28 April 2006
The Honourable Carmel Tebbutt, MLC
NSW Minister for Education and Training
Level 25
9 Castlereagh Street
SYDNEY NSW 2000

Dear Minister,

The Council of the University of Wollongong has the honour of submitting to you the Annual Report of the proceedings of the University of Wollongong for the period 1 January to 31 December 2005.

The Annual Report has been prepared in accordance with the relevant legislation, particularly Section 10 of the Annual Reports (Statutory Bodies) Act 1984, and the Public Finance and Audit Act 1983 (as amended).

Yours sincerely,

[Signature]
Chancellor

[Signature]
Vice-Chancellor and Principal
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History

The foundation of the University of Wollongong commenced in 1951 when a Division of the then New South Wales University of Technology was established in Wollongong.

Ten years later the Division became the Wollongong College of the University of New South Wales and, in 1975, the University of Wollongong was incorporated by the New South Wales Parliament as an independent institution of higher learning. In 1982, the University amalgamated with the Wollongong Institute of Higher Education, which had begun life in 1962 as the Wollongong Teachers’ College. The merger formed the basis for a period of rapid growth in the 1980s and the emergence of the University of Wollongong’s distinctive identity as an enterprising institution with a personalised style and a growing reputation for excellence in teaching and research.

The University of Wollongong is now an international university with over 21,000 students spread across the campuses, education centres, and offshore teaching sites.

The University has always had a strong research focus and has developed an international reputation for its applied research in areas relevant to national economic, technological and social goals.

The teaching, research and cultural life of the University is supported by state of the art facilities, including an extensive library collection, an interactive Science Centre, and a Recreation and Aquatic Centre.

The University of Wollongong looks to the future as a dynamic and outward-looking institution with a growing reputation for providing quality education and research.

UOW in 2005

Campuses: 3
Wollongong, Shoalhaven and Dubai

Education Centres: 5
Batemans Bay, Bega, Loftus, Moss Vale and Sydney

Faculties: 10
Arts, Commerce, Creative Arts, Education, Engineering, Health and Behavioural Sciences, Informatics, Law, Science, Graduate School of Business

Course Enrolments: 21,328*
Postgraduate: 7,312
Undergraduate: 14,016
Total Enrolments: 22,107*

Non Award: 779
(not included in total course enrolment)

Full Time Equivalent Student Load (EFTSL): 15,667
International (onshore): 5,460
International (offshore): 3,358

* These figures are based on UOW data as at 30 January 2006.
The University of Wollongong

The University of Wollongong (UOW) was established and incorporated by the *University of Wollongong Act 1972* and commenced operation on 1 January 1975. Currently the *University of Wollongong Act 1989* (the Act) gives the University the authority to operate and conduct its activities. Section 6 of the Act states that:

“The object of the University is the promotion… of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.”

As a self-governing institution UOW strives for:

- Integrity and good faith in decision making
- Consultative and timely policy development and implementation
- Foresight, efficiency and prudence in management
- Inclusive and open strategic planning
- Accountability and transparency
- Community collaboration and service
- Equal opportunity and social justice
- Protection of the natural environment.

**Guiding Principles**

As a university community UOW strives for:

- Excellence
- Creativity
- Mutual respect and collegiality
- Honesty and tolerance
- Intellectual openness and freedom of opinion
- Receptiveness to the diversity of cultures, ideas and peoples
- Appreciation of and support for Indigenous perspectives and reconciliation.

**Vision**

To advance our international reputation as an outstanding research and teaching university distinguished by excellence, leadership and innovation in the quality of our research, in student learning and achievement, and in engagement with our communities.

The University will achieve its vision by promoting:

1. Excellent and innovative teaching
2. Excellent and innovative research
3. A rewarding student experience
4. International perspectives
5. Staff development and recognition
6. Lifelong learning
7. Productive community partnerships
8. Equity and diversity
9. Quality service to clients
10. Skillful and responsible stewardship of resources.
The University of Wollongong was primed to meet the challenges of the 2005 higher education scene. An institutional self-review, conducted in 2004, highlighted models of strong performance across all core areas while also identifying processes that could be improved.

It was complemented by the first cycle of reviews under a revised and fully aligned planning structure. This period of intense reflection continued into the early part of 2005, especially in the lead-up to the Australian Universities Quality Agency (AUQA) audit in May. It was a demanding period but the outcomes were a testament to the University’s collegial culture and the commitment of our staff and students.

The major initiatives and achievements of 2005 continued to enhance the University’s distinct profile in the Australian sector and overseas.

Our status as one of the leading research institutions in Australia was supported by a high national ranking, in the top 12, for the Australian Research Council (ARC) Discovery Grants program funding. The University of Wollongong (UOW) was also just one of eight universities to achieve the elite five-star rating in ‘Research Intensity’ in the Australian Good Universities Guide.

This level of research performance is enhanced by the University’s capacity to establish long-term cooperative partnerships with other Australian and international organisations.

In June 2005, the then Education, Science and Training Minister, the Hon Dr Brendan Nelson announced that UOW would play a pivotal role in a $12 million Australian Centre of Excellence in Electromaterials Science, which will generate advances in areas such as the development of a new generation bionic ear, artificial muscles, nerve repairs and bio-batteries.

UOW, with its internationally recognised expertise in the field, was chosen as the Centre’s administrative base and hub for a team which has members from Monash University, the Bionic Ear Institute and St Vincent’s Health and collaborators from over 15 other organisations.

One of the University’s most ambitious projects is also directed at expanding opportunities for collaborative research and innovative results, especially involving University and commercial partners. Set to redefine the shape of the University and its region, the Innovation Campus project progressed to its next stage in 2005 and construction of the first buildings is expected to start in the new year.

Quality learning and teaching sit with research at the core of the UOW’s institutional vision. In 2005, UOW was one of only five institutions to be ranked in the top category for learning and teaching performance in the Australian Government Learning and Teaching Performance Fund, resulting in an allocation of $5.1 million in funding. This funding will ensure that UOW sustains first class teaching facilities designed to meet student needs across all its campuses.

UOW campuses and sites now include four education centres located on the NSW South Coast, the Southern Highlands and Southern Sydney, and a Sydney Business School located in Sydney CBD. We have a growing Shoalhaven campus, about to be further enhanced by a role in our new Medical School. Our overseas campus in Dubai (UOWD), United Arab Emirates, is the largest western university in that region, with an enrolment of over 2,000 students from approximately 70 different countries.

Strategies to diversify and expand our international profile are not all as highly visible as UOWD but they all play a critical part in developing our role in international education and research.
In 2005, the University continued to improve its popular study abroad and exchange programs and extended its international alliances, especially in research. This external focus was matched by initiatives to enrich the experience of our international students enrolled onshore.

Engagement with the community, always a strength of this University, was taken to an even higher level in 2005 as the Office of Community Partnerships (OCP) completed its first full year of operations. OCP has initiated innovative strategies to expand the University’s mutually beneficial relationships with communities in our home region, in other regions and overseas. The contribution of the University to the environment was also recognised by the NSW Government with the then Minister for Utilities, the Hon Carl Scully, awarding UOW a Gold ‘Green Globe Award’ for significant energy savings. UOW was the only university and Illawarra based organisation to receive this award in 2005.

A similar spirit of cooperation and social responsibility was evident in the way the University addressed the major changes in the higher education environment in 2005. The University worked together as a community to ensure that the requirements of the Higher Education Workplace Reforms were met by December 2005.

We also kept a close watch on the downward trend in the international student market as overseas competition increased. UOW is yet to experience the serious downturn in enrolments affecting much of the sector but projections are not positive for an area that significantly supplements declining government funding.

The University Council was particularly concerned in 2005 to preserve educational standards and the quality of the student experience in the face of changes in government policy. Council agreed to the introduction, from 2006, of a 25% increase in higher education contributions from students (with the exception of those undertaking Education and Nursing courses). Recognising the impact of this decision, Council will provide $1 million in equity funding over each of the next three years and a special project was initiated to strengthen UOW’s equity framework.

The University’s belief in its future, despite the challenges facing us, was demonstrated in the preparations for the UOW Graduate School of Medicine. In 2005, UOW was successful in meeting first stage accreditation requirements with the Australian Medical Council and the first students are expected to enrol in 2007.

Major capital works for the school of Medicine began at the Shoalhaven and Wollongong campuses during the year. Senior staff were also recruited to head the School’s pioneering programs for training GPs for rural, regional and remote areas.

In May 2005, the University welcomed the five member audit panel from the Australian Universities Quality Agency. As a community, we felt ready and proud to present our University for assessment, accepting that there was always room for improvement but also confident of our commitment, special strengths and demonstrated outcomes.

Feedback from the audit panel at the close of the visit was very positive. The panel acknowledged the University as a “substantial and successful, innovative and entrepreneurial” institution.

UOW’s achievements in 2005 are the result of the collaboration of the whole of the University community in seeking excellence, innovation and diversity. These core themes will continue to drive this University and shape our direction for the future.

Gerard Sutton

University of Wollongong Annual Report 2005 – 5
Highlights of 2005

January – March

The University of Wollongong in Dubai officially opened its new premises in Knowledge Village.

Prime Minister John Howard released the Council of Australian Governments report on the National Inquiry on Bushfire Mitigation and Management. Professor Rob Whelan, Dean of Science, was one of three expert inquiry panel members who prepared the report.

International media organisations sought the expertise of Associate Professor Ted Bryant, Associate Dean, Faculty of Science, in explaining the causes of tsunamis.

Canada’s acclaimed international scientist and broadcaster Dr David Suzuki spoke on the topic The Challenge of the 21st Century – Setting the Real Bottom Line at the sixth Nortel Canadian Studies address held at the University.

April – June

Professor Mark Walker from the Faculty of Science and PhD student Andrew Wroe from the Centre for Medical Radiation Physics received Fulbright Awards in recognition of groundbreaking medical research.

The University entered into a three year welding research agreement worth approximately $900,000 with the BOC Group.

The Federal Government announced that the UOW will play a key role in a $12 million Australian Centre of Excellence in Electromaterials Science.

The Australian Research Commission Chief Executive Officer, Professor Peter Høj, opened a new mass spectrometry facility at the University.

Biological Sciences PhD student Anna Henningham won the University’s inaugural trailblazer competition for her innovative research into a human vaccine for Group A Streptococci.

July

Commencement of the construction of UOW’s Graduate School of Medicine was celebrated with a sod-turning ceremony at the University’s Shoalhaven Campus. Construction also commenced at the Wollongong Campus.

Around 1,400 graduands, along with their families and friends, participated in the six mid-year graduation ceremonies held at the Wollongong campus.

The University entered into a significant Research Agreement with Johnson & Johnson Research Pty Ltd to investigate new natural products. This event was marked with the opening of a new pharmaceutical research laboratory at the University’s Wollongong campus.

The Centre for Maritime Policy was among ten institutions worldwide chosen to participate in a United Nations Fellowship program to help developing countries better manage their maritime resources and formulate policies for their oceans.

Photo: Professor Gordon Wallace (UOW), the Hon Dr Brendan Nelson, Professor Maria Forsyth (Monash University) and Professor Graeme Clark (Bionic Ear Institute) at the Centre of Excellence announcement in Canberra. Image courtesy of the Australian Research Council.
August – September
The University was recognised as one of Australia’s top research and teaching institutions, receiving five-star ratings across key categories in the 2006 Australian Good Universities Guide.

New $15 million student accommodation facilities were opened by the Chancellor of the University, Mr Michael Codd AC.

Professor Julie Steele, Head of the Biomechanics Research Laboratory, was named New South Wales Telstra Business Woman of the Year.

Photo: Professor Julie Steele, NSW Telstra Business Woman of the Year.

October - November
The University was announced as one of the top five universities in the country for best demonstrating excellence in learning and teaching, sharing in $30 million in funding through the Australian Government’s Learning and Teaching Performance Fund.

The NSW Government awarded UOW a Gold Green Globe Award in recognition of its significant energy savings.

Associate Professor Heather Yeatman from the Graduate School of Public Health was appointed to the National Implementation Advisory Committee for the Australian Animal Welfare Strategy.

PhD student Van Badham was awarded the prestigious Queensland Premier’s Literary Award for her play Black Hands.

Photo: Mr Chris Hewitt, Maintenance and Energy, Manager, with the ‘Gold Green Globe Award’.

December
The University was announced as the national winner of the 2005 Prime Minister’s Employer of the Year Award for the higher education category.

Associate Professor Roger Lewis, from the Faculty of Engineering, was recognised as one of the State’s most outstanding teachers, winning a Quality Teaching Award from the Australian College of Educators and the NSW Minister for Education.

Over 2,500 students graduated from the University of Wollongong at the end of year graduation ceremonies.

The Robert Hope Memorial Prize, named in honour of the University’s first Chancellor, Justice Robert Hope AC CMG, was awarded to Danielle Murphy Durland from the Faculties of Creative Arts and Science. The prize is based on a graduating student’s academic excellence as well as their contributions to the University and wider community.

Photo: Over 2,500 students graduated from UOW in December.
The University of Wollongong is recognised as a quality institution in research and learning and teaching. The University achieves exceptional outcomes for its students, the wider community and for research partners and institutions. The achievements of the University are partly attributable to the leadership and governance of the University.

The University Council is responsible for controlling and managing the University's affairs and concerns. In 2005 Council consisted of 19 members. Council is chaired by Mr Michael Codd AC.

The University structure is illustrated below.
University Council Activities

In 2005, the University Council continued to be involved with the implementation of the Commonwealth Government’s higher education reforms. During the year, Council reviewed the National Governance Protocols which set out standards for university governance, and submitted its 2005 protocols compliance evidence to the Department of Education, Science and Training. The University was deemed compliant with the Governance Protocols in December 2005.

In February, Council approved a 25% rise in Higher Education Contribution Scheme levels on all courses, except Education and Nursing, from 2006, allocating an additional $1 million per annum over three years to be used for student equity initiatives. Council considered the implications of the Higher Education Support and Amendment (Abolition of Compulsory Up-front Student Union Fees) Bill 2005, and the preparations being undertaken to move to a post-Voluntary Student Unionism environment in June. In August, Council received a presentation on the Commonwealth Government’s Higher Education Workplace Relations Requirements, and, in November, approved new policies and procedures to ensure the University’s compliance with the Requirements.

Members of Council were also involved in the Australian Universities Quality Agency’s (AUQA) quality audit of the University, reviewing the content of the University’s Performance Portfolio and taking part in the AUQA Audit Panel’s interviews in May 2005.

Council continued to receive regular reports on preparations for the Innovation Campus and the Graduate School of Medicine. It approved the University’s Capital Management Plan 2005-2009, received the annual progress report on strategic planning and approved the strategic projects for 2005-2006.

Council approved several new policies in 2005, including:

- Risk Management
- Copyright
- Alcohol and Drugs in Employment.

Council made amendments to various policies, including:

- Code of Practice - Research
- Rules for Student Conduct and Discipline
- Student Academic Grievance Policy.

Photo: Council Members

Back row: Mr Kerry Kyriakoudes; The Hon David Cambell, MLA; Prof Julie Steele; Mr Peter Fitzgerald; Mr Michael Codd AC (Chancellor); Ms Sue Chapman (Deputy Chancellor); Ms Susan Browbank.

Centre Row: Mr Joe Scimone; Mr George Edgar; Prof David Griffiths; Dr Brian Hickman; Mr Noel Cornish; Mr John Adams.

Front Row: Prof Gerard Sutton (Vice-Chancellor); Ms Lynne Wright; Ms Kerrie Christian; Ms Josie Castle.

Missing: Ms Nadia Vernucci and Mr Zhenguo (Bernie) Huang.

Photo taken February 2006.
The terms of reference and membership provisions of Council’s two major committees, the Administrative Committee and the Audit Management and Review Committee, were reviewed and revised in 2005. The Administrative Committee continued to monitor the University’s finance and investment direction and, under its delegated authority to act on behalf of Council between Council meetings, the Committee approved the purchase of a new student residence facility in October, subject to the approval of the NSW Minister for Education and Training. The purchase was endorsed by Council at its November meeting and approved by the Minister in December. The Audit Management and Review Committee reviewed the University’s financial statements and oversaw a number of internal audits and risk assessments which are detailed below.

There were several changes to Council membership in 2005. In February the Hon Amanda Fazio MLC and the Hon David Campbell MP were appointed to Council by the NSW Minister for Education and Training for a term ending on 31 December 2005. In June 2005, Council re-appointed Ms Sue Chapman to Council to begin her four year term on 1 January 2006, when her current term as an elected graduate member expires. Mr Peter Fitzgerald was appointed to Council commencing on 25 November 2005 for a four year term. The Department of Education, Science, and Training commended Mr Fitzgerald’s appointment in its National Governance Protocols compliance assessment in recognition of his significant financial qualifications and experience.

Internal Audit

UOW Internal Audit (UOWIA) undertook initiatives on several fronts in 2005, including a comparative study in fraud prevention practices and, together with the NSW Independent Commission Against Corruption and the UOW Career Development Unit, a training workshop on corruption prevention measures geared towards the academic and research environment.

For the third year in a raw, UOWIA carried out the UOW Controls Self-Assessment Survey to monitor compliance with key UOW policies. In addition, it participated in several benchmarking surveys and forums undertaken by professional associations and other external parties in the tertiary education and internal auditing industries.

A number of projects were completed by UOWIA, including:
- Process and compliance improvement opportunities identified from evaluations in commercial research and consulting services
- Overseas student visa monitoring and reporting requirements
- Administration of academic assessments
- Assessment of information technology disaster recovery capabilities
- Risk and policy workshops for the Buildings and Grounds Division and the University Recreation & Aquatic Centre
- Three investigations as a result of whistle-blowing allegations.

Risk Management

UOW Internal Audit addresses areas identified as significant by the triennial strategic risk evaluation. Based on the UOW December 2003 Strategic Risk Assessment and annual updates beginning from 2005, the Internal Audit Program emphasised risk mitigation by reducing or optimising:
- Corruption and fraud risks through training workshops and comparative benchmarking
- Compliance, operational and monitoring of risks through self-assessments, process evaluations, better self analytical methods and policy education
- Governance risks through a self-assessment by members of the Council’s Audit Management and Review Committee.

Updating processes for identification of current risks occurred through:
- Workshops and internal audits
- Greater attention to a balance of functional areas with high revenue impact and University-wide core delivery mechanisms
- Conducting strategic risk focused interviews with key stakeholders.

Legislation

The University of Wollongong Act 1989 (the Act) was amended in December 2004 to reflect the provisions of the Commonwealth’s National Governance Protocols. In 2005, the University Council began reconfiguring its membership in accordance with the provisions of the amended Act. The Act was further amended in July 2005 to increase the number of student members on Council from one to two: one undergraduate member elected by undergraduate students and one postgraduate member elected by postgraduate students. These positions will be filled from 1 January 2006.

Consequential amendments were made to the University of Wollongong By-law in 2005 to ensure consistency with the Act and to make minor procedural amendments. The revised By-law was approved by Council in August 2005, and received assent from the NSW Governor in September 2005.

During 2005, several amendments were made to the Higher Education Support Act 2003 (HESA) which had implications for the University, including new compliance reporting requirements.

Universities were required to comply with Higher Education Workplace Relations Requirements (HEWRRs) by November 2005 in order to be eligible for additional 2006 Commonwealth Grant Scheme funding under HESA. New Academic Staff and General Staff Enterprise Agreements were filed with the Australian Industrial Relations Commission and a series of policy and procedural amendments were approved by Council in order for the University to make its application for 2006 funding by the deadline of 30 November 2005.

Various technical amendments to HESA and Ministerial determinations in relation to its interpretation were made which resulted in administrative and systems changes in order to maintain compliance. The University met its reporting requirements by the due date.

At the end of 2005, the Higher Education Support Amendment (Abolition of Compulsory Up-Front Student Union Fees) Bill was passed. The amendments take effect from July 2006 and will prohibit universities from charging students compulsory fees for membership of student associations or other service organisations.

The Commonwealth Superannuation Legislation Amendment (Choice of Fund) Act 2004, came into effect in July 2005 and required the University to provide choice of superannuation fund membership to eligible employees in accordance with the legislation.
Academic Senate

Academic Senate is the peak body for advising the University Council and the Vice-Chancellor on academic matters and broad issues which affect the academic excellence of the University.

The core subcommittees of Academic Senate are the University Education Committee (UEC), University Internationalisation Committee (UIC) and University Research Committee (URC). Much of the academic business of Senate comes from these committees and from the faculties.

One of the most significant business items for Academic Senate was the outcome of the self-review process which began in 2004. A report containing recommendations was formally presented to the first Senate meeting of 2005. Implementation followed, with most of the changes needed being set in train and, in many cases, implemented in full.

During the course of 2005, Senate approved the introduction of seven new courses from 2006, major amendments to a further seven and minor amendments to 20. One course was deleted.

New members of Senate and other selected members of staff and student committees met the Chancellor of the University, Mr Michael Codd AC, at a “Meet the Chancellor” evening.

Key areas of policy development and implementation during 2005

- Information Literacy Integration Policy
- Higher Degree Research Student Academic Grievance Policy (Amendments)
- Appeals Policy for Higher Degree Research Thesis Examination Outcomes
- Higher Degree Research Course Rules (Amendments)
- Code of Practice - Research (Amendments)
- Schedule for the Retention of Assessment Records
- Code of Practice - Teaching and Assessment (Amendments)
- Assessment Committee Guidelines (Amendments)

Other initiatives implemented by Senate during 2005 included:

- Development of the Committee Induction Manual for new committee members
- UOW Strategic Planning Reviews (Core Function Plans)
- Amendments to Electoral Procedures for Senate and Faculties, and membership of Academic Senate.
Strategic Planning

Following a comprehensive revision of the planning model and strategic plans in 2003-2004, the first round of reviews against the 2005-2007 University Strategic Plan and Core Function Plans were conducted in 2005. Through the review process, the University identified areas for improvement and priorities that formed the basis of the annual action plans of its key committees.

The review also identified areas for improvement in the planning process itself and the following refinements were implemented in 2005:

- Review of performance indicators to measure progress more usefully
- Provision to faculties of targeted statistical (including survey) information to support strategic decision making
- Improved processes for providing feedback to faculties and units after evaluation of review reports
- Improved communication of strategic planning processes to the University community.

The University continued to review and develop the Strategic Projects which link to the goals of the University Strategic Plan. Achievements were made possible by a consultation and communication strategy which included University planning days, visits to faculties and units, information sessions, distribution of guidelines and ongoing development of the planning website.

Quality Review

In May, the University was audited by the Australian Universities Quality Agency (AUQA). The audit involved an extensive self-review of core University activities, conducted largely in 2004 under the guidance of the Quality Audit and Planning Committee. The self-review informed the preparation of a Performance Portfolio submitted to AUQA on 21 February 2005.

The Performance Portfolio, which outlines the University's quality systems in key areas of activity, was the starting point for the investigations of a five member Audit Panel. The Panel also conducted site visits to Wollongong Campus (the main audit visit), the University of Wollongong Dubai, Hong Kong partner institutions (primarily Hong Kong Baptist University), Wollongong University College at Sydney and the Sydney Business School.

During the site visits, the Panel tested the statements and descriptions in the Portfolio and acquired further insights into the University's operation. In all, the Audit Panel spoke with over 360 people, including academic and general staff, senior management, undergraduate and postgraduate students and external stakeholders, including UOW Council members, offshore partners, representatives of business, industry and professional organisations and the community.

The University expects to receive the final AUQA report early in 2006.

Freedom of Information

Objective and Key Outcomes

Comply with the requirements of the Freedom of Information Act 1989 (NSW)

- Publication of University documents in print and electronic form
- Improved access rights.

The University's key publications, policy documents and organisational information are available, electronically and free of charge to the public, on the University's website at www.uow.edu.au. These include:

- University Course Handbooks
- Annual Report
- University Strategic Plan
- Student Guide and Prospectus
- Application Forms
- University Policies
- Codes of Practice

People unable to access the University's website may obtain relevant documents by submitting a request to the Freedom of Information (FOI) Officer. A fee may apply.

The University has an FOI website (www.uow.edu.au/about/foi/) which is designed to assist members of the public to exercise their access rights under FOI legislation. It is the University's practice to provide staff and students with access to their personnel or student file on request, without the need to lodge a formal FOI application. Queries regarding FOI procedures and applications can be made directly to the University via the FOI Officer, University of Wollongong, Building 36 (Administration), Northfields Avenue, NSW 2522. Telephone: +61 02 4221 3277.

In 2005, the University received three FOI applications. The section Facts and Figures, Appendix C, contains the FOI statistical report.
Complaints Management

The University aims to provide a fair, equitable and productive environment for all its students and staff. As part of this commitment, the University undertakes to treat any concerns or complaints seriously and impartially, and to seek a resolution as quickly as possible. Information about University policies and procedures for both academic and non-academic complaints are available on the website.

In addition to teaching staff, there is a range of support services that offer advice and guidance to students, including Student Administration, Student Services and the Dean of Students. The Dean of Students is the students’ ombudsman and plays an important role in resolving complaints. International students are also able to consult an International Student Advisor who can provide support and act as a student advocate.

The Academic Registrar’s Division maintains a register of student academic misconduct cases, including plagiarism and cheating in exams. In 2005, a total of 173 cases of student misconduct were recorded on the register, an increase from 125 recorded cases in 2004. The rise in cases is attributed partially to improved reporting across the University.

Privacy

Objective and Key Outcomes

Comply with privacy legislation and improve awareness of privacy requirements

- Comprehensive training and induction sessions conducted
- Privacy statements and policy compliance reviewed
- No privacy breaches reported in 2005.

Privacy training sessions continued for staff of the University and its subsidiaries in 2005. Privacy training is part of the University’s new staff induction program and is also conducted on request.

There were no internal reviews under Section 53 of the Privacy and Personal Information Protection Act 1998 (NSW) in 2005. No matters were referred to the University by Privacy NSW.

Challenges, Issues and Solutions

The Australian Government’s reform agenda posed challenges for the University in 2005. Compliance with the Higher Education Workplace Relations Requirements (HEWRRs) involved negotiating enterprise agreements with University staff and employee unions within a short timeframe and the review of all relevant policies and procedures to ensure compliance by the 30 November deadline. A significant amount of Commonwealth Grant Scheme Funding is contingent on HEWRR compliance, and this funding will ensure the ability of UOW to meet staff salary increases committed to in the current enterprise agreements. UOW will be notified of its compliance in early 2006. Should UOW be deemed non-compliant, it will place significant economic constraints on the University.

UOW maintained onshore international student enrolment numbers in 2005. However, there was a downward trend across the higher education sector. It is expected that this trend will continue in 2006 and will affect UOW. In order to address this, the University has identified a range of strategies as outlined on page 26 of this report.

Under DEST’s Teaching and Learning Performance Fund, UOW was recognised as one of only five universities that best demonstrated excellence in teaching and support of its staff to improve student learning outcomes. The University received an additional $5.108 million to be used to further develop learning and teaching outcomes in the future. The challenge for 2006 will be to maintain this position and ensure that any changes in the Teaching and Learning Performance Fund criteria are addressed.
Achievements and People in 2005

Our Students

In 2005, students undertaking a Bachelor degree constituted 62% of the University’s student enrolments. The composition of UOW’s student enrolments is shown below in Figure 1.

The student population at UOW continued to grow. The University experienced an increase in the number of students undertaking full-time, part-time and external study. This growth is illustrated in Figure 2.

The University of Wollongong had 21,328 students enrolled at its onshore and offshore teaching sites in 2005. As shown in Figure 3, the UOW student population is comprised of students from a wide range of age groups. In 2005, the largest age group category at UOW continued to be students aged between 21-25 years, who account for 9,807 student enrolments.

As illustrated in Figure 4, UOW students come from a diversity of regions, including the local Illawarra area, Sydney and regional NSW, as well as interstate and overseas.

Table data is based on Department of Education, Science and Training 2005 reported data.
The Student Experience

The University of Wollongong aims to provide students with opportunities to improve their career prospects, ignite their imaginations, build confidence and lay foundations for new friendships. UOW students benefit from being part of an international community that draws students from around Australia and the world. The University recognises that students learn in many ways, such as formal teaching settings, research in libraries and laboratories, from other students and from the many cultural, recreational and artistic activities that are available to them as members of the University community.

Enrolment and orientation programs are devised to give students an immediate sense of belonging to the UOW community. Planning began in 2005 for a one stop student inquiries facility which will combine key student services, including Student Administration, Accommodation Services, Information Technology Services, Study Abroad and Exchange and International Student Advisors, in a single, convenient location. The new facility will open in early 2006.

Student Representation

Students play an important role in the central decision-making processes at UOW and are represented on the University Council, Academic Senate and key Senate committees. Student representatives are also included on some faculty and professional unit committees.

The impact of voluntary membership of student associations, as proposed under the draft Higher Education Support Amendment (Abolition of Compulsory Up-Front Student Union Fees) Bill 2005, was a major consideration for UOW’s two student representative bodies, the Wollongong Undergraduate Student Association (WUSA) and the Wollongong University Postgraduate Association (WUPA). WUSA and WUPA fund and/or co-fund a range of services and activities for students, including advocacy, child care, a second-hand book bank, computing facilities, clubs and societies and emergency interest free loans.

Indigenous Perspectives

Engagement with Indigenous communities is led by the Woolyungah Indigenous Centre, which was established as the Aboriginal Education Centre in 1982. The Woolyungah Indigenous Centre aims to achieve distinction in the education and professional development of Aboriginal and Torres Strait Islander people in order to enrich our communities. The Centre provides research, teaching and study resources for Aboriginal Studies students, teachers and the wider community.

The Centre supports Indigenous students throughout their university study by providing the following services:

- Course and career support
- One-on-one academic support
- Cultural exchanges
- Mentoring program
- Scholarship and cadetship information.

The Centre is responsible for the Aboriginal Studies Major in the Bachelor of Arts. The number of students completing this program rose from 572 students in 2004 to 724 in 2005. The Woolyungah Indigenous Centre also teaches subjects on Indigenous curriculum in the Faculty of Education.
Indigenous Students

Indigenous students are enrolled in a wide range of programs, including postgraduate study, across each of the University's faculties.

In 2005, there were 95 Indigenous undergraduate and 17 Honours and postgraduate students at UOW. This compares to 117 Indigenous undergraduate students and 19 Honours and postgraduate students in 2004. The number of students undertaking research degrees rose from six in 2004 to nine in 2005. Forty-one Indigenous students graduated from the University of Wollongong during 2004. UOW has high success and retention rates for Indigenous students. In 2004, the Indigenous success rate at UOW was 90%, compared to a national average of 76% and a NSW average of 81%. Retention rates at UOW averaged 92%, compared to a national average of 77% and a NSW average of 84%.

Highlights of 2005 were:

- The Woolyungah Indigenous Centre continued to work with local Indigenous communities and regional Indigenous organisations
- Mr Ernie Blackmore from Woolyungah Indigenous Centre coordinated the Illawarra Indigenous Writers’ Night
- A new mural was created to adorn the building courtyard of Woolyungah Indigenous Centre. The mural was designed by local artist Kevin Butler who also led the preparation and painting of the wall with the assistance of students, the local Koori Youth Network and other community members. The mural will be presented to the University at a naming ceremony to take place early in Autumn Session 2006.

Residential Accommodation

The Accommodation Services Division continued to provide its residents with a comprehensive range of accommodation options, and will increase its portfolio of accommodation choices in 2006.

Campus East

Campus East has 431 places for both undergraduate and postgraduate students from a variety of cultural backgrounds, and is located in the northern beachside suburb of Fairy Meadow. Communal dining is provided to its residents. Campus East was opened in 2005.

International House

International House accommodates UOW international students from a variety of cultural backgrounds and can host up to 310 residents at any one time. International House includes 218 catered and 40-58 self-catering units. International House has a range of facilities such as a games room, pool tables, music room, 24-hour computer laboratories and a library.

Weerona

Weerona College has 134 single and 35 shared rooms for undergraduate and postgraduate domestic, international and study abroad students. Weerona College is centrally located to attractions such as the beach and Wollongong Mall. It is a fully catered residential facility.

Gundi

Gundi is a self-catering apartment complex comprising five six-bedroom and two two-bedroom apartments. Gundi is situated closer to the Wollongong Central Business District (CBD) than the other residences.

Graduate House

Graduate House was established exclusively for UOW postgraduate students and their families. It comprises 78 centrally located, self-catering units.

Richard Johnson College

Richard Johnson College is centrally located and is close to Wollongong CBD, the University, transport and many other attractions. Richard Johnson College is a self-catering facility and can sleep up to 65 students.

Koolobong

Koolobong is located on the western side of the UOW campus, and caters for students who want to live independently, although units are furnished and maintained by UOW. With 38 units, Koolobong can host up to 190 undergraduate and postgraduate students at a time.

Highlights of 2005 were:

- The opening of new, self-catering facilities in July 2005 at Campus East, adjacent to the Innovation Campus
- Commencement of the acquisition of a new student residence property, Keiraview Accommodation, near the Wollongong CBD. The property has 84 rooms and will operate mainly as self-catering student accommodation. Keiraview's first student residents will arrive in early 2006.

The Accommodation Services Division offered 1,350 accommodation places, 17% them to postgraduates and 83% to undergraduates. Domestic students made up 44% of residents, the remaining 56% being international students, of which 16% of the total were Study Abroad students.

The Accommodation Services Division assisted more than 4,500 students to find rental accommodation.

The Accommodation Services team continued work on refurbishing and improving its facilities to ensure compliance with the Building Code of Australia. The improvements to facilities in recent years were confirmed by an independent audit which found that the Division improved its compliance and facilities backlog liability by 75% in the past four years. The facilities improvement program will continue to ensure modern, well-serviced accommodation is available.
Objectives and Key Outcomes

Develop skills to support the attainment of Graduate Attributes by incorporating them in course structures and internationalise the curriculum through tailored offerings and overseas placements.

- UOW Learning and Teaching website launched
- Graduate Attributes challenge resulted in participation of students from six faculties with three teams receiving awards
- Strategies to cultivate Graduate Attributes included in all faculty plans
- Specialist tutorials and orientation programs developed by faculties to support international students and students at risk of attrition.
- UOW continued to perform well in terms of student satisfaction when compared to NSW and Australian averages

Help students learn how to learn through support, development and training and cater for diversity within student learning through equity initiatives.

- Student Equity Project and draft Student Equity Plan completed
- Subject Evaluation Survey implemented across UOW
- eLearning website introduced which supports students in their studies
- Dive in, a CD that informs students of the website and other critical information, was developed and distributed
- Ongoing development of the Peer Assisted Study Sessions program.

Offer quality teaching programs

- Annual Audit of New Subject Proposals conducted
- Audit of Subject Outlines conducted across all faculties in compliance with UOW policy
- Grades of Performance recommendations endorsed by the University Education Committee
- Assessment Committee Guidelines monitored and amended
- Schedule for the retention of assessment and other records, as required by the State Records Act 1988, was developed
- Audiovisual equipment for teaching and learning purposes was reviewed
- Pilot of WebCT Vista was conducted over the 2005 Summer Session.

Support quality teaching and professionalism

- Faculty practices in relation to group work practices at UOW reviewed
- Faculty practices and procedures for casual teaching staff reviewed
- eTeaching Strategic Plan refined.

2005 in Review

The University of Wollongong aims to create a culture of learning and teaching distinguished by collaboration, innovation and excellence. The University has a student centred approach to learning and teaching where highly professional academic and general staff encourage students to learn, grow and achieve.

The University’s strengths in relation to Learning and Teaching were recognised nationally by its success in the Department of Education, Science and Training (DEST) Learning and Teaching Performance Fund, with UOW receiving $5.108 million in funding for ranking number one in the country for teaching performance, based on DEST’s Student Outcome Indicators for the Learning and Teaching Performance Fund.

The Attributes of a Wollongong Graduate

Graduates of the University of Wollongong are more than just the sum of the knowledge they acquire. During the study process students are required to develop other skills, values and attitudes that are essential for gaining employment and advancing lifelong learning. These skills, values and attitudes are the UOW Graduate Attributes. The Graduate Attributes are acquired through the development of information literacy, academic literacy, computer literacy, statistical literacy and professional practice.

The Centre for Educational Development and Interactive Resources (CEDIR) and Learning Development assists academic staff in the design of courses and in developing teaching resources to support skill development. As part of the update of the Learning and Teaching website, resources were created to support teaching strategies for the Graduate Attributes. Good practice case studies have been included on the website to show how the Graduate Attributes can be embedded into teaching practices.

The Careers Service provided a range of programs that foster connections between curricula, workplace learning and tertiary literacies. UOW again ran Univative Illawarra, a program conducted with the cooperation of local employers, resulting in teams of University students working with employers to solve workplace problems.
Twelve teams participated in the Univative Illawarra program, a 51% rise on 2004 participation rates. The Graduate Attributes Challenge continues to receive a great deal of interest from students, with 38 students in nine teams participating in 2005.

The University also supports students through the employment experience program, a voluntary program aimed at assisting students to build their extra-curricular portfolio, and for students whose academic program requires them to do an industry placement or practicum.

In addition, the Library offered a range of generic and student specific Information Literacy Programs, including:

- Faculty based classes and consultations
- Academic Information Workshops
- Advanced research skills classes
- Information Literaciy Introductory Programs.

Overall participation in these programs increased to 13,808 students in 2005, a rise of 7.32% from 2004.

Feedback from the Course Experience Questionnaire indicates UOW is successful in embedding a range of graduate qualities in its students, thereby producing students who possess confidence and knowledge in applying not only the specific knowledge gained through their courses, but a range of valuable skills and qualities which can be applied in all aspects of life.

According to the Course Experience Questionnaire, UOW students have consistently had a higher than average sense of attainment of generic skills, including analytical skills such as planning, ability to work as part of a team, written communication and problem solving skills, compared to NSW and national averages.

UOW is also successful in embedding a range of generic qualities in its graduates, maintaining a competitive position in this aspect of graduate qualities compared to both NSW and national averages. Such skills include possessing a broad overview of a student’s field of knowledge, the ability to generate new ideas, enthusiasm for further learning, valuing the perspective of others and the ability to apply the principles of a course to new situations.

A priority for 2006 is to better link the Graduate Attributes and tertiary literacies, and further embed these in core teaching practice.

### Student Learning

Student equity was a major focus of the University in 2005, with a Student Equity project funded through the UOW Education Strategic Development Project (ESDP). The Student Equity Project contributed significantly to raising awareness of student equity issues, programs and strategies across all levels of the University. Extensive consultation with staff and students included focus groups and student surveys. Issues and priorities have been identified through this process and will form the basis of the new Student Equity Framework. Faculty data for each target equity group was made available and has been used for faculty planning.

The University implemented the new mandatory online Subject Evaluation Survey for all sessions and all subjects across all UOW teaching sites. The survey examines the level of satisfaction students experience with individual subjects. Guidelines were developed which identify how the survey process is managed and to clarify the responsibilities of staff in the proper protection and appropriate handling of survey information. Survey results, which are distributed to Deans, assist faculties in cross-faculty benchmarking, and the identification of quality issues.

Student feedback provided through the Subject Evaluation Survey indicated UOW students have a high degree of satisfaction with their learning experiences in individual subjects. In Autumn Session, 82% of all students who completed the survey responded positively to their overall satisfaction with individual subjects in which they were enrolled. The satisfaction level was also high for Spring Session, with 84% of total student feedback indicating a positive response to this question.

Student feedback provided through the Course Experience Questionnaire further confirms the high level of satisfaction UOW students have with their University. Graduates of the University of Wollongong have a higher than average level of satisfaction with the quality of their course compared to NSW and Australian averages.

In 2005, the Australian Government released a new policy document entitled Standards in Education for Students with a Disability. In response to the new standards, UOW commenced a review of policies and practices to ensure compliance. This review will continue through 2006.

The Peer Assisted Study Sessions program (PASS) is a scheme where students work together to consolidate understanding, reinforce key concepts and develop effective study strategies. PASS is for all students who want to improve their understanding of course material and improve their grades. PASS began at the University in 2002, and UOW has the largest and most diverse PASS program in Australia, servicing five to six faculties each session.
Quality Teaching Programs

The University provides up-to-date, well designed courses which are sought after and relevant to students and industry.

The University is expecting the first Graduate School of Medicine students in 2007, and was successful in 2005 in achieving first stage accreditation with the Australian Medical Council. Over 200 honorary academics from the Illawarra and Shoalhaven medical fraternity have been appointed.

In 2005, the Quality Review Framework and the revised Learning and Teaching web page were launched. The Quality Review Framework places subject and course reviews within the University's quality and planning review cycle, with each course and subject being evaluated according to a review schedule. Faculties developed course and subject review schedules, resulting in the review and improvement of a number of subjects and courses.

The University offered several new courses in response to industry and student needs. New courses offered included, but were not limited to:

- Bachelor of Medical Science (Honours)
- Graduate Certificate in Practice Nursing
- Bachelor of Medical and Radiation Physics
- Certificate in Teaching Software Design and Development
- Graduate Certificate in Physical and Health Education
- Master of Science Education – Research
- Master of Strategic Management
- Bachelor of Creative Arts (Dean’s Scholar).

To ensure the quality of subjects approved by Academic Senate and effective communication with students, the annual audit of new subject proposals was conducted, as was an audit of compliance against the UOW policy requirements for subject outlines.

Improving group work practices was also identified as an area for development. Group work practices across all faculties of UOW were reviewed and the Good Practice Assessment Guidelines, completed in 2004, will be updated in 2006 to include good practice in group work.

A focus of the Centre for Educational Development and Interactive Resources (CEDIR) in 2005 was eTeaching. The University of Wollongong was in the process of moving from WebCT Campus Edition to WebCT Vista 3. WebCT Vista, which will be used from 2006, can be accessed from anywhere in the world using a web browser on a computer connected to the Internet.

An eTeaching staff development plan was completed which outlines strategic directions for 2006, including a series of information sessions and workshops, online resource development and one-to-one support for teaching staff. 2006 will also see the introduction of ePortfolios for staff and students and further work in relation to blended learning using a range of technologies to support learning and teaching. Additionally, CEDIR developed the e Learning Website to support students using electronic learning. CEDIR provided support to teaching staff in the design and development of teaching resources and the use of technology to improve teaching spaces.

A reduction in attrition rates, especially for first year undergraduate students, was a focus for the Faculties of Engineering, Science and Informatics, with these faculties improving orientation, monitoring and support for at risk students and developing bridging subjects.

Key measures of the quality of UOW courses are reflected in the graduate employment rates. UOW has maintained a high average graduate employment rate in comparison to both NSW and Australia-wide averages, as demonstrated in Figure 5.

Figure 5: Graduate Employment Rates, Course Experience Questionnaire

- Bachelor of Medical Science (Honours)
- Graduate Certificate in Practice Nursing
- Bachelor of Medical and Radiation Physics
- Certificate in Teaching Software Design and Development
- Graduate Certificate in Physical and Health Education
- Master of Science Education – Research
- Master of Strategic Management
- Bachelor of Creative Arts (Dean’s Scholar).

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Quality Teaching

In addition to the University’s outstanding results in the Learning and Teaching Performance Fund, UOW strives to support and recognise exceptional teaching performance. The Vice-Chancellor’s Awards for Outstanding Contributions to Teaching and Learning (OCTAL) ensure that academic staff who have made a major contribution to learning and teaching excellence within UOW are recognised. The awards complement the Carrick Institute Australian Awards for University Teaching, placing the University in a strategic position for national recognition of teaching performance. Winners of the UOW OCTAL and other awards in 2005 were:

Ms Moira Williamson (Health and Behavioural Sciences) - Vice-Chancellor’s Award for OCTAL
Dr Houston Dunleavy - Creative Arts Faculty Recipient for OCTAL
Dr Garry Hoban - Education Faculty Recipient for OCTAL
Mr Peter McLean - Commerce Faculty Recipient for OCTAL
Dr Stephen Palmisano - Health and Behavioural Sciences Faculty Recipient for OCTAL
Ms Holly Tootel - Informatics Faculty Recipient for OCTAL
Dr James Wallman - Science Faculty Recipient for OCTAL
Associate Professor Roger Lewis (Engineering) - NSW Minister for Education and Training and Australian College of Educators Quality Teaching Award for NSW
Professor Stephen Dinham - Sir Harold Wyndham Medal from the Australian College of Educators

UOW was also successful in attracting funding from the Australian Bureau of Statistics for a Professor of Statistical Methodology, with Professor Ray Chambers appointed to this position. In recognition of the importance of UOW postgraduate students and to further promote excellence for postgraduate business students, the Graduate School of Business, formerly a school of the Faculty of Commerce, was made a faculty in its own right. The Graduate School of Business became a founding partner of the Australian National Business School (ANBS). The ANBS is a consortium of six of Australia’s leading Business Schools which have combined their resources and expertise to provide their students and corporate clients with a Masters qualification that follows a National framework, and which meets the highest international standards.

Based on outcomes of ‘Good Teaching’ questions in the Course Experience Questionnaire, UOW graduates have a higher than average level of satisfaction with the quality of teaching provided to them during their studies, compared to NSW and Australian averages.

Priorities for 2006

• Developing a Student Equity Strategy based on consultation and review undertaken in 2005
• Implementing an Equity Framework for equity policies, initiatives and programs
• Consolidation and review of integrated academic literacy development
• Incorporating eLearning strategies across UOW
• Developing an Academic Integrity Framework and related policies
• Improving success achieved through National Teaching Awards
• Implementing outcomes from the AUQA report, due in early 2006
• Reviewing the Teacher Evaluation Questionnaire process
• Implementing WebCT Vista
• Reviewing Course Rules
• Reviewing policies governing Special Consideration
• Developing a new framework for blended learning.
Research and Innovation

2005 in Review

The University continued to expand in areas where UOW has traditionally had world leading research. These areas include information and communications technology, engineering and the sciences. The high quality of UOW research in nanotechnology and materials science was recognised and strengthened by the award of an Australian Research Council (ARC) Centre of Excellence in Electromaterials Science to the University with partners including Monash University, the Bionic Ear Institute, St Vincents Health and the NSW Department of State and Regional Development. Together with our key areas of research strength, the University’s research effort has also been growing in new areas such as functional foods, health services, Asia Pacific studies and international law.

Objectives and Key Outcomes

Increase the level of externally funded research to enhance the capacity and diversity of our research effort

- Contract and other non-grant sources of income increased substantially
- Funding awarded for ARC Centre of Excellence for Electromaterials Science
- Five star rating for research intensity in the Australian Good Universities Guide.

Improve the quality of higher degree scholarship and training by aligning them with strategic research directions

- Higher Degree Research (HDR) Student Conference held in new format in September
- HDR Student Seminar Series improved
- Modularised series of HDR Supervisor Training workshops trialled
- Greater emphasis on quality in recruitment and scholarships
- Research Service Centre procedures and HDR policies streamlined and implemented.

Improve the quality, impact and recognition of outcomes of our research effort

- Commenced establishment of a research repository, Research Online
- Commenced development of an integrated, University-wide Research Information System
- Purchased Australian University Indicators data allowing comparison with other Australian universities of summary publication and citation statistics
- The Number of UOW DEST publications increased by 22.2% from 2003 to 2004.
Encourage linkages and commercialisation opportunities between researchers, industry and other partners

- Student Innovation Network established
- Winning student for Young Achievement Australia (YAA) Biotechnology Entrepreneur of the Year program
- New commercial agreements established, including with the BOC Group and Uncle Tobys
- Trailblazer Innovation Competition received more than 80 applications from UOW staff and students
- Champion Lunchtime Series resulted in successful entrepreneurs presenting their experiences and the processes of commercialisation
- Developing Academic-Industry Partner Linkages Workshop held with presentations from key local partners, including BlueScope Steel, Wollongong City Council and the Southern Rivers Catchment Management Authority.

Create a strong culture of support for research excellence

- Review of Human Research Ethics Committee (HREC) operations and establishment of additional committees: HREC (Health and Medical) and HREC (Humanities, Social Science and Behavioural)
- Launched Professorial Lecture Series to promote the high standard of research conducted at UOW.

Identify, reward and promote research activities that enhance the international reputation of the University

- University Targeted International Links Scheme reviewed
- International workshop on Micro and Mini Dosimetry (radiation protection and therapy) and the International Prostate Cancer Treatment workshop held in December with 90 participants from six countries
- Projects to encourage and foster collaboration between research active staff at UOW Dubai and Wollongong campuses.

Research Highlights

The University’s status as one of the leading research institutions in Australia was confirmed with a five star rating for Research Intensity in the *Australian Good Universities Guide*, one of just eight universities in this elite grouping.

A major highlight in 2005, was the inaugural Higher Degree Research Student Conference. The aim of the conference was to offer students an opportunity to present their research projects to other students, UOW staff and industry partners. Feedback from participants and attendees was excellent, and the conference will now become an annual event which will also be open to the public.

Other highlights and achievements for UOW research include:

- Cancer Institute NSW Fellowships awarded to Professor Anatoly Rozenfeld ($1.1 million for five years) for the appointment of a Fellow in Radiotherapy and to Dr Marie Ranson for a Career Development and Support Fellowship of $992,000 for three years.
- Professor John Norrish was presented with the E. Paton Prize for his significant lifetime contribution to science and technology. The prize was awarded by the International Institute of Welding and sponsored by the Paton Welding Institute.
- Professor Hugh Brown was awarded the Adhesion Society Award for Excellence in Adhesion Science. Professor Brown was chosen for his exceptionally creative and diverse contributions to the understanding of the mechanisms of adhesion between polymers. Professor Brown was the first Australian recipient of this award which has been presented since 1987.
- Associate Professor Diana Wood-Conroy received the Distinguished Research Award from the Australian Council of University Art and Design Schools. Professor Wood-Conroy was one of three senior Australian researchers to receive this national award.
- Professor Mark Walker received a Fulbright Senior Scholar Award. Professor Walker is researching the flesh eating bacterium known as Streptococcus pyogenes which is a serious disease causing microbe affecting the northern Australian Aboriginal population.
- A second Fulbright scholarship was awarded to PhD student Andrew Wroe from the Centre for Medical Radiation Physics in recognition of significant advances in his field of study. Mr Wroe is conducting innovative research into the interaction of proton radiation at the cellular and DNA level.

Research Funding

The University continued to expand its research activities and its reputation as a leading research intensive university.

- Research Training Scheme income of $13,133,907 representing 2.38% of the National pool
- Institutional Grants Scheme income of $5,544,236 representing 1.91% of the National pool
- Research Infrastructure Block Grant income of $3,066,219 representing 1.68% of the National pool.

Table 1 shows growth in UOW research funding from 2002 to 2004 (with 2004 being the most current year for which information is available).

<table>
<thead>
<tr>
<th>Source</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>($M)</td>
<td>($M)</td>
<td>($M)</td>
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<tr>
<td>National Competitive Grant</td>
<td>8.8</td>
<td>11.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Other</td>
<td>2.5</td>
<td>3.0</td>
<td>2.8</td>
</tr>
<tr>
<td>Industry</td>
<td>5.5</td>
<td>6.2</td>
<td>4.8</td>
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<tr>
<td>Cooperative Research Centres</td>
<td>1.8</td>
<td>2.7</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>18.6</td>
<td>23.0</td>
<td>23.2</td>
</tr>
</tbody>
</table>

The University maintained an excellent track record in securing research grants, particularly from the ARC, and sustaining growth in activities supported by commercial research and grants to large centres. The University was ranked 11th Nationally in 2005 for Discovery Grants, (see Figure 6). Grants to new researchers, particularly in the areas of science and engineering, helped boost this outcome, underpinned by the strong performance of key groups such as the Institute for Superconducting Electromaterials.
Outcomes of high quality and impact. These included:

- Establishing a research repository, Research Online, which will provide worldwide access to articles by UOW authors. It aims to increase the visibility and accessibility of UOW research and enhance its impact. Research Online will be rolled out to researchers in 2006.

- These initiatives will provide the University with enhanced management and marketing capabilities to promote UOW research strengths and foster UOW emerging research areas. Underpinning these initiatives will be research planning aimed at identifying measures of quality, high impact outcomes that are appropriate to all research endeavours and disciplines, with the intent of promoting and rewarding publications and other outputs that meet quality and impact criteria.

### Research Partnerships and Commercialisation Opportunities

The University’s research effort is underpinned by its capacity to establish effective partnerships with industry and other research organisations within Australia and internationally. UOW has a number of longstanding relationships with steelmakers, telecommunications carriers, pharmaceutical manufacturers and food companies. The University’s strategic partnerships have been extended through the ARC Centre of Excellence and Cooperative Research Centre programs. In 2005 the University initiated a number of new research collaborations:

- The Centre for Health Services Development at UOW, with partner institutions Edith Cowan, Flinders University and Queensland University of Technology, established a joint venture Palliative Care Outcomes Collaboration, funded by the Commonwealth Department of Health and Ageing. The group has received funding for three years to establish a voluntary quality network that will help the palliative care service sector improve practice and meet Australian standards for providing quality care.

- The National Centre of Excellence in Functional Foods undertook a major research contract to develop an independent set of criteria for assessing the nutritional quality of the Uncle Tobys snack range.

The University has strengthened its capacity to commercialise the results of research through a partnership with leading Australian university technology company UniQuest. In support of the UniQuest arrangement, UOW created and filled three Manager of Innovation and Commercial Development (MICD) positions. The MICDs are located in the faculties and work closely with them.

Since the establishment of the MICD positions, the number of invention disclosures has increased more than seven-fold and the number of patents lodged has at least tripled. Although it is too early to evaluate the success of the MICD positions in terms of financial outcomes in the form of licenses and spin-outs, there are currently several technologies being evaluated for spin-out and several license deals being negotiated. This indicates that the deal flow will increase as a result of the formation of the UniQuest arrangement and MICD support.

### Student Scholarship, Training and Strategic Research Directions

The Research Student Centre continued to support Higher Degree Research (HDR) students and supervisors in the research training environment, and to promote quality supervision through the successful implementation of new and improved seminars, conferences and workshops.

The HDR student seminar series has been reviewed and improved by:

- Updating content
- Identifying Research Graduate Attributes
- Matching the needs of HDR students to their year of study and level of expertise.

Student Commercialisation/Research Career workshops were held in conjunction with UniQuest, the commercialisation arm of the University of Queensland. These workshops focused on commercial opportunities for research projects and enhancing students’ knowledge of research commercialisation and research promotion. A modularised series of Supervisor Training workshops was developed and successfully trialled in 2005. Feedback has been incorporated into the Supervisor Training modules, which will now be taught every session.

The HDR admission and scholarship application process was reviewed and updated. The scholarship allocation process was also reviewed and improved to ensure that recruitment of HDR students is based on a combination of excellence and strategic fit. The strategy to improve articulation between undergraduate Honours programs and areas of existing or emerging research strengths involved offering 40 Honours scholarships for commencement in 2006 to students who demonstrate not only excellence but an ability to progress to HDR research in a strategic area of research strength.

The new budget model for allocating funding and attaching HDR students to research strengths was implemented to improve the level of resources for all HDR students.

### Research Quality, Impact and Recognition

With the impending introduction of the National Research Quality Framework, the University initiated a series of strategies to improve mechanisms for identifying, accessing and measuring research outcomes of high quality and impact. These included:

- A comprehensive review of existing research management systems, the outcome of which will be the development of a University-wide enterprise research information system over the next two years that aims to improve data quality and availability and provide enhanced reporting.

- Establishment of a research repository, Research Online, which will provide worldwide access to articles by UOW authors. It aims to increase the visibility and accessibility of UOW research and enhance its impact. Research Online will be rolled out to researchers in 2006.
## Research Strengths

<table>
<thead>
<tr>
<th>Research Strength</th>
<th>Major External Funding Source(s)</th>
<th>Disciplines Represented</th>
<th>National Research Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Key Centre for Asia Pacific Social Transformation Studies (CAPSTRANS)</td>
<td>ARC</td>
<td>Sociology, comparative law, history and politics, accounting, economics, management</td>
<td>Safeguarding Australia</td>
</tr>
<tr>
<td>National Centre of Excellence in Functional Foods / ARC Key Centre for Smart Foods</td>
<td>National Food Industry Strategy/ARC</td>
<td>Dietetics, nutrition, physiology, pharmacology</td>
<td>Health</td>
</tr>
<tr>
<td>Bluescope Centre for Steel Metallurgy</td>
<td>Bluescope Steel, ARC</td>
<td>Materials science, engineering</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>Centre for Health Services Development</td>
<td>NSW Health</td>
<td>Public health, finance, accounting, economics management</td>
<td>Health</td>
</tr>
<tr>
<td>Centre for Maritime Policy</td>
<td>Australian Navy</td>
<td>Oceans law, marine and environmental science</td>
<td>Environment Safeguarding Australia</td>
</tr>
<tr>
<td>Engineering Manufacturing Cooperative Research Centre (CRC) for Intelligent Manufacturing Technologies, CRC for Welding</td>
<td>Cooperative Research Centre (CRC) for Intelligent Manufacturing Technologies, ARC Centre for Welding</td>
<td>Mechanical, electrical and power engineering, materials science</td>
<td>Frontiers Technologies</td>
</tr>
<tr>
<td>GeoQuEST Research Centre</td>
<td>ARC</td>
<td>Geology, geography, environmental science, spatial technologies</td>
<td>Environment</td>
</tr>
<tr>
<td>Institute for Biomolecular Science</td>
<td>ARC and National Health and Medical Research Council</td>
<td>Organic and medicinal chemistry, structural, cell and molecular biology</td>
<td>Health</td>
</tr>
<tr>
<td>Institute for Conservation Biology and Law</td>
<td>ARC</td>
<td>Conservation and marine biology, ecology, natural resources, environmental law</td>
<td>Environment</td>
</tr>
<tr>
<td>Institute for Superconductivity and Electronic Materials</td>
<td>ARC</td>
<td>Materials science, chemistry, physics</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>ARC Centre for Nanostructured Electromaterials</td>
<td>ARC Centre of Excellence funding</td>
<td>Chemistry, materials science</td>
<td>Frontier Technologies</td>
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<tr>
<td>Telecommunications and Information Technology Research Institute</td>
<td>CRC for Smart Internet Technology</td>
<td>Telecommunications engineering, computer science, education, graphic design, music technology</td>
<td>Frontier Technologies</td>
</tr>
</tbody>
</table>

### Priorities for 2006

- Establish systems and processes for implementation of the Research Quality Framework
- Develop the Illawarra Health and Medical Research Hub and Institute
- Implement the University-wide Research Information System strategic project
- Review of human research ethics subcommittees in faculties
- Improve HDR application processes in order to recruit quality students
- Establishment of a research presence on the Innovation Campus
- Continue collaboration with UniQuest to evaluate faculty developed intellectual property for commercialisation.
International Perspectives

2005 in Review

In 2005, the University focused on enhancing its international profile by developing stronger links between its international and research functions. To facilitate this, the University Internationalisation Committee (UIC) and the University Research Committee (URC) were restructured to allow for cross representation. This will ensure there are consistent approaches to our international research efforts and that more research focused strategies will be developed by the URC and UIC during 2006.

During the year, UIC and its subcommittees continued to assist the University to implement the strategies outlined in the Internationalisation Strategic Plan 2005-2007. In addition to the work of UIC and its subcommittees, the University’s profile was raised internationally by its hosting of diverse colloquia throughout the year, attracting international speakers and academics. These included:

• Workshops on cancer detection and treatment, presented by UOW’s Centre for Medical Radiation Physics
• A UOW Centre for Canadian-Australian Studies conference on diversity and multiculturalism in education
• A forum on Australian and Malaysian education, funded by the University’s Centre for Asia Pacific Social Transformation Studies (CAPTRANS)
• A Chemistry symposium on advances in mass spectrometry technology, in honour of the University’s Foundation Professor of the Department of Chemistry, Bert Halpern.

The University was also recognised for excellence through international awards and fellowships. In June, a research team from the School of Civil, Mining and Environmental Engineering won a Mondialogo Engineering Award for its project to supply sustainably clean drinking water to remote communities and prevent water borne diseases. The UOW team was one of only 21 teams, from 412 international entries, to win an award. The competition, which is judged by an international jury, challenged young engineers and students from 79 nations to produce engineering proposals that reduce poverty and promote sustainable development. In July, the University’s expertise in maritime policy was recognised by the United Nations through the opportunity to participate in a program to help developing countries manage their maritime resources. The Centre for Maritime Policy, the Asia Pacific’s only academic centre for maritime policy research, was one of just ten international institutions chosen to host a United Nations Fellowship recipient.

Key International Alliances

In 2005, a timely review of the University’s Targeted International Links Grants Scheme commenced. The review aimed to devise clearer criteria for aligning more closely the University’s international research alliances and teaching partners. The Targeted International Links Grants Scheme is designed to fund projects that will help advance the University’s reputation as an outstanding research and teaching university by supporting productive and strategic collaborations with key overseas universities. The review will be completed in 2006. Grants totalling $100,000 were allocated by the Targeted International Links Grants Scheme, with 16 of 30 proposals funded. The Deputy Vice-Chancellor (Research) provided a further $9,000 in travel funds to three additional proposals.

The University signed 13 new agreements with international institutions chosen to host a United Nations Fellowship recipient.

Objectives and key outcomes

Identify and develop key international alliances

• UOW internationalisation and research functions aligned
• Review of Targeted International Links program commenced.

Prepare students for roles in an international, multicultural context

• Approximately 220 students participated in overseas study experiences
• Review of the International Studies Minor commenced.

Enhance cultural sensitivity and understanding among staff and students

• Increased staff participation in cross-cultural awareness raising
• Expanded International Week.

Support the diversification of the student profile

• Increased enrolments of international students from non-traditional source countries
• Faculty Internationalisation Plans developed.

Equip international students with the skills and knowledge to engage fully in the UOW student experience

• New student support initiatives adopted at University and faculty levels
• International students surveyed to monitor their support needs.

Enhance the University’s capacity to compete in the international market

• UOW’s top ranking in the DEST Learning and Teaching Performance Fund promoted in key international markets.
Programs for an International, Multicultural Context

Approval was granted for the University to offer a unique International Bachelor of Science degree from 2006. The four year degree will be offered in conjunction with the University of Colorado and Dublin City University. Students will complete a major research project at Honours level, and undertake at least one semester of overseas study at either of the partner universities.

Approximately 220 students participated in overseas study opportunities such as study abroad, study tours and work placements or practicums. Nine Masters of Business Administration (MBA) students also took the opportunity to complete two subjects offshore by attending the annual Asian Intensive School for Advanced Management in Penang, Malaysia.

Ninety-two students, mainly from North America, visited the University on incoming exchanges. In September, 22 students doing a UOW Dubai MBA course offered at the Petroleum University of Technology in Iran visited the Wollongong campus to undertake a ten day intensive credit subject on Cross-Cultural Management.

In 2005, a review of the International Studies Minor was begun to enhance opportunities and offerings for students wishing to incorporate an international perspective into their degrees. The review will be completed in 2006.

Cultural Sensitivity and Understanding among Staff and Students

The University has an international staff and student body working together in a supportive and lively environment, characterised by diversity, cultural sensitivity and growing networks of students.

International Week 2005 celebrated cross-cultural engagement across the University through events such as an international film festival, Indigenous celebrations and musical performances by traditional and modern performers from Africa and Indonesia. International Week was also an opportunity to promote the advantages of global opportunities for work and study to students and staff.

The Illawarra Committee for International Students, the International Friendship Program and the Halls of Residence offered numerous cross-cultural activities, including international nights and field trips.

The UOW Careers Service encouraged domestic and international students to work together in a number of programs designed to increase cross-cultural awareness and to develop friendships and networks. These included the Higher Education Work Skills Olympiad, Univative Illawarra and the Graduate Attributes Challenge.

During 2005, 82 staff attended cross-cultural development workshops, while a further 100 participated in Chinese language and culture sessions.

Diversification of the Student Profile

As part of the University’s marketing and recruitment strategy, language appropriate websites were developed to target prospective students in Japan, Taiwan, Malaysia, India, Bangladesh, Singapore, Hong Kong, China, Thailand and Spanish speaking countries.

Three International Officers have now been appointed across four faculties to manage aspects of marketing and recruitment at the faculty level. Faculty Internationalisation Plans were developed to assist in the strategic recruitment of international students, and will be implemented from 2006.

Numbers of commencing international students from some traditional source countries decreased (Thailand down 13%, Singapore down 28% and Malaysia down 33%) in 2005; however, there were significant increases in numbers of commencing students from China (up 18%), India/Nepal (up 12%), Taiwan (up 69%) and Canada (up 14%).

Excellence in Support Services for International Students

A number of initiatives were adopted, at both the University and faculty levels, to support international students and help them engage in the UOW student experience. These included:

• Running the Momentum Program to assist international students with transition issues
• Distributing the Getting Connected CD to offshore students
• Offering specialist tutorials and orientation sessions in the Faculty of Engineering for postgraduate coursework students, who comprise most of the Faculty’s international students
• Benchmarking international student support services and marketing, in the Faculty of Informatics.

At the end of 2005, the University sought onshore and offshore international students’ views on their experiences as UOW students. Feedback from the survey will be finalised and strategies implemented in 2006.

Priorities for 2006

• Further develop the Targeted International Links Grants scheme
• Promote the range of international study opportunities to students to increase participation
• Maximise the benefits of scholarship programs
• Revise the International Studies Minor Program
• Implement strategies identified from the international student survey conducted in 2005.
Community Engagement

Overview

2005 was the first full year of operation for the Office of Community and Partnerships (OCP) and the Community Engagement Committee (CEC). Progress was made towards implementing many of the strategies identified in the Community Engagement Strategic Plan.

Key achievements included:

• The introduction of a Community Engagement Grants Scheme, providing dedicated funding for collaborative University-community projects with four projects receiving funding in this inaugural round
• A new staff award to recognise and reward staff contribution to community engagement.

Both initiatives helped put community engagement on the map and raise OCP's profile as the coordinating hub for University-community liaison.

A major part of its efforts to improve two way communication between the University and community members was its regular contributions to a weekly education supplement and special Community Connections supplement in the local newspaper, and a monthly Community Engagement Newsletter. For the first time, the University undertook a major community feedback survey in late 2005, with the results informing a review of its community communications strategy to be undertaken in early 2006.

Strong community and corporate support was received for new developments and initiatives such as the Graduate School of Medicine, the Shoalhaven Marine and Freshwater Centre, the Science Centre extension and new exhibition, the Black Opal student leadership development program and the University’s continuing cancer research program.

To highlight and facilitate the productive ties between University research and scholarship and community development, a number of workshops, forums, exhibitions and community tours were held throughout the year. Research highlighted included cancer treatment, childhood obesity, intelligent polymers, sustainable water and community volunteering. Communicating research outcomes so that societal benefits are maximised remained a strong focus for the University and aligns with government policy to encourage the transference of knowledge into broader communities.

Under the banner of improving educational opportunities, the University expanded its range of school enrichment and outreach programs, particularly in science, computing and mathematics, and introduced two new high school mentoring programs to improve access to tertiary education for schools in DEST designated disadvantaged areas. An expanded public lecture program and wider promotion of public interest events, including through the University’s new Online Events Calendar, saw greater levels of public participation.

Faculty reporting indicated that community engagement was strong across all areas of the University; however, it was also evident that much of the activity was individually driven and fell outside of a strategic framework.

Challenges for the University remain to:

• Effectively unite UOW internal community to embrace strategic community engagement initiatives
• Encourage a more rigorous and evaluative approach to engagement activities
• Continue to improve recognition for community engagement
• Improve strategic planning and reporting by faculties and units on community engagement
• Utilise the community survey results to develop a community communications strategy and to help build closer alignment between teaching and research and community identified needs

Key achievements included:

• Identify and apply processes for building closer links with business and community leaders
• Review options for positioning UOW for third stream funding, should it become available.

Objectives and Outcomes

Promote the sharing of knowledge between the University and its communities

• The new Community Engagement Grants scheme introduced, with support provided for four collaborative community projects
• Introduction of new staff award for staff contribution to community engagement
• Expanded public lecture program with over 20 public lectures and 3,300 attendees
• The Media Unit published 277 Latest News stories and 151 media releases resulting in media coverage of the University. Visits to the Media website hit an all time high.

Contribute to sustainable economic and environmental development

• The University remained the region’s second largest non-government employer with export earnings in excess of $90 million per annum and a direct economic benefit to the region estimated at over $560m per annum
• The UOW Science Centre attracted almost 57,000 visitors, a 19% increase on 2004 numbers. Of this total, one third were from outside the region, making it a significant contributor to the Illawarra tourism industry
• The practical application of student learning in environmental science saw 39 Honours and postgraduate students work with community
partners on projects ranging from an investigation of the habitats of the Green and Golden Bell frog, a study of Bundeena Creek for an environmental management plan, soil erosion risk assessment and a study of inflows into Port Kembla Harbour

- The Centre for Student Development’s Green Team Program saw over 100 students perform 1,200 hours of local conservation work including weed control, habitat restoration, riverbank stabilisation, seed collection and trail restoration

- In order to contribute to the human capital of the region and address skills shortages, the University’s Careers Service staged the Illawarra Graduate Careers Fair, enabling regional employers to profile opportunities and attract graduate talent before it leaves the region. The number of employer organisations involved increased by almost 20% and the number of students attending topped 550

- Corporate and community funding was received to develop an automated water quality station and weather station at Fairy Lagoon near the UOW Science Centre.

Strengthen incentives and resources for educational growth and development

- Community support for scholarships increased by over 30% to $845,000

- New Star Trails program introduced which saw the Science Centre take the mobile planetarium to 1,292 students at 18 regional schools

- New building extension and corporate sponsorship for the Science Centre saw expansion in science education activities with increased numbers of visitors and school groups (17,374 children as part of school visits)

- The University was a partner in three successful Australian School Innovation in Science, Technology and Mathematics Project grants, a three year program funded by DEST to encourage innovation and excellence in the teaching of science, technology and mathematics.

Take an active role in community social and cultural development

- The Faculty of Creative Arts held 26 art exhibitions and 16 performances

- The University continued to sponsor the Wollongong Symphony Orchestra

- Support for the Illawarra Innovation Showcase, the Illawarra Short Film Competition and Festival and a diverse range of musical and cultural events

- The University was involved in a range of collaborative community projects around issues such as improving Indigenous health, assessing needs of children with disabilities and giving young people a voice within their community

- The Child Obesity Research Centre received a major grant to conduct a research trial known as the Hunter and Illawarra Kids Challenge Using Parental Support (HIKCUPS)

- The Illawarra Institute for Mental Health at UOW received funding for research trials into a new treatment and training program that could revolutionise mental health care

- Continued to provide sporting, recreational and training facilities to local clubs and schools and hosted major sporting events and teams including the Sydney Swans AFL Community Outreach Camp

- Provided over $50,000 in sports scholarships to regional student athletes.
Our Staff

Staff Policies and Practices

In 2005 the University implemented further initiatives in recruitment which included a new policy on job advertisement standards and requirements and the introduction of selection tools and mandatory testing for general staff positions. The continued focus on reforming and enhancing recruitment processes reflected the strategic importance placed on this activity by the University. Complementary strategies in the University’s reward and retention program were successful, with the University showing a very low level of turnover (3.2%) among key staff identified as retention targets, compared to an overall staff turnover figure of 6.4%.

A comprehensive policy review was undertaken to ensure the University’s personnel policy framework complied with the Higher Education Workplace Relations Requirements (HEWRRs). In this review process, policies and procedures in relation to attraction and retention of staff, accelerated incremental progression, staff grievances and injury management were revised. In addition, policies and procedures in relation to academic promotion and probation, academic study leave and general staff reclassification were revised and removed from enterprise agreements.

The University also developed a framework of individual employment agreements for all categories of employees. This project involved developing comprehensive templates for the various categories of employees covering all aspects of employment and operated to the exclusion of other industrial instruments. Offers to be employed under an individual contract, to be registered as an Australian Workplace Agreement, were subsequently made to all casual employees and all continuing and fixed term staff who commenced with the University after 29 April 2005.

Following the enactment of the Superannuation Legislation Amendment (Choice of Funds) Act 2004, choice of superannuation fund options was implemented for all University employees other than those who were members of defined benefit plans. The incidence of employees choosing funds other than Unisuper, the University’s default superannuation provider, was low and mainly confined to casual employees.

Ninety general staff received redundancy payments as a result of the University outsourcing its cleaning services. The majority of cleaning staff were engaged by the cleaning contractor and the transition proceeded smoothly with no significant industrial disputation. Projected savings from the outsourcing of the cleaning function are in the order of $700,000 per annum. Early voluntary retirement programs were undertaken in the Faculties of Commerce and Arts.

A comprehensive review of the administration in the Faculty of Arts was conducted with a new general staff structure being implemented in the first half of the year.

The Personnel Customer Service Charter was finalised and implemented and a further upgrade of the University’s personnel and payroll system was completed.
Managing Industrial and Employee Relations

The Higher Education Workplace Relations Requirements (HEWRRs), announced jointly by the Minister for Employment and Workplace Relations and the Minister for Education, Science and Training, dominated the University's employee relations activities during the year. All Australian Higher Education Providers had to comply with the HEWRRs to be eligible for the increases in assistance funding under the Commonwealth Grants Scheme. The amount at stake for the University was in the order of $2.8 million in 2006, increasing to $4.3 million in 2007 and subsequent years.

Under the HEWRRs, the University had to finalise new enterprise agreements by a statutory deadline of 30 November 2005. Those enterprise agreements, along with the University's policies and practices, had to conform to a number of provisions, such as providing for:

- Genuine choice to all staff to be covered by an Australian Workplace Agreement, as opposed to a collective enterprise agreement
- Direct relationships with all employees for consultation on all human resource and workplace relations matters
- Workplace flexibility and efficient processes for managing poor performing staff
- Freedom of association which prohibits the funding of union facilities and activities.

In addition, new enterprise agreements had to be simple, principle based documents. Although the University had made significant progress towards finalising new enterprise agreements during 2004, negotiations had to recommence to ensure compliance with the HEWRRs.

Following extensive negotiations with unions and staff, as well as consultation with the Department of Education, Science and Training and other higher education providers in the sector, the University finalised new enterprise agreements for both academic and general staff which were certified by the Australian Industrial Relations Commission. These enterprise agreements reflect significant change in the areas of staff consultation, change management processes and workplace flexibility and are significantly less prescriptive and detailed than previous agreements.

The University made its submission for the additional government funding prior to the deadline of 5 December 2005. Advice on the outcome of the submission is expected in early 2006.

The new enterprise agreements provide for future pay increases for all staff as follows:

- 3% from 1 March 2006
- 1.34% from 30 June 2006
- 1% from 1 October 2006
- 3% from 1 March 2007
- 2% from 1 October 2007
- 3% from 1 March 2008

During 2005, salary increases of 3% on 1 March and 2.33% on 1 October were paid administratively while enterprise bargaining discussions continued.

Salary increases scheduled over the next three years will ensure that salaries paid to University staff remain competitive with those offered by other universities and allow the University to recruit and retain staff in an increasingly tight labour market for many academic and professional staff. Should the University not be successful in gaining the increase in Commonwealth Grant funding under the HEWRRs, it will place significant economic constraints on the University.

Industrial action during 2005 was confined to a half-day stoppage called by the National Tertiary Education Union on 1 June 2005 in opposition to the HEWRRs. This was a National Day of Action across the sector. There were no adverse impacts on the University's operations.

Overseas Visits by Employees

University of Wollongong employees made 678 visits to 56 international destinations. The main purpose of these trips was conference and study leave.

Career Development

In 2005, significantly more staff training and development courses were delivered and coordinated by the University than in any previous year. One hundred and forty-six courses were offered, with a total of 2,298 participants. This represents a 27% increase in the number of courses and a 33% increase in the number of attendances compared to 2004. The course calendar was developed as a result of a comprehensive needs analysis conducted early in the year. As a result, the new courses offered included Enhancing Research and Orientation for New Supervisors.

A review was conducted of the processes and documentation for performance and career planning for both academic and general staff. The new, simplified documentation will be rolled out in the first half of 2006 supported by online and face-to-face training sessions.

An online leadership survey, initially piloted in 2004, was rolled out across the University with 14 faculties and divisions participating. The leadership survey was an initiative to assist management and leadership development through feedback and to complement other leadership development programs run by the University. The survey covered 121 managers and supervisors, with approximately 1,500 surveys distributed and a high 78% response rate. Supervisors were also offered one-to-one debriefing sessions to discuss any issues or seek further assistance with action planning. The post-survey evaluation indicated that the majority of supervisors considered the process to be beneficial to their own personal development. Surveys will be conducted on a biennial basis.

Five staff were successful in gaining postgraduate sponsorships to further their study in a discipline directly relevant to their current position. The Certificate IV in Business and Frontline Management was again successfully run, with ten staff graduating. The program for academic heads of school, which targets potential leaders, saw 40 participants complete the program.

Specialist services provided by the Career Development Unit also continued to expand with more internal consultancies, including assisting individuals with job applications and, on a more strategic level, facilitating unit and faculty planning sessions as well as facilitating team interactions and changes to team operational processes.
Supporting Employment Equity and Diversity

NSW Action Plan for Women

- Equal Opportunity for Women in the Workplace Agency Employer of Choice for Women in 2005
- Maternity leave grant provided flexible return to work options for staff
- Planning for extension of afterschool child care programs and facilities for 2006.

The University continued its record of best practice in employment equity as the national winner of the 2005 Prime Minister’s Employer of the Year Award for the higher education category. These awards recognise Australian businesses and organisations that have made a strong commitment to employing people with disabilities. The University also received recognition from the Equal Opportunity for Women in the Workplace Agency (EOWA) as an Employer of Choice for Women and as a best practice organisation.

UOW’s comprehensive online learning initiative EO Online: fair play on campus was evaluated in 2005. EO Online has become a significant resource in the higher education sector with five additional universities purchasing the program, taking the total number of institutions subscribing to EO Online to 16.

While the level of representation of women in senior roles needs to be improved, some progress was achieved in 2005, including:

- Appointment of a woman as Pro Vice-Chancellor (Research)
- A positive shift in the number of externally recruited senior women
- An improvement in the distribution index for general staff women
- Representation of academic women improved at all levels except that of Associate Professor
- Academic women promoted at a rate higher than their representation in the workforce.

Priorities for 2006

- Preparation of women for leadership roles and improvements in representation of academic and senior women
- Continued improvement of EEO accountability and ownership
- Promotion and integration of diversity, equity values and Graduate Attributes at an operational level.

Objectives and Key Results

Develop needs based programs for Equal Employment Opportunity (EEO) groups

- Equity fellowships established targeting women and Indigenous staff
- Partnerships in Aboriginal Vocational Education/Employment (PAVE) established
- Planning for Promotion for Academic Women Program run for the eighth year.

Improve employment access and participation by EEO groups

- Distribution index improved or maintained for all equity groups
- Structured Training Employment Program (STEP) Indigenous employment targets achieved
- Positive shift in recruitment of academic and senior women
- Academic women represented 47% of academic recruitment, compared to 34% in 2004
- Five academic women recruited at Associate Professor and Professor Levels (levels D and E), compared to one woman in 2004
- Five general staff women at Senior Management Level (level 10+), compared to nil in 2004.

Improve understanding of EEO responsibilities and accountabilities

- Equal Opportunity (EO) learning comprehensively applied in workplace
- Improved completion rates of EO Online program from 53% to 80%
- Equity strategies incorporated in faculty planning.

Culture displaying fair practices and behaviours

- The Campus Equity Education Consultative Committee continued to meet regularly
- Equity values incorporated into organisational processes such as staff induction and student enrolment
- Grievances related to Equal Opportunity matters reduced by 43% compared to 2004.
Ethnic Affairs
Priority Statement

Objectives and Key Outcomes

Social Justice
• Student Equity Project progressed
• Respect for Cultural Diversity Policy and Ethnic Affairs Priority Statement Plan reviewed.

Community Harmony
• Participation in community multicultural arts and festivals
• Cross-cultural student teams contributed to local business and the community.

Economic and Cultural Opportunities
• Improved employment outcomes
• Student learning activities linked to identity and cross-cultural understanding.

Priorities for 2006 Include
• Implementation of new Student Equity Framework
• Promotion of diversity and equity values through Diversity Week and International Week
• Faculty of Arts partnership project with Migration Heritage Group and project with numerous community groups around performance and identity. Target groups will include multicultural and Indigenous youth.

Occupational Health and Safety

During 2005, there were improvements in two of the University’s key occupational health and safety performance indicators. The number of workers compensation claims fell from 84 in 2004 to 65 in 2005. There was a 56% improvement in the Average Time Lost Rate (ATLR), decreasing from 9.87 in 2004 to 4.32 in 2005.

Other key performance indicators have been relatively stable over the past year. The Lost Time Injury Frequency Rate (LTIFR) was 6.27 in 2005, compared with 5.52 in 2004. The minor increase in the LTIFR is attributable to delays in reporting of injuries, resulting in injured employees being certified as unfit for work by their doctor prior to the University being aware that they had suffered an injury. Incident reporting was also relatively stable in 2005, with 226 incidents reported, as compared with 217 in 2004. It is planned to launch online incident reporting in 2006 which, it is anticipated, will result in more efficient reporting processes and should increase the timeliness and number of incidents reported.

The University also undertook a comprehensive review of its Occupational Health and Safety Management System in 2005. The review included external and internal audits to verify the extent to which the system was compliant with WorkCover requirements. The review also sought to determine how well the system was understood and used by employees, students, contractors and visitors. System improvements were finalised and implemented, including new procedures in the key area of contractor management.

In response to increasing internal and external requirements, biosafety became a focus in 2005. A comprehensive review of biosafety management at the University was undertaken, covering the Faculties of Science, Engineering and Health and Behavioural Sciences, including the new Graduate School of Medicine. The review found that the University needs to ensure it has a systematic approach to the management of biohazards, including those arising from genetically modified organisms. A detailed corrective action project is underway in order to address the issues raised in the review.

Other key initiatives undertaken during the year included an update of procedures and the development of an information system in relation to new dangerous goods requirements.

There were no reportable injuries or prosecutions under the Occupational Health and Safety Act 2000.
Our Facilities

Campus Facilities

As part of an ongoing program of upgrading lecture theatres, the Theatres G20 and G45 in Building 35 (Biology/Informatics) were refurbished in time for the start of Autumn Session. The fitout of a new research laboratory space in Building 18 (Chemistry) was completed in June.

The relocation and refurbishment of three heritage listed Nissen Huts at Campus East was completed in April. The buildings were refurbished for adaptive re-use, including additional child care facilities for students and staff.

The Chancellor of the University, Mr Michael Codd AC, officially opened a new $15 million student accommodation facility at Campus East, adjacent to the Innovation Campus. The new facility includes a four storey building with 180 spacious bedrooms, student lounges, multipurpose rooms and support facilities. The expansion also includes a new wing to the existing Administration Building, providing additional bedrooms, bathroom facilities, computer laboratories and other multipurpose rooms.

An extension to the Science Centre and Planetarium at the Innovation Campus was completed in September. The extension provides additional facilities for the construction and preparation of exhibits. It has been designed to allow further expansion of the Centre.

Construction of the new Graduate School of Medicine on the main campus began and was on target for completion in late 2006. The new building will provide staff office accommodation and teaching facilities, including clinical areas, tutorial rooms, a student learning centre, technical skills laboratories and a lecture theatre.

The new Graduate School of Medicine and the Marine and Freshwater Centre at the Shoalhaven Campus commenced construction in September, with completion expected in mid-2006. The Graduate School of Medicine will include a clinical skills centre, tutorial rooms, a common room and offices. The School will share facilities with the new aquaculture research centre which will feature a laboratory, two tank rooms, an aquarium room and office space.

An expansion of the Bega Education Centre began in August in response to rising student numbers. The existing Centre is being enlarged by a new wing which will provide two classrooms, two large tutorial rooms, administration offices and extra facilities including a large entry lounge and rear courtyard. Completion is expected early in 2006.

Development consent was received for a new building for the Moss Vale Education Centre. Construction is expected to commence early in 2006.

A new fit out of the ground floor of Building 17 (IT Resource Centre) to provide a central Student Centre began in October and will be completed in early 2006. The new Centre, Student Central, will provide a centralised facility for student administration services, Accommodation Services and Study Abroad.

A major refurbishment of Lecture Theatres 2, 3 and 4 in Building 20 (Communications Centre) began in October 2005 and will be completed by the start of Autumn.
Irene and Jeanette, shared a house and became inseparable. They enjoyed many adventures together, including a trip to the zoo, a picnic in the park, and a boat ride on the lake. These experiences strengthened their bond, and they became each other’s rock. Despite the challenges they faced, they always found ways to support each other. Their friendship was a shining example of howpushing forward through difficulties can lead to a stronger connection.
UOW Services

Library

The University Library continues to enhance its services and expand its resources to provide essential expertise and infrastructure to further the University’s goals in the key areas of research and learning and teaching, and to deliver services to students both nationally and internationally.

Research

The Library’s proposal to improve the visibility and accessibility of the University’s research output was a key direction in 2005. Known as Research Online, the database or repository will complement the traditional scholarly process of publication in quality journals by leveraging the global reach of search engines such as Google. Population of the database with research papers has commenced.

Funding support for the Research Training Librarian was confirmed on a continuing basis in recognition of the vital role of this position and the effectiveness of the collaboration which has occurred with the Research and Innovation Division. Outcomes of the latter included increased training opportunities for research students and programs more closely aligned to researchers’ needs as identified in surveys by the Research Training Librarian.

Access to Elsevier journals in the Scival database has been expanded to include the complete collection. Acquisition of the Times Digital Archive gives online access to a wealth of fascinating images and articles published in the London Times from 1785 to 1985.

Learning and Teaching

Academic Senate’s approval of the Information Literacy Integration Policy in March paved the way for initiatives such as the Information Literacy Integration and Collaboration Forum, coordinated by the Library, the Centre for Educational Development and Interactive Resources (CEDIR) and Learning Development, which attracted 56 teaching staff to share information. Agreed strategies included improved mapping of integrated information literacy across all programs and the piloting of a new evaluation tool designed to collect more robust evidence of the benefits of information literacy tuition. Changes in University educational design and delivery provided the opportunity for Library staff to be actively involved in several projects including the development of the new Learning Management System.

International

A collaborative project led by the Library resulted in the creation of an offshore student guide on CD ROM titled Getting Connected: Your Guide to Online Learning which has been distributed to all offshore students. Close connections with the UOW Dubai Library continued, including training and consultation both online and through visits by staff from both libraries. A highlight was the invitation for the University Librarian to open the newly expanded library facilities at Knowledge Village in March.

Good Practice

The Library’s commitment to quality assurance continued to be evaluated both internally and externally. The Information Literacies Introductory Program was submitted for international peer review and accepted as an ‘effective practice’ by the US Association of College and Research Libraries. Other successes included the establishment of a new national benchmark for performance in the Materials Availability survey, with 77% of all materials sought being immediately available, a 5% improvement from 2003. Best practice in human resource management was again recognised with a Gold Investors in People Award and the setting of a new Australasian performance benchmark in the Rodski Employee Opinion Survey.

Student Services

Student Services provides programs that facilitate student transition through the University learning environment. The services and programs provided focus on the student experience and are often designed and delivered in collaboration with faculty and other University staff. All programs and services have been emulated at the UOW Education Centres.

During 2005, Learning Development began a collaborative planning process with faculties to consolidate the integration of academic literacy training and language development into core curricula. Existing integration work included 2,090 hours of faculty based programs providing context specific integrated academic literacy and language classes and workshops which targeted 2,194 international students. General academic literacy programs reached 5,838 students, of which most were in their first year of study or at key transition points in their degree program. Individual consultations were also provided to 648 students from all faculties for 1,709 hours. The Peer Assisted Study Sessions (PASS) program again supported approximately 1,000 students per session. A subject on leadership and mentoring was established within the Faculty of Education.

The Careers Service provided advice, assistance or referrals to over 3,600 students. Career counselling appointments were made for over 600 students, of which 20% were for international students and 17% for postgraduate students. The Careers Service successfully delivered a suite of workplace learning programs which involved students working with employers to raise awareness of work practices and the development of the Graduate Attributes. A total of 220 students were enrolled in one of the programs on offer. The JobSeekers Database was subscribed to by 4,953
students and 313 paid job advertisements and numerous voluntary placements were provided through this system. Job seeking workshops were offered to 1,096 individual students. There were 4,575 visits to the online version of The Edge job seeking resource, with 3,500 copies of the CD version and 1,000 printed copies distributed.

Considerable support was provided to individual students requiring welfare assistance or personal counselling. The Counselling Service provided consultation to 938 people in 3,085 interviews, and 773 students consulted the International Student Advisory Service for 1,823 interviews. Orientation programs were provided for international students at the beginning of each session.

The Disability Service registered 495 students with disabilities. The University provided considerable resources for assisting these students with their studies through additional tutoring, adjustments to their exam arrangements and assistive technology. The equipment in the Access Room was upgraded during the year and a systematic program for assistive technology training was implemented.

The University commenced a program of ‘Aspiration Building’ for university study in secondary schools in economically disadvantaged areas in the southern Illawarra and Shoalhaven regions.

Centre for Educational Development and Interactive Resources

The major focus in 2005 for the Centre for Educational Development and Interactive Resources (CEDIR) was eLearning. A new Learning Management System was selected after an extensive evaluation process in 2004. Over 500 subjects were migrated to the new system, WebCT Vista, and quality assured. Extra staff were hired and seven units within CEDIR were restructured to better streamline and manage services to teachers.

An eTeaching Steering Committee to manage eTeaching University-wide was formed, involving CEDIR, Information Technology Services, the Library, the Academic Registrar’s Division and faculties. An eTeaching Business Plan with 21 actions was developed, of which more than half have been addressed. A consultation process is underway to develop the broader Plan for eTeaching and Teaching which will articulate priority areas including blended learning, multi-location teaching, and global learning projects.

Web-based student support materials were developed with the brand name eLearning@UOW. An eLearning@UOW CD has been distributed to all our students world wide with the slogan:

Blending teaching and technology to create global learning communities.

A comprehensive series of self-help materials and workshops for teachers were developed to implement blending face-to-face and technology based classes.

Other technologies that form part of eLearning@UOW were expanded or introduced such as eduStream, internet videoconference, webcasting and Access Grids. Several teaching spaces were upgraded to incorporate these technologies.

The CEDIR Service Agreement with Faculties was revised to encourage more strategic use of eLearning technologies, to build longer term agreements and to broaden the range of CEDIR services to include staff development and evaluation as well as production and learning design.

Concurrently with CEDIR’s eLearning revamp, a restructure of Academic Development commenced with more emphasis on faculty liaison and recruiting new academic developers to work exclusively in a faculty and support the faculty’s specific teaching and learning needs.

Information Technology Services

The University’s Information Technology (IT) infrastructure upgrade program continued in 2005, guided by the IT Strategic Plan and the supporting Three Year Infrastructure Business Plans. During the year, these Plans were reviewed and adjusted to reflect the University’s requirements and directions. At the corporate level, progress was monitored by the IT Policy Advisory Committees and the IT Forum review group. Activities were completed to plan and no major, unforeseen IT issues interfered with progress during the year.

Important IT infrastructure improvement activities were undertaken, including:

- Extending the University’s external fibre connection to include its Halls of Residence
- Upgrading the main campus wireless network to improve areas of weak reception
- Enhancing the University’s South Coast network
- Progressively maintaining the hardware switch and cabling assets on the main campus.

In addition to these activities, the quality and reliability of the University’s central server infrastructure was further upgraded. Data storage devices supporting critical administrative systems were improved and expanded, along with their support arrangements. Concurrently, the University commenced expansion of its data storage capacity in order to better meet growing demands. This latter process included progressive introduction of data backup and recovery capabilities for academic storage matching those provided for the central administration systems.

The physical environment housing IT infrastructure was improved throughout the year with changes to airconditioning facilities and the broadening and tightening of virtual and physical security arrangements. Installation of the disaster recovery room generator was delayed due to specification changes, and it will now be implemented in early 2006. The University’s IT Disaster Recovery Plan underwent several walkthroughs and a major external audit during 2005, in preparation for a simulated disaster recovery exercise in early 2006.

Core applications were improved in 2005 and implementation of the University’s new Learning Management System began. The University’s managed desktop program was extended beyond the administrative units and now services two faculties. Expansion of this program will continue throughout 2006.
Controlled Entities

Illawarra Technology Corporation

To reflect the global and complex nature of the Illawarra Technology Corporation’s (ITC) business, ITC has re-defined its structure, under the name of ITC Group of Companies. The ITC Group of Companies consists of:

- The University of Wollongong in Dubai
- Wollongong University College
- ITC International
- UniAdvice

The redefinition of structure for ITC resulted in a new organisational vision:

E to the Power of Five! (E5)

In its continuing development, ITC has adopted a global values statement which is an expression of the fundamental values to which ITC and its employees adhere.

ITC will conduct its business with all its stakeholders by operating ethically, being committed to equity in all facets of its operations, empowering its staff to achieve individual and organisational excellence in a fashion consistent with balanced earnings for the organisation and its employees.

University of Wollongong in Dubai

The University of Wollongong in Dubai (UOWD) is one of the United Arab Emirates’ (UAE) oldest universities, established in 1993. It is located in Knowledge Village, which is the education precinct in the heart of Dubai. All UOWD degrees are accredited in Australia, and in Dubai by the UAE Ministry of Higher Education.

The year was challenging for UOWD, with 14 international universities establishing a market presence at Knowledge Village. Several of the universities that opened in 2004 have now closed, causing significant market and student unrest.

However, UOWD’s strong reputation, together with its fully accredited programs, has allowed it to weather this unsettled period, with student numbers now exceeding 2,000. With additional postgraduate and undergraduate courses currently before the UAE Ministry of Higher Education accreditation process, the outlook for continued growth in 2006 is positive.

In 2005, UOWD students represented 12.3% of the University of Wollongong’s total student enrolments, increasing from 10.7% in 2004. The growth in student enrolments at UOWD from 2003 to 2005 is represented in Figure 8.

Figure 8: Student Enrolments at UOW Dubai
2003 to 2005
ITC International

ITC International (ITCI) manages ITC’s international projects and programs, providing development solutions in education and training, governance and community development. Projects which commenced in 2005 included:

- Earthquake and Tsunami Emergency Support Program Education and Skills Development Component
- Asian Development Bank Consultancy
- Analysing the anti-money laundering and fight against terrorism process in Bank Rakyat Indonesia to Financial Action Task Force standards
- Establishing an effective anti-money laundering regime in Mongolia
- South Asia Subregional Economic Cooperation’s Information and Communications Technology Development Master Plan.

ITCI also opened a South East Asia Representative Office in Jakarta during 2005.

Wollongong University College

Wollongong University College (WUC) continued to offer English language and university pathway programs to domestic and international students at sites in Wollongong, Sydney and Auckland.

Total enrolments for both the English and academic programs across the WUC network in 2005 were 2,450 students.

In 2005, WUC operated in an increasingly complex and difficult market, with a softening of the international student market, both in Australia and New Zealand.

The equity based Special Tertiary Entry Program (STEP) for disadvantaged local school leavers was introduced in early 2005, with 50 Commonwealth Supported places available. Skills and Confidence for Tertiary Studies was introduced, providing an intensive skills program for current and commencing UOW students.

ITC applied for registration as a higher education provider in its own right and for accreditation of its Diplomas in Business and Information Technology as higher education courses. Submitted in June, the application was well received by an expert Higher Education Assessment Panel, chaired by Emeritus Professor Chris Fell, which examined ITC in September. The final outcome of the application is expected in 2006.

UniAdvice

UniAdvice’s core functions are to market UOW, recruit students and to maintain UOW’s relationships with its external stakeholders.

UniAdvice achieved its targets for domestic student recruitment with approximately 4,000 main round offers being made, including 2,452 Universities Admission Centre (UAC) offers to recent school leavers. Interest in Engineering at UOW among new undergraduate students has far outperformed the NSW trend. The number of applicants through UAC giving UOW their first preference reached a record level of almost 8%. Domestic postgraduate coursework student offers for 2006 commencement indicate an 11% increase.

International student recruitment achieved a 5% increase in full degree commencing students over the full year. A further 589 were enrolled as full fee incoming study abroad or research training practicum students.

These increases were principally due to increases from the two major markets of China and India, as traditional markets showed continued decline. The focus for the year was a reinvigorated recruitment effort for India. A revised international scholarship program was put in place, to complement the specific promotion of AusAID’s Australian Partnership Scheme Programs in Indonesia and Pakistan.

The Office of Community and Partnerships (OCP) increased externally funded scholarships by 31.3%. OCP strengthened the profile of the UOW Alumni Network through the launch of eNews, keeping graduates up-to-date with University developments and alumni activities.
Wollongong UniCentre

Wollongong UniCentre Ltd is a company limited by guarantee. The UniCentre provides retail, catering, child care services, entertainment, student activity programs and support.

The core mission is:
Creating services, spaces and activities that enhance the University experience.

Key membership initiatives in 2005 included:
• An expanded entertainment and activities program
• Renovation of a new 75 place facility for school age children
• A new range of electronic and whitegoods products offered in the UniShop
• Overhead costs were significantly reduced with changed arrangements for facilities support, financial processing and staffing in operational areas. These changes resulted in a significant number of redundancies.

The UniCentre uses a wide range of communication and feedback methods to market and improve its products and services. Price benchmarking activities during 2005 showed that core UniCentre products and services deliver excellent value, with an average price discount between 5% and 10%.

The UniCentre book discount at 12.5% was again the highest in the country. The service commitment of continuous hours ensured that at least one food outlet was open from 7:30am to 9:00pm and 9:00am to 3:00pm on weekends during session. The UniShop also opened for additional hours early in session and on Saturdays throughout.

The Centre for Student Development ran many student focused programs, with particular highlights being the large number of volunteers in the UniCrew and Green Team environmental programs. A total of 53 University clubs with 2,607 members were supported, and the UniCentre organised a range of competitions including the ever popular Band Comp, DJ Comp, Poetry Competition and Acquisitive Art Award.

Significant investment in capital projects included refurbishments of Sal Paradise and Keira Buffet. External accreditation was provided to Kids’ Uni South and the After School Program, which achieved outstanding results under the National Child Care Accreditation program.

University Recreation & Aquatic Centre

The University promotes campus-wide health and fitness through the activities of its Recreation & Aquatic Centre Ltd (URAC). Gym use and participation in aerobic classes by staff, students and the community again exceeded expectations. Decreases in use were seen in tennis and hockey in 2004, but were turned around in 2005 as improvements attracted more users.

The highlight of the year was the hosting of the St George Illawarra Dragons rugby league team for the third year running and, for the first time, the Sydney Swans AFL team. These major events had a very positive impact on the region, with the Sydney Swans visiting over 50 local schools to run clinics and participating in a significant fundraiser for the local Wollongong Lions AFL club.

Other 2005 results in summary:
• All operational Units achieved targets, with significant increases in fitness services and pool usage, but a significant drop in income from squash
• Corporate Governance Policy completed by the Board
• UOW Women’s Soccer won a third straight national university champion title, as well as every available NSW trophy
• Women’s Hockey won a second straight championship, while Rugby made its first ever first grade grand final, and won the club championship
• Planning commenced for potential Stage 10 capital works
• Renovation of artificial hockey surface and all four tennis courts.

Enikos Pty Ltd

Enikos Pty Ltd is the University’s start-up company for the commercialisation of software developed to create, manage and deploy digital items using the MPEG-21 standard. MPEG-21 is a framework that describes a new and complete way to distribute content on the internet to any type of device.

During 2005, the company received investments of $100,000 from the Cooperative Research Centre for Smart Internet Technology and $110,000 from Information City Australia Pty Ltd.

In late 2005, Enikos was invited to present a company overview for investment to the Allen & Buckeridge Emerging Technology Fund Investment Committee. It is hoped that a term sheet for a proposed investment will be forthcoming.

In addition to direct investment, the company continued to pursue many business development opportunities using its specialist consulting expertise across a range of information technology and media clients.
Appendices

Appendix A

UOW Faculty Structure

Faculty of Arts
School of English Literatures, Philosophy and Languages
School of Social Sciences, Media and Communication
School of History and Politics

Faculty of Commerce
School of Accounting and Finance
School of Economics and Information Systems
School of Management and Marketing
Graduate School of Business and Professional Development
  (became separate Faculty in October 2005 entitled Graduate School of Business)
Graduate School of Business (commenced October 2005)

Faculty of Creative Arts
School of Music and Drama
School of Art and Design
School of Journalism and Creative Writing

Faculty of Education

Faculty of Engineering
School of Civil, Mining and Environmental Engineering
School of Engineering Physics
School of Mechanical, Materials and Mechatronics Engineering

Faculty of Health and Behavioural Sciences
Department of Biomedical Science
Department of Nursing
Department of Psychology
Graduate School of Public Health
Graduate School of Medicine

Faculty of Informatics
School of Information Technology and Computer Science
School of Mathematics and Applied Statistics
School of Electrical, Computer and Telecommunications Engineering

Faculty of Law

Faculty of Science
School of Biological Sciences
Department of Chemistry
School of Earth and Environmental Sciences
School of Engineering Physics
## Senior University Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Chancellor</td>
<td>Mr Michael Codd, AC, BEc (Hons) Adelaide</td>
</tr>
<tr>
<td>Deputy Chancellor</td>
<td>Mr George Edgar, BSc UNSW, FAIM</td>
</tr>
<tr>
<td>Vice-Chancellor and Principal</td>
<td>Professor Gerard R Sutton, BE MEngSc UNSW, PhD CUA</td>
</tr>
<tr>
<td>Vice-Principal (Administration)</td>
<td>Mr David Rome, BSc (Hons) Misc UWA, FAICD (until 21 Jan 2005)</td>
</tr>
<tr>
<td></td>
<td>Mr Chris Grange, BA UNSW, MCom UOW (since 21 Jan 2005)</td>
</tr>
<tr>
<td>Vice-Principal (International) and Managing</td>
<td>Mr James Langridge, BBus Dip Tech (Public Admin) UTS, Dip Tertiary Ed MEd (Admin) NE, FAICD</td>
</tr>
<tr>
<td>Director, Illawarra Technology Corporation</td>
<td>Professor Rob Castle, BSc Misc Sydney</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Academic)</td>
<td>Professor John Patterson, DipPhysEd STC, Misc Oregon, MEd Sydney, EdD N Colorado, FAICD</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Operations)</td>
<td>Professor Margaret Shill, BSc (Hons) PhD UNSW FRACI</td>
</tr>
<tr>
<td>Dean of Faculty of Arts</td>
<td>Professor Andrew Wells, BA (Hons) MA Monash, PhD ANU</td>
</tr>
<tr>
<td>Dean of Faculty of Commerce</td>
<td>Professor John J Glynn, MA PhD Kent, MPhil Exeter, FCJA, FCPA (until October 2005)</td>
</tr>
<tr>
<td></td>
<td>Professor John Patterson, DipPhysEd STC, Misc Oregon, MEd Sydney, EdD N Colorado, FAICD (Interim Dean from October 2005)</td>
</tr>
<tr>
<td>Dean of Faculty of Creative Arts</td>
<td>Professor Andrew Schultz, BMus PhD, MMus London</td>
</tr>
<tr>
<td>Dean of Faculty of Education</td>
<td>Professor Barry Harper, BSc DipEd UNSW, PhD UOW</td>
</tr>
<tr>
<td>Dean of Faculty of Engineering</td>
<td>Professor Chris Cook, BSc BE Adel, PhD UNSW</td>
</tr>
<tr>
<td>Dean of Faculty of Health and Behavioural Sciences</td>
<td>Professor Don Iverson, BSc Misc PhD Oregon</td>
</tr>
<tr>
<td></td>
<td>Professor Patrick Crookes, BSc (Nurs) Leeds, Cert Ed York, PhD Aust, RGN, RN. (Interim Dean from 30 June 2004)</td>
</tr>
<tr>
<td>Dean of Faculty of Informatics</td>
<td>Professor Joseph Chicharo, BEng (Hons) PhD UOW, FIEAust, SMIEEE</td>
</tr>
<tr>
<td>Dean of Faculty of Law</td>
<td>Professor Stuart Kaye, BA LLM (Hons) Sydney, JSD Dar</td>
</tr>
<tr>
<td>Dean of Faculty of Science</td>
<td>Professor Rob Whelan, BSc (Hons) FPh, PhD WA</td>
</tr>
<tr>
<td>Dean of Graduate School of Business</td>
<td>Professor John J Glynn, MA PhD Kent, MPhil Exeter, FCJA, FCPA</td>
</tr>
<tr>
<td>Foundation Dean Graduate School of Medicine</td>
<td>Professor John Hogg, AG, MBBS Sydney, FRCS Ireland, FRCS England, FRACS, DDV Vascular</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Ms Yvonne Kerr, DipPhysEd CirHealthEd Misc Oregon, MEd Sydney, FACHPER</td>
</tr>
<tr>
<td>University Librarian</td>
<td>Ms Felicity McGregor, BA DipLib UNSW AALIA</td>
</tr>
<tr>
<td>Academic Registrar</td>
<td>Dr David Christie, BSc (Hons), PhD, Sydney</td>
</tr>
<tr>
<td>Director, Buildings and Grounds</td>
<td>Mr Bruce Flint, BBuild (Hons) UNSW MBA UOW</td>
</tr>
<tr>
<td>Director, Personnel Services</td>
<td>Mr John Steele, B.SocStud, Sydney, Grad Dip HRM CSU</td>
</tr>
<tr>
<td>Director, Financial Services</td>
<td>Mr Damien Israel, BBus, MAcc, CPA</td>
</tr>
<tr>
<td>Director, Information Technology Services and Director, Strategic Planning Unit</td>
<td>Mr Chris Edmonson</td>
</tr>
<tr>
<td>Director, Research Services Office</td>
<td>Ms Sharon Hughes, BSocSc LNE</td>
</tr>
<tr>
<td>General Manager, Accommodation Services</td>
<td>Mr Michael Gillmore</td>
</tr>
<tr>
<td>General Manager, UniAdvice</td>
<td>Ms Robin Buckham, BA DipEd Sydne, MCom UOW</td>
</tr>
<tr>
<td>Director, CEDIR</td>
<td>Professor Sandra Willis, BA DipEd TTC Tas, MEd Monash, FACS, FACCE</td>
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<tr>
<td></td>
<td>Associate Professor Greg Hampton, BA (Hons) Macq, PhD UOW (acting Head from May 2004 to April 2005)</td>
</tr>
<tr>
<td>Director, Employment Equity and Diversity</td>
<td>Ms Robyn Weekes, BA Grad Dip Law UOW AALIA</td>
</tr>
<tr>
<td>Commercial Lawyer</td>
<td>Ms Angela Taylor, BA, LLB (Hons) G Dip Leg Prac: UOW</td>
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</table>
Appendix B

University Council Role and Function

Under the University of Wollongong Act 1989, the Council is the governing authority of the University. The Council acts for and on behalf of the University and controls and manages the University’s affairs and concerns.

Section 16 (1B) and (1) of the Act states that, in exercising the University’s functions the Council may:

- monitor the performance of the Vice-Chancellor,
- oversee the University’s performance,
- oversee the academic activities of the University,
- approve the University’s mission, strategic direction, annual budget and business plan,
- oversee risk management and risk assessment across the University (including, if necessary, taking reasonable steps to obtain independent audit reports of entities in which the University has an interest but which it does not control or with which it has entered into a joint venture),
- approve and monitor systems of control and accountability for the University (including in relation to controlled entities within the meaning of section 16A of the Act),
- approve significant University commercial activities (within the meaning of section 21A of the Act),
- to establish policies and procedural principles for the University consistent with legal requirements and community expectations,
- ensure that the University’s grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act, are published in a form that is readily accessible to the public,
- regularly review its own performance (in light of its functions and obligations imposed by or under this or any other Act),
- adopt a statement of its primary responsibilities,
- make available for members of the Council a program of induction and of development relevant to their role as such a member,
- provide such courses, and confer such degrees and award such diplomas and other certificates, as it thinks fit,
- appoint and terminate the appointment of academic and other staff of the University,
- borrow money within such limits, to such extent and on such conditions as to security or otherwise as the Governor on the recommendation of the Treasurer may approve,
- invest any funds belonging to or vested in the University,
- promote, establish or participate in (whether by means of debt, equity, contribution of assets or by other means) partnerships, trusts, companies and other incorporated bodies, or joint ventures (whether or not incorporated),
- establish and maintain branches and colleges of the University, within the University and elsewhere,
- make loans and grants to students, and
- impose fees, charges and fines.

Section 16A of the Act also sets out Council functions in regard to controlled entities.
### Council Membership and attendance 2005

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<tr>
<th>Position</th>
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<tr>
<td>The Chancellor</td>
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<tr>
<td>Mr Michael Codd AC, BEc (Hons) Adel</td>
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<tr>
<td>The Vice-Chancellor and Principal</td>
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<tr>
<td>Professor Gerard Sutton, BE MEng Sc. UNSW, PhD CUA</td>
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<tr>
<td>The Chairperson of the Academic Senate</td>
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<td>Professor David Griffiths, BSc NSW, DPhil Oxon</td>
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<td><strong>Nsw Ministerial Nominees</strong></td>
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<td>Mr George Edgar, BSc UNSW FAIM</td>
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<td>Ms Susan Browbank, BSc C Sturt, MPubHealth UOW, DipEd UNE</td>
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<td>The Hon David Campbell MLA</td>
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<td>The Hon Amanda Fazio MLC</td>
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<tr>
<td>Mr Kerry Kyriakoudes, BLaws Sydney</td>
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<tr>
<td>Mr Joe Scimone, BEng GDipIR MBA UOW</td>
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<tr>
<td><strong>Appointed by Council</strong></td>
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<tr>
<td>Mr Peter Fitzgerald, BCom UOW FCA</td>
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<tr>
<td>Dr Brian Hickman, BSc MSc DSc Melb</td>
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<td><strong>Elected by the Students of the University</strong></td>
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<tr>
<td>Ms Diana Nestorovska</td>
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<tr>
<td><strong>Elected by Convocation</strong></td>
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<tr>
<td>Ms Josie Castle, BA (Hons) Sydney, MA Warwick</td>
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<td>Ms Sue Chapman, DipHealthAdmin C Sturt, BA MBA UOW</td>
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<tr>
<td>Ms K Christian, BMet UOW</td>
<td>5</td>
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<tr>
<td>Ms Laura Wilson, BA UOW, GradDipTESOL UTS</td>
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<tr>
<td><strong>Elected by the full time Academic Staff of the University</strong></td>
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<tr>
<td>Professor Julie Steele, Dip Teach Kuring-Gai College of Further Ed, BPE (Hons) UWA, PhD UOW, FASMF</td>
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<tr>
<td>Ms Nadia Verrucci, BA (Hons), DipEd, MCom (Hons) UOW</td>
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<tr>
<td><strong>Elected by the Full Time General Staff of the University</strong></td>
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<td>Ms Lynne Wright, DipTeach Woll College, GradDip School Librarianship Riverina-Murray Inst of Higher Ed</td>
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### Council Committee Membership and Attendance 2005

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<td>Mr George Edgar (Chair)</td>
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<td>Professor G Sutton</td>
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<tr>
<td>Ms K Christian</td>
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<td>Mr K Kyriakoudes</td>
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<td>Mr J Scimone</td>
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<tr>
<td>Ms L Wilson</td>
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<tr>
<td>Ms L Wright</td>
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*Ms K Christian replaced Ms L Wilson on the Committee after the first meeting

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<th>Member</th>
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<tr>
<td><strong>Audit Management and Review Committee</strong></td>
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<tr>
<td>Mr B Hickman (Chair)</td>
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<tr>
<td>Ms S Chapman</td>
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<tr>
<td>Mr K Kyriakoudes</td>
<td>3</td>
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</tr>
<tr>
<td>Mr P Fitzgerald</td>
<td>2</td>
<td>2*</td>
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<tr>
<td>Professor J Patterson</td>
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* Mr Peter Fitzgerald became a member of the Audit Committee during 2005

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<th>Committee</th>
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<td></td>
</tr>
<tr>
<td>Mr M Codd (Chair)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professor G Sutton</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mr D Griffiths</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mr J Scimone</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professor R Whelan</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee</th>
<th>Member</th>
<th>Attended</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominations Committee</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr M Codd (Chair)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mr G Edgar</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professor G Sutton</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ms S Chapman</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mr J Scimone</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Academic Senate

Academic Senate Membership

Ex Officio Members:

Vice-Chancellor
Vice-Principal (Administration)
Vice-Principal (International)
Deputy Vice-Chancellors
Deans
University Librarian
Director of CEDIR
Head of the Aboriginal Education Centre (renamed Woolyungah Indigenous Centre)
Academic Registrar
Manager, Policy and Development of WUC
Faculty nominated ex-officio positions

Elected Members

- Faculty members - the number of academic staff elected by and from each faculty is determined by subtracting the Dean and faculty nominated ex-officio positions for that faculty from the number of allocated positions for that faculty. Faculties must have at least 50% of their allocated positions available to elected members.

- One member elected by and from the Academic Services Division, which includes Aboriginal Education Centre (renamed Woolyungah Indigenous Centre) academic staff, Learning Development staff, Library staff and CEDIR educational consulting staff.

- One member elected by and from the Institute Directors.

- Six students elected by and from the students enrolled for a degree or diploma in the University, four of whom must be undergraduate, and two of whom must be postgraduate students.

Chairperson and Deputy Chairperson

The Academic Senate must elect every two years a Chairperson and a Deputy Chairperson from among the Professors and Associate Professors of the University, normally from those who are not Heads of Academic Units or Deans.
Senior Academic Advisory Committees

Education
The University Education Committee provides leadership in the development of policies and strategies aimed at achieving the University’s objectives in teaching and learning. The Committee consists of:
- Deputy Vice-Chancellor (Academic) as Chair
- Dean of Students, as Deputy Chair
- Academic Registrar
- Chairs of each Faculty Education Committee
- Chairperson or Deputy Chairperson of the Academic Senate or nominee
- Five senior academic (senior lecturer and above) members of staff appointed by the Academic Senate
- A nominee of the University Research Committee
- Head of the Centre for Educational Development and Interactive Resources
- University Librarian, or nominee
- A person appointed by the Deputy Vice-Chancellor (Academic), in consultation with the Vice-Chancellor, who shall be the liaison officer for TAFE articulation agreements and the technical adviser on policies and procedures relating to course rules, admissions and conditions of prizes and scholarships for all coursework degrees
- A nominee of the Wollongong University Postgraduate Association who is enrolled in a postgraduate diploma or degree at the University
- A nominee of the Wollongong Undergraduate Student Association who is enrolled in a diploma or degree at the University

The Committee is able to co-opt additional members.

Internationalisation
The University Internationalisation Committee provides policy advice, goals and strategies for internationalisation within the University. The Committee consists of:
- Vice-Principal (International) as Chair
- Deputy Vice-Chancellor (Academic)
- Deputy Vice-Chancellor (Research)
- Chair of Academic Senate
- University Librarian
- CEO, Dubai Campus
- Director, Wollongong University College
- Academic Registrar
- General Manager, UniAdvice
- Manager, International Recruitment, UniAdvice
- Director, CEDIR
- Manager, Student Services
- Faculty Members (one per faculty)
- Two academic members elected by and from Academic Senate
- Two student members elected by Academic Senate
- Chairs of UIC Subcommittees
- Two University Research Committee Representatives
- Executive Officer of the University Research Committee

The Committee is able to co-opt additional members.

Research
The University Research Committee is the central body for research management at the University. It has responsibility for developing policies and procedures regarding research and overseeing their implementation. The Committee consists of:
- Deputy Vice-Chancellor (Research) as Chair
- Chair of Academic Senate
- Deputy Chair (Postgraduate)
- Deputy Chair (Resources)
- Chairs of each Faculty Research Committee
- The Dean of each faculty
- Directors of URC Research Strengths
- University Librarian or nominee
- Two nominees of the Vice-Principal (International) from the University Internationalisation Committee
- Two higher degree research students, nominated by WUPA
- Chair of the Thesis Committee
- Chair of the Ethics Policy Committee
- Up to six additional members nominated by the Deputy Vice-Chancellor (Research).
### Appendix C

**Freedom of Information Statistics**

#### Section A Numbers of New FOI Requests

<table>
<thead>
<tr>
<th>requests</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 New (including transferred in)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>A2 Brought forward</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A3 Total to be processed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A4 Completed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>A5 Transferred Out</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A6 Withdrawn</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>A7 Total processed</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>A8 Unfinished (carried forward)</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Section B What Happened to Completed Requests

<table>
<thead>
<tr>
<th>Result of FOI Request</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Granted in Full</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B2 Granted in Part</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>B3 Refused</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B4 Deferred</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B5 Completed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Section C Ministerial Certificates

<table>
<thead>
<tr>
<th>Ministerial Certificates</th>
<th>0</th>
</tr>
</thead>
</table>

#### Section D Formal Consultations

<table>
<thead>
<tr>
<th>Number of requests requiring formal consultations</th>
<th>0</th>
</tr>
</thead>
</table>

#### Section E Amendment of Personal Records

<table>
<thead>
<tr>
<th>Result of amendment</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 Result of amendment</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2 Result of amendment</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3 Total</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Section F Notation of Personal Records

<table>
<thead>
<tr>
<th>Number of Requests for Notation</th>
<th>0</th>
</tr>
</thead>
</table>

#### Section G FOI Request Granted in Part or Refused

<table>
<thead>
<tr>
<th>Schedule 1 Clauses 13(b) and 16(a)(iii)</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule 1, Clause 6</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule 1 Clause 6, 13(b) &amp; 16(a)(iv)</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

| Totals | 3 | 0 | 3 |

#### Section H Costs and Fees

<table>
<thead>
<tr>
<th>Requests Processed</th>
<th>Assessed costs</th>
<th>FOI Fees Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 All completed requests</td>
<td>$30</td>
<td></td>
</tr>
</tbody>
</table>

#### Section I Discounts Allowed

<table>
<thead>
<tr>
<th>Types of Discounts Allowed</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>i2 Financial hardship - Pensioner/Child</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>i4 Totals</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Section J Days to Process

<table>
<thead>
<tr>
<th>Elapsed Time</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1 0-30 DAYS</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J2 31-45 DAYS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>J3 OVER 45 DAYS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>J4 Totals</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Section K Processing Time

<table>
<thead>
<tr>
<th>Processing Hours</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 0-10 hours</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>K2 11-20 Hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K3 Over 20 Hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K4 Totals</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Section L: Reviews and Appeals

<table>
<thead>
<tr>
<th>Number of internal reviews finalised</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ombudsman reviews finalised</td>
<td>0</td>
</tr>
<tr>
<td>Number of District Court appeals finalised</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Details of Internal Review Results

<table>
<thead>
<tr>
<th>Bases of Internal Review</th>
<th>Upheld</th>
<th>Personal</th>
<th>Varied</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 Access refused</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L5 Deferred</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L6 Exempt matter</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L7 Unreasonable charges</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L8 Charge unreasonably incurred</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L9 Amendment refused</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>L10 Totals</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
## Equal Employment Opportunity Statistics 2005

### Table A. Trends in the Representation of EEO Groups

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>% of Total Staff</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td></td>
<td>48%</td>
<td>48%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>2%</td>
<td></td>
<td>2.0%</td>
<td>1.3%</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>19%</td>
<td></td>
<td>13%</td>
<td>19%</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>12%</td>
<td></td>
<td>7%</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>People with a disability requiring work related adjustment</td>
<td>7%</td>
<td></td>
<td>3.0%</td>
<td>3.4%</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>% of Academic Staff</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td></td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>2%</td>
<td></td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>19%</td>
<td></td>
<td>18%</td>
<td>25%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>12%</td>
<td></td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>People with a disability requiring work related adjustment</td>
<td>7%</td>
<td></td>
<td>4.7%</td>
<td>4.2%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>% of General Staff</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td></td>
<td>60%</td>
<td>60%</td>
<td>61%</td>
<td>57%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>2%</td>
<td></td>
<td>2.8%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>19%</td>
<td></td>
<td>12%</td>
<td>18%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>12%</td>
<td></td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>People with a disability requiring work related adjustment</td>
<td>7%</td>
<td></td>
<td>3.3%</td>
<td>3.4%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Table B. Trends in the Distribution of EEO Groups

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>Distribution Index Academic Staff</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>102%</td>
<td>93%</td>
<td>92%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>111%</td>
<td>111%</td>
<td>108%</td>
<td>110%</td>
<td>110%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>107%</td>
<td>108%</td>
<td>114%</td>
<td>116%</td>
<td>116%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>Distribution Index General Staff</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>100%</td>
<td>79%</td>
<td>77%</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>96%</td>
<td>82%</td>
<td>83%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>104%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td>105%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1 Staff numbers are as at 31 March.

2 Excludes casual staff

3 A Distribution Index of 100 indicates that the centre of the distribution of the EEO Group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. The Distribution Index is automatically calculated by the software provided by NSW Office of Employment Equity and Diversity.
# Appendix D

## Academic Promotions 2005

### Promoted to Associate Professor
- Dr Anne Collett, English Literatures, Philosophy and Languages
- Dr Janette Curtis, Nursing
- Dr Lenore Lyons, CAPSTRANS
- Dr Biyanvilage Perera, Electrical, Computer and Telecommunications Engineering
- Dr Stephen Ralph, Chemistry
- Dr Marie Ranson, Biological Sciences
- Dr Steven Roodenrys, Psychology
- Dr Willy Susilo, Information Technology and Computer Science
- Mr David Vance, Music and Drama
- Dr Rodney Vickers, Biomedical Sciences
- Dr Jiangtao Xi, Electrical, Computer and Telecommunications Engineering

### Promotion to Principal Fellow
- Dr Xiaolin Wang, Institute for Superconducting and Electronic Materials

### For Promotion to Senior Lecturer
- Dr Lars Bergkvist, Management, Marketing and Employment Relations
- Ms Sue Blanchfield, Art and Design
- Dr Christine Brown, CEDIR
- Dr Adam Clarke, Psychology
- Dr Louise D’Arcens, English Literatures, Philosophy and Languages
- Dr Maureen Edwards, Mathematics and Applied Statistics
- Dr Warwick Gullett, Centre for Maritime Policy
- Dr Valerie Harwood, Faculty of Education
- Dr Dianne Jolley, Chemistry
- Dr Weihua Li, Mechanical, Materials and Mechatronic
- Dr Xiaolin Wang, Institute for Superconducting and Electronic Materials
- Dr Pauline Lysaght, Faculty of Education
- Dr Katina Michael, Information Technology and Computer Science
- Dr Frank Neri, Economics and Information Systems
- Dr Lindsay Oades, Psychology
- Dr Stephen Palmisano, Psychology
- Dr Marjetta Puotinen, Earth and Environmental Sciences
- Dr Mark Rix, Graduate School of Business
- Mr Andrew Sense, Management, Marketing and Employment Relations
- Dr James Walman, Biological Sciences
- Dr Koren Ward, Information Technology and Computer Science
- Mr Alan Wearne, Journalism and Creative Writing
- Ms Moira Williamson, Nursing
- Dr Tianbing Xia, Information Technology and Computer Science

### For Promotion to Senior Fellow
- Dr Phillip Flentje, Civil, Mining and Environmental Engineering

### Promoted to Lecturer
- Mrs Kellie McCombie, Accounting and Finance
- Ms Colleen McGloin, Woolyungah Indigenous Centre
- Ms Ruth Walker, Learning Development

### Promoted to Fellow
- Mr Dongvu Tonien, Telecommunications and Information Technology Research Institute
Appendix E

Major Works

<table>
<thead>
<tr>
<th>Major Work</th>
<th>Cost</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building 35 (Biology/Informatics) Lecture Theatres refurbishment</td>
<td>($1,000,000)</td>
<td>Completed in February 2005</td>
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<td>Relocation and refurbishment of heritage listed Nissen Huts</td>
<td>($750,000)</td>
<td>Completed in April 2005</td>
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<td>Building 18 (Chemistry) research laboratories fitout</td>
<td>($750,000)</td>
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<td>($950,000)</td>
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<td>($9,000,000)</td>
<td>Construction proceeding, due for completion in October 2006</td>
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<td>($4,000,000)</td>
<td>Construction proceeding, due for completion in July 2006</td>
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<td>($1,100,000)</td>
<td>Construction proceeding, due for completion in February 2006</td>
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<td>($3,000,000)</td>
<td>Construction proceeding, due for completion in February 2006</td>
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<td>($2,000,000)</td>
<td>Construction to commence early 2006 with completion in late 2006</td>
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Land Disposal

There were no land disposals during 2005.
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CONTACT INFORMATION

For more information about the University, please visit: www.uow.edu.au
Enquiries about courses and subjects may be directed to:

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Tel: 1300 367 869    Fax: +61 2 4221 3233
Email: uniadvice@uow.edu.au

Other enquiries can be made during office hours to:

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Tel: +61 2 4221 3555
Fax: +61 2 4221 4322
Switchboard 8.30am ‑ 5.30pm
Office hours Monday to Friday

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University of Wollongong
Northfields Avenue Wollongong NSW 2522 Australia