	6	5
The Hon Jan Burnswoods MLC	Parliamentary Member – Legislative Council	6	4
Ms Mary Foley	Appointed Member – Board	6	6
Ms Linda Burney MP	Appointed Member – Board	6	2
Mr Roy Medich OAM	Appointed Member – Ministerial	2	2
Dr Anne Benjamin	Appointed Member – Ministerial	6	6
Ms Meg Oates	Appointed Member – Ministerial	6	5
Mr Glen Sanford	Appointed Member – Ministerial	6	4
Assoc Professor Valentina McInerney	Elected Member – Academic Staff	6	4
Mr Angelo Kourtis	Elected Member – General Staff	6	4
Mr Barry Baillie	Elected Member – Graduate	6	5
Mr Colin La Flamme	Elected Member – Postgraduate Student	6	5
Mr Malcolm Wood	Elected Member – Undergraduate Student	6	4

Appendix 2: Academic Senate

Academic Senate Membership

Name	Position	Category
Professor Anne Cusick	Chair, Academic Senate	elected
Professor Michael Atherton	Deputy Chair, Academic Senate	elected
Vacant	1 of 3 academic staff – CAESS	elected
Dr Neil Davidson	1 of 3 academic staff – CAESS	elected
Associate Professor 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
Associate Professor Tom Altobelli	1 of 3 academic staff – CLAB	elected
Associate Professor Robyn Bushell	1 of 3 academic staff – CSTE	elected
Professor Athula Ginige	1 of 3 academic staff – CSTE	elected
Associate Professor Yang Xiang	1 of 3 academic staff – CSTE	elected
Mr Mehul Patel	Postgraduate student member	elected
Ms Eilfriede Sangkhul	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 and Services)	official member
Professor Chung-Tong Wu	Deputy Vice-Chancellor (Development and International)	official member
Professor Nigel Bond	Pro Vice-Chancellor (Academic)	official member
Professor Sheila Shaver	Pro Vice-Chancellor (Research)	official member
Professor Geoff Scott	Pro Vice-Chancellor (Quality)	official member
Ms Liz Curach	University Librarian	official member
Ms Ellen Brackenreg	Director Student Support	official member
Ms Thea Seabrook	Academic Registrar	official member
Associate Professor Helen Ledwidge	Chair, College Board of Studies, CSHS	official member
Associate Professor Peter Hutchings	Chair, College Board of Studies, CAESS	official member
Mr Bernd Jansons	Chair, College Board of Studies, CSTE	official member
Professor Garry Tibbits	Chair, College Board of Studies, CLAB	official member
Professor Lesley Wilkes	Acting Dean of CSHS	official member
Professor Wayne McKenna	Dean of CAESS	official member
Professor Roger Juchau	Acting Dean of CLAB	official member
Professor Michael Wilson	Dean of CSTE	official member
Professor David Lamond	Director, Sydney Graduate School of Management	official member

CAESS – College of Arts Education & Social Sciences

CLAB – College of Law and Business

CSHS – College of Social & Health Sciences

CSTE – College of Science, Technology & Environment

Appendix 3: University Committees and Advisory Councils

Board of Trustees

Committee

Audit and Risk Management

Strategy and Resources

Honorary Awards and Emeritus Professor

Executive Remuneration and Nominations Committee

Academic Senate

Chair

Mr Glen Sanford

Ms Mary Foley

Chancellor

Chancellor

Professor Anne Cusick

Advisory Council

Regional Council

Indigenous Advisory Council

Chair

Vice-Chancellor

Ms Linda Burney

College Boards of Studies

Arts, Education and Social Science

Law and Business

Social and Health Sciences

Science, Technology and Environment

Chair

Associate Professor Peter Hutchings

Professor Gary Tibbits

Associate Professor Helen Ledwidge

Mr Bernd Jansons

Academic Senate

Committee

Executive

Education

Courses Approvals

Research

Research Studies

Chair

Professor Anne Cusick – Chair of Academic Senate

Professor Nigel Bond – PVC Academic

Professor Roger Juchau – Acting Dean, CLAB

Professor Sheila Shaver – PVC Research

Professor Sheila Shaver – PVC Research

Vice-Chancellor

Committee

Vice-Chancellor's Advisory Committee

University Executive

Chair

Vice-Chancellor

Vice-Chancellor

Appendix 4: University Research Centres

University Research Centres

Centre for Advanced Food Research (CAFR)

The principal aim of CAFR is to perform research and development activities targeted at improving the productivity, efficiency and knowledge base of the Australian food industry.

Centre for Construction Technology & Research (CCTR)

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.

Centre for Horticulture and Plant Sciences (CHAPS)

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

MARCS 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

Australian Expert Group in Industry Studies (AEGIS)

To act effectively, people in business and government need 'better tools to think with' when analysing issues and making choices about directions, and better information as the basis for developing new policies and practices. AEGIS brings together academic experts in innovation and industrial development and a variety of practitioners and policy makers with the aim of developing these 'tools' together with policy-relevant expertise while encouraging new practices in industry.

Centre for Advanced Systems Engineering (CASE)

CASE is 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.

Centre for Complementary Medicine Research (CCMR)

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.

Centre for Cultural Research (CCR)

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.

Property Research Centre (PRC)

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.

Self-Concept Enhancement and Learning Facilities Centre (SELF)

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.

Skin Technologies Research Centre (SkinTek)

The main focus of 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)

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

Appendix 5: Consultancies

Consultancies commissioned in 2004 amounting to \$30,000 or more included:

Consultant	Cost \$	Title/Nature of Consultancy
Information Technology		
Cognos Pty Limited	129,375	EIS/Management Information Project
Sub-total	129,375	
Management Services		
City Plan Urban Design Pty Ltd	47,160	Master Planning Westmead Campus
CRI Project Management Pty Ltd	177,400	Strategic Property Plan Westmead Campus
Geoffrey Nathan Consulting Inc	39,096	Systems Integration
Hawker Britton Public Affairs Solutions	30,120	Medical School
Jones Lang LaSalle Aust Pty Ltd	79,425	Consultancy re Land Holdings
M & N Kennedy Partners	94,600	Quality of Service Project
TWP Consulting	34,555	HR Quality of Service Project
Wilde & Woollard Pacific Pty Ltd	508,770	Assessment of Built Assets & Infrastructure
Sub-total	1,011,126	
Finance and accounting/tax		
PricewaterHouse Coopers	74,724	IFRS Implementation
Sub-total	74,724	
Organisational Review		
Anier Pty Ltd	120,930	Enterprise Agreement Preparation & Negotiations
Crystal Condous	35,450	Review of Office of Academic Registrar
Sub-total	156,380	
Research		
The Cancer Council Victoria	250,000	Ageing Data Management
Sub-total	250,000	
Total Consultancies equal to or more than \$30,000	1,621,605	

During 2004 other consultancies were engaged in the following areas:

Nature	Costs \$
Engineering	22,940
Information Technology	9,720
Management Services	50,334
Research	18,016
Total Consultancies less than \$30,000	101,010
Total Consultancies	1,722,615

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Contacting the University of Western Sydney

Business and Service Hours

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

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