



University of New England Annual Report 2013

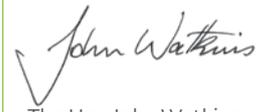


University of New England
Armidale NSW 2351
April, 2014

The Hon. Adrian Piccoli, MP
Minister for Education
Governor Macquarie Tower,
1 Farrer Place,
Sydney NSW 2000

Dear Minister,

In accordance with the Annual Reports (Statutory Bodies) Act, 1984, and the Public Finance and Audit Act, 1983, the University of New England Council has the honour to present to you, for tabling to the NSW Parliament, the annual report of the proceedings of the University for the period January 1 to December 31, 2013.



The Hon John Watkins
Chancellor



Professor James Barber
Vice-Chancellor and CEO



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About The University of New England (UNE)

UNE has a proud history of undertaking quality research and producing high quality research outcomes, with a particular emphasis on tackling regional issues of global significance

The University of New England was founded as Australia's first regional university with a mission to provide access to education and research for the regional community. It was the first provider of off-campus tertiary education in Australia and is now a leader in online innovation and flexible tertiary education delivery.

The University's main campus is located at Armidale, NSW, halfway between Sydney and Brisbane, on 260 hectares of picturesque bushland. The UNE community also includes ten regional study centres throughout northern New South Wales and a growing international network of teaching partners.

In 2013, UNE opened its first *FutureCampus* in Parramatta, where online students in the Greater Western Sydney area have access to real-time video-conferencing with lecturers around the world, as well as access to the latest interactive learning and information technologies for group and individual studies.

On-campus students enjoy personalised and inspiring interaction with UNE's academic leaders. This experience is facilitated by UNE's vibrant collegiate community, providing networks of friends, academic support, social and sporting activities. The UNE experience is far reaching, as the latest online technologies are implemented to bring academic experiences to off-campus students anywhere around the world.

UNE takes great pride in the diverse range of courses available to students across a wide range of subjects. Teaching at UNE builds on the University's reputation for excellent research. This creates an environment ripe for academic inspiration, knowledge-sharing and succession from today's minds to tomorrow's leaders.

UNE has a proud history of undertaking quality research and producing high quality research outcomes, with a particular emphasis on tackling regional issues of global significance.

This research is underpinned by five thematic research priorities:

- Australia's future food and water security;
- Environmental sustainability and effective policies;
- Health and wellbeing in rural communities;
- Australia's regional history and protection and promotion of cultural heritage; and
- Regional and rural development, sustainability, prosperity and peace.

In the spirit of academic collegiality our high quality academic staff have developed a strong network of international research partners, delivering improvements in health, productivity and quality of life to communities not only in rural and regional Australia, but across the developed and developing world. True to our unique regional setting, UNE has built strong industry links and relationships that are reflected in its major roles in Cooperative Research Centres for pork, sheep, poultry, spatial information, polymers, remote economic participation and invasive animals.

UNE hosts a number of flagship research centres including the Institute for Rural Futures (IRF); The National Centre of Science, Information and Communication Technology, and Mathematics Education for Rural and Regional Australia (SiMERR); Australian Centre for Agriculture and Law (AgLaw Centre); the Centre for Bioactive Discovery in Health and Ageing (CBDHA); and the Precision Agriculture Research Group (PARG).



Historic Booloominbah, University of New England, Armidale NSW.

Our Mission

UNE is a regionally based, globally networked university that is renowned for the quality of its student experience, the excellence of its research, its commitment to innovation and inclusivity and its responsiveness to the aspirations of our students, staff, partners, and the New England community. UNE will deliver a distinctive student experience characterised by a formative on-campus student tradition and academic culture, accessible education and service delivery, and research that is relevant to the communities it serves.

Our Vision

UNE will:

- be known for the quality and accessibility of its on-campus and online education
- deploy the latest educational technologies to connect, study and interact with staff and students all around the world
- be a desirable place to work
- provide an unsurpassed residential college system and on-campus university experience
- focus on research that has a positive impact on regional communities via knowledge transfer and applied outcomes
- remain known for its inclusiveness as both an education provider and employer
- be known as lead collaborator across a range of partnerships with the community, the professions, business, industry and government
- have greater international connectivity in terms of course delivery, course content, pedagogical practice, benchmarking and human capital
- have systems and processes in place that facilitate quick and innovative responses to changes in market
- demand, industry needs, advances in pedagogy and delivery modes
- be a financially and environmentally sustainable organisation

Our Values

Formative - providing a study and work environment that encourages intellectual and personal development, flexibility in terms of attitude, knowledge and skills

Respectful - encouraging respect for our students, staff and partners and celebrating their diversity

Inclusive - providing an academic and work environment that is accessible to, and engaged with the communities we serve

Flexible - promoting a culture that is responsive to change and the needs and expectations of all stakeholders

Innovative - promoting a culture that develops and incorporates creative approaches to academic and administrative service delivery across all areas of the University.

Our Strategic Priorities

- To distinguish ourselves by the quality of our student experience;
- To adopt innovative educational technology in support of student learning;
- To achieve international distinction in all our specialist fields of research;
- To maximise access to a quality higher education;
- To be a well-managed organisation that meets the expectations of students and staff.

Our Enablers

Governance and Leadership

Excellence in governance and leadership is required to provide constancy of purpose, maintain values during periods of change and inspire others to follow via open communication and consistency of message.

Our people

The engagement and commitment of staff to our vision and values is integral to our success. We will communicate effectively and recognise goodwill and achievement wherever it is displayed across the University.

Quality Business Processes

We will be efficient and flexible so that UNE can be responsive to changes in market demand, industry needs, advances in pedagogy and delivery modes to ensure a quality course offering.

Financial Sustainability

Financial sustainability will underpin the effectiveness of all strategic enablers and ultimately the success of UNE. This will be supported by an integrated planning and quality framework.

Key Performance Indications

- Students
- Research
- Access and participation
- Financial viability

Forward from the Chancellor

Our University continues to score five stars in student satisfaction, has increased its ratings in research excellence, and has increasingly attracted students to its quality online education courses.

It is my great pleasure to commend to you, the 2013 Annual Report of the University of New England (UNE).

Higher education has been and continues to be a sector characterised by change. At UNE that change has been driven by student demands for increasing flexibility and choice, and reinforced by an emerging technology based culture and by the competition we are facing from other providers.

At the same time, Government has introduced legislative amendments increasing University autonomy, implemented the new Australian Quality Framework (AQF) and Tertiary Education Quality Standards (TEQSA), and changed funding models.

I am pleased, that amidst the challenges presented by Australia's rapidly changing higher education environment, the University of New England has continued to thrive. The focus on innovation in distance and online education combined with research-led, quality teaching and a unique Australian on-campus and college experience has served the University well for the past few years, including 2013.

Our University continues to score five stars in student satisfaction, has increased its ratings in research excellence, and has increasingly attracted students to its quality online education courses. Strong financial performance this year, as well as support from Government and the University's communities and benefactors, has enabled the University to invest for the future in its staff, in technology, in our exceptional college experience, in research facilities and partnerships, and most importantly in student and research outcomes.

There are many people who deserve thanks for the positive results contained in this year's report. At the forefront I wish to thank the University's academic and professional staff for their hard work and innovation in a sometimes difficult environment.

To Vice-Chancellor Professor Jim Barber, whose vision and leadership to grow our online offering and to make our offering more accessible to students from around Australia and overseas, has kept the University of New England at the forefront of the competitive online learning market, I say particular thanks.

Thanks to our collegiate and positive University Council, for their effective governance and foresight, and also to my predecessor, the Hon Richard Torbay and his Council, for laying the foundations for the outcomes we have achieved this last year at the University of New England.



The Hon John Watkins
Chancellor

Thank you to the Armidale community, our alumni and benefactors, whose support of the University make our key initiatives possible, and to our undergraduate and postgraduate students and their families, whether they are from Armidale, around Australia or overseas, who we have had the privilege to assist on the path to a changed future.

In the next few years the University will implement initiatives to continue to build a quality student experience and outcome. Some of these include the anticipated opening of the Tablelands Clinical School, which will support clinical student placements and research for our health and medicine schools; the opening of a future campus in Tamworth; the further development of our SMART Farm initiative which brings new technology to agriculture, and the significant development of our Agricultural partnerships and research capabilities, based in Armidale, but exportable to the world.

In Armidale we will continue to invest in the on-campus services and the unique educational opportunities and experiences that characterise a student's life at one of the University of New England's eight University colleges.

John Watkins
Chancellor
UNE

The University of New England is well placed to continue our tradition of excellence in research, education and experience in the competitive and increasingly global higher education sector.

In many ways, 2013 has been a watershed year for the University of New England, exceeding 20,000 enrolled students, opening of our first *FutureCampus* in Parramatta, bringing us closer to thousands of our online students in Greater Western Sydney, and the launch of *uneOpen* – Australia's first online university courses offering credit toward degrees.

In 2010, UNE began preparing for the onset of uncapped undergraduate Commonwealth Supported Places and in 2012, embarking on an ambitious three year Strategic Plan to succeed in the government's move toward a more open, globalised Higher Education sector.

From the introduction of a trimester calendar to the launch of *uneOpen*, the Strategic Plan built on the University's strengths in online and distance education, supported by a strong academic culture, to grow enrolments in order to reinvest the surplus back on campus.

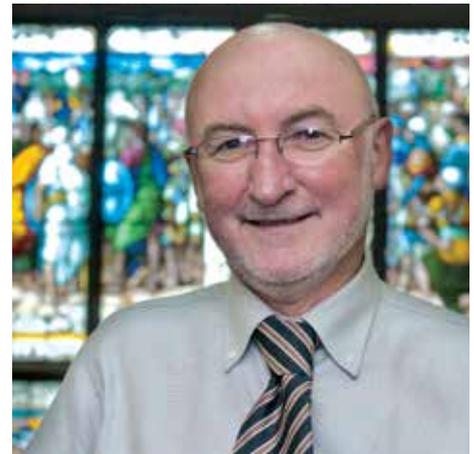
As part of that forward planning, the University developed a number of key performance indicators and now, two years into the so-called 'demand-driven' system and also the UNE Strategic Plan, we are in an excellent position to be able to review our progress.

The University's financial position continued to improve in 2013, UNE has delivered its third consecutive underlying surplus – around \$20 million. Research income continues to grow, topping \$38 million in 2012, while Category 1 Australian Competitive Grants increased by more than 82% to \$11 million.

This improved financial base has allowed UNE to increase its capital expenditure program in 2013 by 30%, to in excess of \$49.5 million, with the commencement of construction on the first new college in more than 20 years, as well as numerous research facilities, lecture theatre upgrades and a significant improvement in information technologies for delivery to our online students.

Student demand for entry into at UNE is at its highest level, with 26,000 applications in 2013, a 6.5% increase from 2012. On the back of this increased interest, UNE was able to increase the number of offers made while continuing to maintain our high entry standards.

Enrolments at UNE continue to grow, up 4.8% to 21,000 while projections for 2014 are for continued growth. It is important to note that the majority of this growth in student numbers is occurring in our domestic online undergraduate cohort, with some growth in postgraduate coursework, both a key focus of the Strategic Plan, while enrolment numbers on campus have remained consistent.



Professor Jim Barber
Vice-Chancellor and CEO

The University has also seen particular growth in online students from the Greater Western Sydney area, in part due to the interest generated by the Parramatta *FutureCampus*, while the introduction of trimesters, which allow studies to continue over the traditional summer break, has proven a great incentive.

In the 2014 Good Universities Guide, UNE has maintained its 5-star satisfaction rating and improved its student demand rating from three to four stars placing us in the top echelon among Australian universities.

This year saw the development and release of a new UNE Research Strategy, which responds to the University's aspiration 'to achieve international distinction in all our specialist fields of research', and focuses on the University's research strengths to grow our postgraduate research capacity and outcomes. At the same time, research income continues to grow, while the University continues its focus on research that supports economic and social development addressing regional issues of global significance.

The University of New England is well placed to continue our tradition of excellence in research and education in the competitive and increasingly global higher education sector.

Jim Barber
Vice-Chancellor
UNE

UNE at a Glance 2013



5-STAR RATINGS FOR

- ✓ Graduate Satisfaction
- ✓ Teaching Quality
- ✓ Socioeconomic Equity

2013 Student Enrolments by School

Total Enrolled Students 22,389

Arts

1,296 (5.8%)

Arts & Sciences cross-discipline

2,544 (11.4%)

Behavioural, Cognitive and Social Sciences

2,292 (10.2%)

Education

4,957 (22.1%)

Environmental and Rural Science

1,552 (6.9%)

Health

1,422 (6.4%)

Humanities

678 (3.0%)

Law

2,169 (9.7%)

Rural Medicine

393 (1.8%)

Science & Technology

1,003 (4.5%)

UNE Business School

2,585 (11.5%)

Other

1,498 (6.7%)

2013 Student Enrolment Demographics

■ Off campus students	17,665	(78.9%)
■ Female students	14,741	(65.8%)
■ Commencing students	9,566	(42.7%)
■ Postgraduate students	6,650	(29.4%)
■ International students	1,110	(5.0%)
■ Indigenous students	568	(2.5%)

Research Block Grant Income

\$14,227,999

Research Training Scheme

\$6,887,288

Joint Research Engagement

\$2,884,518

Research Infrastructure

\$808,809

Sustainable Research Excellence (from 2010)

\$877,296

Australian Postgraduate Awards/International Postgraduate Research Scholarship

\$2,557,476

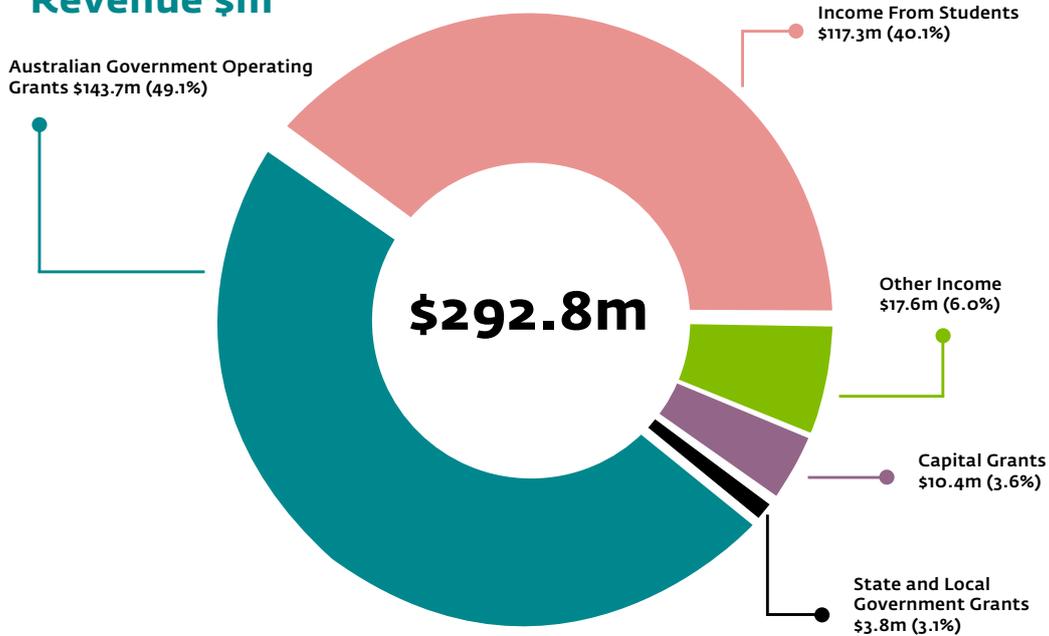
International Postgraduate Research Scholarships (IPRS)

\$212,612

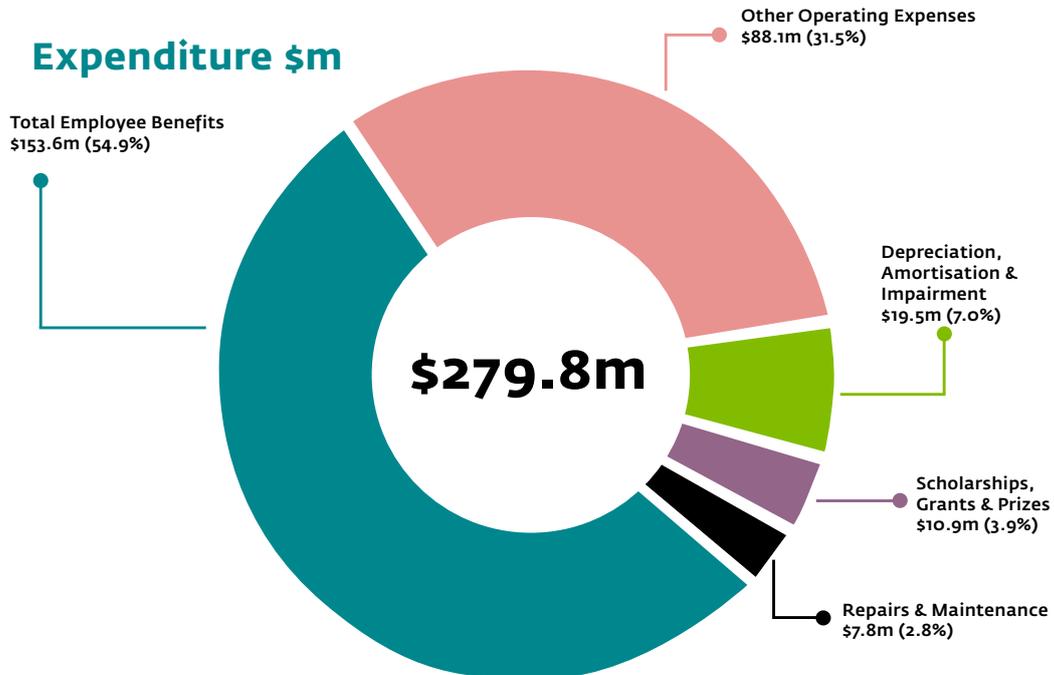
2013 Student Enrolments by Course Type

■ Undergraduate	14,439	(64.5%)
■ Postgraduate Coursework	5,915	(26.4%)
■ Enabling and Non Award	1,300	(5.8%)
■ Higher Degree by Research	735	(3.3%)

Revenue \$m



Expenditure \$m



Alumni
>100,000

Students
21,365

Student EFTSL
11,473

Graduates
3,232

Staff Members
1,308

Academic Schools
10

Regional Study Centres
10

Residential Colleges
8

Rural Properties
4

NBN-connected
SMART Farm
1

FutureCampus @
Parramatta
1

Year in Review

January

- The University of New England (UNE) is scheduled to spend more than \$49 million on capital projects in 2013. The money is to be spent on a wide range of infrastructure and equipment, with major items including completion of the Tablelands Clinical School, starting UNE's \$46 million Integrated Agriculture Project, and completing its *FutureCampus* in Parramatta.

February

- UNE launches a campaign to issue free birth certificates to every child in Australia. Each year about 38,000 children do not receive a birth certificate, with a third of those being Indigenous children. The event was spearheaded by the not-for-profit student organisation Enactus, and sponsored by the University of New England.

March

- UNE launches *uneOpen*, the University's first prototype to deliver an unbundled education model. *uneOpen* is an Australian first, offering MOOC-style courseware, with the additional option of gaining credit into a UNE degree qualification.
- UNE enrolments are up by 4.5% with more than 700 additional student enrolments compared to the same time in 2012.
- Vice-Chancellor Professor Jim Barber is named in *The Australian* newspaper's 50 most influential people in Higher Education. He was one of only 5 Vice-Chancellors named.

April

- Prime Minister Julia Gillard addresses the first graduates of the Joint Medical Program, a program run in partnership with UNE and the University of Newcastle. Julia Gillard opened the medical program at UNE in 2008, in her capacity as Minister for Education.
- Graduation ceremonies for all Schools took place with a total of 1,974 students conferred as graduates.
- UNE receives \$1.8m for climate research from the federal government's 'Filling the Gap' research program. The research aims to develop a knowledge base that gives farmers access to another stream of income under the Carbon Farming Initiative.
- UNE launches the Parramatta *FutureCampus*; a new, technology-enabled learning innovation hub.
- UNE hosts a conference on Building Regional Australia.
- UNE announces that the Honourable John Watkins has been elected by the University's Council as its new Chancellor.

May

- Tendering is underway to construct a new residential college at the University of New England. The 220-bed facility is part of a nearly \$50 million capital program.
- The Costa Group and UNE sign a Memorandum of Understanding, which will see them team up for a range of joint research endeavours including new research within the horticultural industry.
- UNE provides 172 new undergraduate and postgraduate scholarships worth approximately \$5 million.

June

- UNE, as part of the Regional Universities Network, hosts the inaugural Digital Rural Futures Conference from June 26-28, with UNE's SMART Farm, one of the first connected to the national broadband network (NBN), on show.
- Seminars are held for Year 12 Higher School Certificate students as part of an annual schedule of booster days.
- UNE unveils plans for a new \$46.1 million Integrated Agricultural Education Project designed to improve its reputation as one of the leading agricultural education providers in Australia.
- UNE students recognised for making a difference in the region after taking out the Enactus Australian Championships. The UNE branch of Enactus leads 21 other universities at the global organisation's national conference with presentations on three projects.
- University of New England pharmacy student, Callan Beesley, was awarded NSW Pharmacy Student of the Year.
- UNE Council conferred 519 students as graduates

July

- UNE Vice-Chancellor Professor Jim Barber devises an alternate savings plan that would allow the government to pitch its funding system as demand-driven and uncapped.

August

- UNE partners with Microsoft to equip 23,000 students and staff with its Lync communications platform.
- A sod turning ceremony is held to mark the commencement of construction on UNE's new Wright College.
- UNE scores a five star rating in the latest Good Universities Guide. Five star ratings are also received for socio-economic equity and academics' teaching skills in the 2014 guide.

September

- Livestock experts from the University of New England win a Gates Foundation grant worth \$1.3 million for a project to help lift living standards in East Africa.
- UNE signs a Memorandum of Understanding with the National Agricultural Research Institute of Uruguay.
- The Farming Futures Agricultural Careers Fair is held at UNE, which aims to bridge the gap between students and employers.

October

- Graduation ceremonies for all Schools took place with a total of 1,009 students conferred as graduates.
- An Interdisciplinary Conference Far Out Science – Science in the Bush – was held with more than 800 high school students attending.
- UNE celebrate 75 years since the inception of the New England University College as an outpost of Sydney University, and the forerunner of UNE.
- UNE receives Keys to the City from the Armidale Dumaresq Council as part of the 75th celebrations.
- UNE Enactus Team represent Australia at the Enactus World Cup in Mexico.

November

- The 28th annual Frank Archibald Memorial Lecture is presented by Associate Professor Karen L Martin from the School of Education & Professional Studies; Indigenous Research Unit, Griffith University addressing the challenges of Aboriginal schooling.
- The Chiang Mai University and UNE School of Law sign a Memorandum of Understanding to strengthen their cooperative relationship.
- UNE's School of Law hosts the annual Frank Kitto Lecture presented by High Court Justice the Honourable Stephen Gageler on the subject "Why Write Judgments?".
- UNE hosts public forum on the future of Australian farm professionals in Narrabri.
- High achieving students were recognised at the official launch of the Vice-Chancellors Scholars program. The launch took place simultaneously between UNE's Armidale and FutureCampus in Parramatta.

December

- UNE among the first universities in Australia to remove its student services and amenities fee, reducing the cost of an online degree for more than 18,000 external students by \$1120.
- UNE signs a new Memorandum of Understanding with Bhutan's Ugyen Wangchuk Institute for Conservation and Environment, the first of its kind between an Australian University and the Bhutanese government.

University Officers and Organisational Chart

University Charter, Objectives and Governance

The University of New England is formed under the University of New England Act, 1993 (NSW) ("the Act") and its By-laws. In accordance with the Act, the Body of the University comprises the UNE Council, Convocation, the University's graduates and students as well as full-time members of staff as the By-laws may prescribe. The object of the University, as outlined within the Act, is the promotion (within the limits of the University's resources) of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.

The UNE Council is the University's governing authority and has functions conferred upon it by the Act. Under its powers of delegation, the Council establishes Committees of Council that are responsible for the analysis, review and endorsement of recommendations from the University's management, as well as for the identification of organisational risk and opportunities.

The Act also establishes an Academic Board, which is the principal academic body of the University. The Academic Board reports to the UNE Council, advising it and the Vice-Chancellor on developments and initiatives relating to and affecting the University's teaching and research activities as well as its educational programs. The Board and its Committees develop, implement and review academic policies and consider proposals for the development of academic programs and awards.

Management and Structure

The Vice-Chancellor is the University's Chief Executive Officer (CEO) and is responsible for the management of the University and the implementation of the University's Strategic Plan. The role of the Vice-Chancellor and its functions are determined by the Act and includes official membership of the University's Council. The Vice-Chancellor has charge of UNE's administrative and financial activities as well as managing the direction of the University's corporate planning, budget activities and the implementation of policy. The Vice-Chancellor reports directly to the Chancellor and the University Council as well as providing supervision to and receiving support from a team of senior executives who provide strategic, policy and operational advice relating to their individual portfolios.

Senior Officers of The University of New England

Chancellor

Mr Richard Torbay, HonUniv (NE) GAICD MP (to February 2013)
Mr John Watkins, BA/LLB, MA, Dip Ed, AICD, (from February 2013)

Deputy Chancellor

Dr Geoffrey Fox, BRurSc (Hons), PhD (NE), MA (ANU)

Vice-Chancellor and CEO

Prof. James Barber, BSocSci (RMIT), BA (Hons) (Flinders), PhD (Adelaide)

Deputy Vice-Chancellor

Prof. Annabelle Duncan, BSc (Otago), Dip.Sci (Otago), MSc (Otago), PhD (La Trobe), DSc (Honoris causa) (Murdoch), PSM

Pro Vice-Chancellor and Dean, Faculty of The Professions (to 19 July 2013)

Prof. Victor Minichiello, BA(Hons) (McGill), MA (Northwestern), MASoc (McM), PhD (ANU)

Pro-Vice-Chancellor and Dean, Faculty of Arts and Sciences (to 19 September 2013)

Prof. Jennie Shaw, BA (Hons), LLB (Hons) (Sydney), MA, PhD (Stony Brook)

Pro Vice-Chancellor, Students and Social inclusion (to 23 July 2013)

Ms Evelyn Woodberry, BA DipLib (NSW), AALIA

Pro Vice-Chancellor, Educational Innovation and international

Dr Michael Crock, BSc (Hons), PhD (Griffith)

Chief Operating Officer

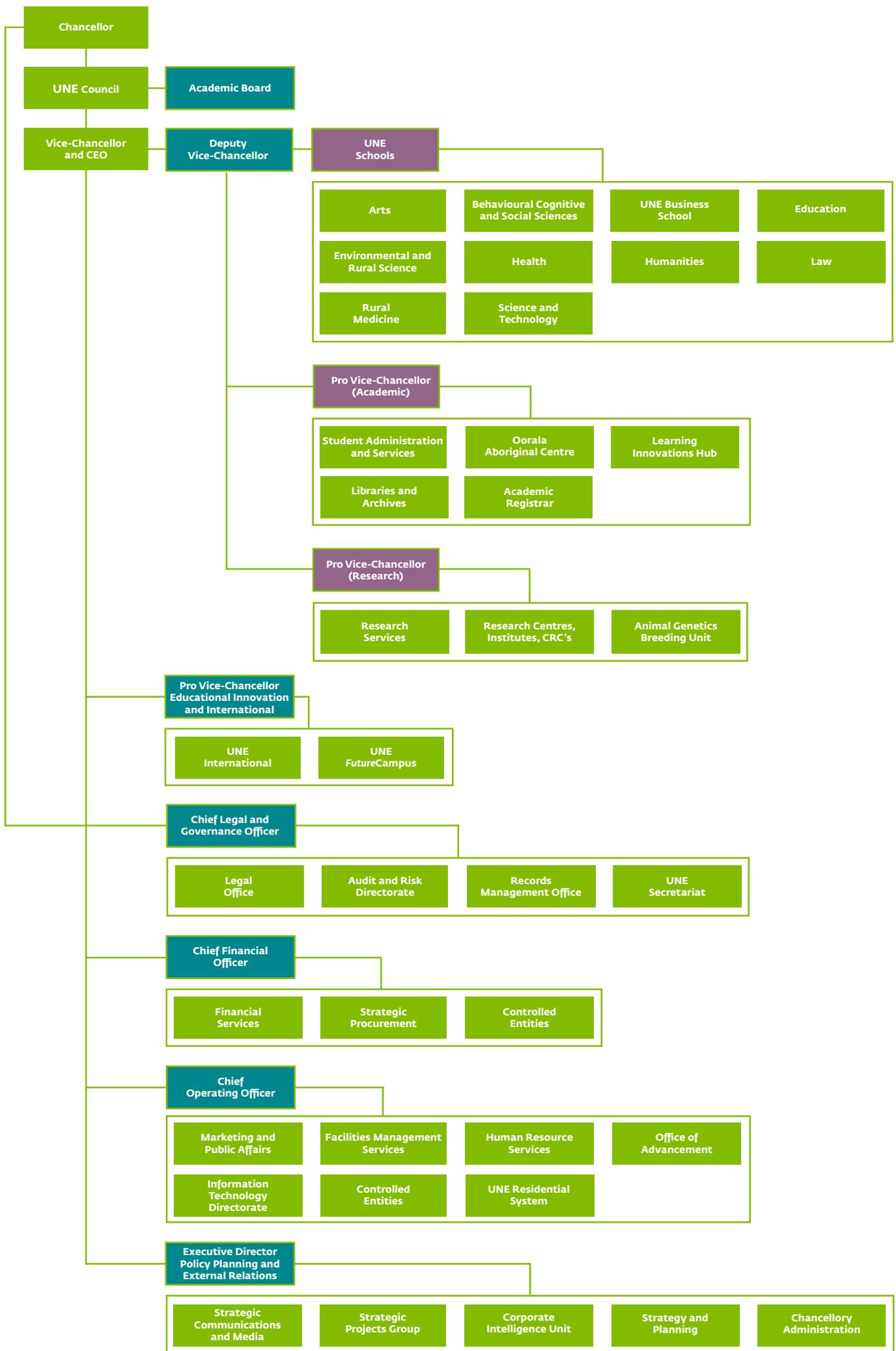
Mr Peter Enlund, FCA, MAICD (to 1 August 2013)
Mr David Cushway, BBus(HRM) MPAdmin GAICD, (from 18 February 2013)

Legal Council and Executive Director, Governance

Mr Brendan Peet, LLB (QUT)

Chief Financial Officer (from 4 March 2013)

Michelle Clarke, BCom(USQ), MCom(USQ), FCPA, GAICD



Access

UNE is located approximately 2km from the GPO on the western edge of the city of Armidale in northern New South Wales. The University's business and service hours are 9am—5pm week days. Although individual academic, administrative and residential offices may vary these hours slightly, telephone contact can be made during these hours on 02 6773 3333. Items for postal delivery should be addressed to the relevant officer or department at the University of New England, NSW, 2351. The University can be accessed from the east by Madgwick Drive and from the south by Queen Elizabeth Drive.



*University of New England
Academic Campus
Armidale NSW*

Council Members, Qualifications and Term of Appointment

Appointment	Council Member	Date Elected	Term	Expiry Date	Qualifications
Official	Chancellor, Mr John Watkins	8/12/2012	4yrs	31/12/2015	BA/LLB, MA, Dip Ed, AICD
	Vice-Chancellor, Prof. Jim Barber	The Vice-Chancellor is an official member of Council for the term of their appointment.			BSocSc, BA(Hons), PhD
	Chair Academic Board, Prof. Nick Reid	4/02/2013	2yrs	3/02/2015	BSc (Hons), PhD
Minister	Deputy Chancellor, Dr Geoff Fox	17/08/2010	2yrs	16/08/2014	BRurSc(Hons), MA, PhD
	Mr Kevin Dupe	17/08/2010	2yrs	16/08/2014	BEC, AMP INSEAD, FAMI, FAICD
	Mr James Harris	17/08/2010	2yrs	16/08/2014	HonDUniv
	Ms Gae Raby	17/08/2010	2yrs	16/08/2014	BEC
	Ms Jan McClelland	17/08/2010	2yrs	16/08/2014	BA(Hons), BLegS, FACEL, FAIM, FAICD
	vacant		2yrs		
External	Mr Robert Finch	25/11/2012	4yrs	31/12/2015	ACA, FLGAA
Academic	Prof. Margaret Sims	21/08/2012	2yrs	20/08/2014	BA, Dip Ed, Dip Mgmt, MA, PhD
	Dr Brian Denman	21/08/2012	2yrs	20/08/2014	BA, MA, PhD
Non-Academic	Dr Jeannet van der Lee	21/08/2012	2yrs	20/08/2014	B. Natural Resources PhD
Under Graduate	Mr Ben Crough	12/10/2012	2yrs	11/10/2014	
Post Graduate	Ms Catherine Millis	5/10/2012	2yrs	4/10/2014	BScHNF, BCompSc, MCompStud
Graduate	Dr Jack Hobbs	18/08/2010	4yrs	17/08/2014	BSc, CertEd, MSc PhD, FRMetS, JP
	Mr Neil (Archie) Campbell	18/08/2010	4yrs	17/08/2014	BFA

UNE Council met on the following dates during 2013

- 14 February
- 18 April
- 21 June
- 23 August
- 18 October
- 6 December

Members of UNE Council

Chancellor

The Hon. Richard Torbay MP (until April 2013)
The Hon. John Watkins (from April 2013)

Deputy Chancellor

Dr Geoffrey Fox

Official members

Prof. Jim Barber, Vice-Chancellor
Prof. Nick Reid, Chair of Academic Board

Members appointed by the Minister

Mr Kevin Dupe
Mr James Harris
Ms Jan McClelland
Ms Gae Raby

Members elected by academic staff

Dr Brian Denman
Prof. Margaret Sims

Members elected by the graduates

Mr Archie Campbell
Dr Jack Hobbs

Member elected by professional staff

Dr Jeannet van der Lee

Member elected by the postgraduate students

Ms Catherine Millis

Member elected by the undergraduate students

Mr Ben Crough

Additional external members

Mr Robert Finch

University of New England's Committees of Council (at 31 December 2013)

Audit and Risk Committee

Membership

Mr James Harris (Chair), The Hon. John Watkins (ex officio), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Mr Robert Finch, Dr Jack Hobbs, Ms Jan McClelland, Ms Gae Raby.

Finance Committee

Membership

Mr Robert Finch (Chair), the Hon. John Watkins (ex officio), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Prof. Nick Reid, Mr James Harris, Dr Brian Denman.

Honorary Degrees, Titles and Tributes Committee

Membership

The Hon John Watkins (Chair), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Prof. Nick Reid, Dr Jack Hobbs, Mr James Harris, PVC Dean Arts and Sciences Prof. Jennie Shaw (until July 2013), Deputy Vice-Chancellor Prof. Annabelle Duncan (from July 2013) Prof. Howard Brasted.

Infrastructure Committee

Membership

Ms Gae Raby (Chair), the Hon. John Watkins (ex officio), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Prof. Nick Reid, Mr Archie Campbell, Prof. Margaret Sims.

Nominations Committee

Membership

The Hon John Watkins (Chair), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Prof. Nick Reid (ex officio).

Remuneration Committee

Membership

The Hon John Watkins (Chair), Prof. Jim Barber (ex officio), Mr Robert Finch, Ms Jan McClelland, Ms Gae Raby.

Standing Committee of Convocation

Membership

Vice-Chancellor or his delegate (Chair), three ex-officio members, graduate members of Council, Director of the Office of Advancement, two College Senior Common Room members, three representatives from regional alumni associations and three general representatives of convocation.

Standing Committee of Council

Membership

The Hon John Watkins (Chair), Dr Geoffrey Fox (ex officio), Prof. Jim Barber (ex officio), Prof. Nick Reid, Mr James Harris, Mr Robert Finch, Ms Gae Raby, Ms Catherine Millis.

Tender Committee

Membership

Mr Robert Finch (Chair), the Hon John Watkins (ex officio), Prof. Jim Barber (ex officio), Ms Jan McClelland, Ms Gae Raby.

Academic Board Report

The University of New England Act 1993 (NSW) established the Academic Board as the University's principal academic committee, reporting to Council. The Board advises the Council and Vice-Chancellor on developments and initiatives relating to and affecting the University's teaching, research and educational programs. The Board and its committees develop, implement and review academic policies and consider proposals for the development of academic programs and awards.

February 2013 saw a change in Board leadership with the election of Professor Nick C. H. Reid as Chair upon conclusion of Professor Ellis Magner's term. Over six years, Professor Magner steered the Board through several major changes in the University's Council and senior executive, and the introduction of Federal legislation in 2012 which required universities to adhere to national standards in governance, management and academic conduct. The 2011–12 changes to the Board's constitution ensured a smooth leadership changeover, with Professor Josie Fisher remaining as Deputy Chair, joined in 2013 by Professor Trevor Brown as the second Deputy.

Work to ensure that the Board's structure and policy portfolio remained contemporary and compliant with the national standards increased in tempo during 2013 as UNE approaches its first TEQSA re-registration audit as a self-accrediting university in 2015–16. Many rules, policies, procedures and guidelines were updated and a standardised format adopted for ease of use. The most significant academic policy is the Assessment Policy, which provides the pedagogical basis for student assessment and engages the entire academic community across every discipline. Its development and review is one of the largest tasks undertaken by the Board and its completion is expected in 2014. Additional work which began in 2013 and will continue in 2014, is the review and updating of the University's Academic Quality Management policy, encompassing School, course and unit reviews, as well as academic research student rules, policies and procedures. The latter work will ensure that research student policies are aligned with those for coursework students, where appropriate. This work involves close cooperation between the Board's two principal committees responsible for coursework and research students.

The work to ensure that all courses meet the Australian Qualifications Framework by 1 January 2015 continued through 2013. Every course was compared to the Australian Qualifications Framework (AQF) in 2012–13 and individual course summaries provided to Schools. Like other universities, Graduate Certificates/Diplomas and coursework Master degrees have raised the most issues with respect to admission requirements, articulation, volume of learning, the amount of content permissible at different levels, and the amount and definition of research and research methods. Reviews of all the University's courses and units are well advanced with the adoption of course rule changes and unit amendments and, where necessary, deletions and approvals of new units and courses, to ensure the integrity of the University's programs against the AQF.

Student representation on the Board is critical to its validity as an academic forum. Student elections have been problematic in the past, being held early in the new academic year across an extremely dispersed student population. The support of the University's Student Relationship Management team means that student representative elections are held efficiently and with integrity. With changes foreshadowed to the Board's constitution and standing orders including a closer working relationship between the Board's executive and student representatives, the student voice should be heard consistently at Board meetings in future.

The dedicated work by the many officers and members of the Academic Board and its committees and working parties during 2013 has ensured that the University's academic community is at the forefront of ensuring the highest standards of integrity and rigour in teaching and research.

Secretariat Report

The UNE Secretariat continued to provide professional support and high-level administrative services to the UNE Council, including the development, production and delivery of Council business papers, agendas and minutes. In 2013, a review of Council Committee Terms of Reference was completed, and a standard format adopted to more clearly allow readers to identify each Committee's objectives, limits of delegations, functions and descriptions of responsibilities for integrity and fit for purpose. Continuing on from the introduction of electronic board papers in 2012, the UNE Secretariat began trialling a new document management process for Council and Council Committee reports to improve report traceability and control via workflow.

Staffing numbers within the Secretariat remained stable; however the budget was increased to allow for the implementation of Council's decision from late 2012 to remunerate eligible Council members. The Secretariat assisted the University Secretary with Council and Committee reviews, graduations and preparations for nominations for Ministerial appointments on Council in 2014. The UNE Secretariat, together with the Learning Innovations Hub, provided Council members and senior management with governance training and workshops in both University and Academic Governance roles and responsibilities.

The UNE Secretariat also assisted Council in attending to their strategic planning responsibilities by sourcing expert facilitators for two Council Retreats. The UNE Secretariat also provides secretarial support to the Academic Board and assisted with improvements to Academic Board processes.

UNE Foundation

UNE established the UNE Foundation in 2001 to receive UNE's monetary gifts and donations and is a registered charity. With an independent Board, the UNE Foundation holds the gifts and donations to UNE and administers them in accordance with the purpose of the donation. For endowments and other amounts to be held in perpetuity, the funds are invested in order to preserve capital and optimise investment income.

The UNE Foundation annual report is included as part of UNE's consolidated accounts. It contains information on the Board, the gift and donation revenue, disbursements and amounts invested. The Myer Family Company continues to provide investment advice and management of funds, in accordance with UNE controlled entity guidelines, the UNE Financial Management Rule and is subject to prudent risk management. The UNE Foundation return on investment continues to outperform the targets set for revenue and capital growth.

Whilst not directly responsible for fundraising, the UNE Foundation Board is engaged with supporting the Office of Advancement activities.

Alumni Relations

During 2013, the Office of Advancement continued to engage with UNE Alumni via newsletters, events, support of alumni chapters, the UNE Council Standing Committee of Convocation, awards and individual requests for support.

The provision of scholarships and prizes remains the most significant area of donor gifts and donations. The Office of Advancement supports the administration of these scholarships and prizes, coordinates fundraising appeals and recognises the importance of our donors and the contribution they make to UNE through an annual awards ceremony.

In October 2013, UNE Council resolved to change the reporting structure of the Office of Advancement and UNE Foundation. The Office of Advancement is now responsible for all UNE Advancement activities, including fundraising, and reports through to the Chief Operating Officer. The Office of Advancement continues to provide administrative support to the UNE Foundation, including Company Secretarial duties, meeting coordination and donor account management. A Director of Advancement was appointed in October 2013 and she began the review of UNE's Advancement Policies and Procedures (updated and approved by the Vice-Chancellor in January 2014); as well as the development of the UNE Advancement Strategic and Implementation Plans. This role will build advancement capacity within UNE through consultation with UNE Heads of School, Colleges and Directorates on how to best support their alumni, fundraising and donor and stakeholder activities. Expert advice was sought from a professional alumni engagement and fundraising consultant to assist the Office of Advancement with this goal.

Integrated Agricultural Education Project - Overview

The \$46.1 million Integrated Agricultural Education Project will revolutionise UNE's research capabilities in this field as well as the agriculture student experience.

In 2012, UNE was awarded a \$29 million grant toward the construction of the project under the Federal Government's Education Infrastructure Fund – Regional Priorities Round, with UNE to contribute \$11 million, CSIRO \$3.5 million and Tamworth Regional Council \$2.4 million in-kind.

Throughout 2013, design and scoping for the five projects was completed, with construction beginning early in 2014.

The project will deliver state-of-the-art teaching facilities for lecturers and students, as well as provide significant opportunities for further collaboration and linkages with industry and engagement with rural and regional students to increase participation rates in the agricultural fields and animals sciences.

Agricultural Education Building

The \$27 million Agricultural Education Building will deliver a significant boost to UNE's research and teaching capabilities through providing UNE's agriculture students and staff with some of the best facilities in Australia for learning and research. It will include 17 new specialised and flexible teaching laboratories, including 2 wet labs, sound-proofed and temperature controlled work rooms, a multi-discipline zoology teaching museum and learning resource centre.

Animal Husbandry Facility

UNE will spend more than \$8 million toward the construction of an Animal Husbandry Facility, with key teaching, working and research components. The facility will be used by the university's world class research and teaching staff and more than 500 students each year in a multi-disciplinary approach to animal anatomy, pathology, handling, surgery and breeding across the sheep, beef, dairy and pig industries.

SMART Farm Education Facility

The Sustainable, Manageable and Accessible Rural Technologies (SMART) Farm Education Facility will include a working farm, demonstration farmhouse and visitor and teaching centre to provide UNE students and industry with hands-on experience with modern technologies that aim to revolutionise the way Australian farms are managed as well as providing opportunities for engagement with primary and school aged children to increase participation rates of rural and regional students within the tertiary sector.

Tamworth FutureCampus

This project will be the first regionally-based *FutureCampus*, providing an expanded University presence in Tamworth and bringing the University's services closer to students across the New England and North West. The Tamworth *FutureCampus* will enhance the student learning experience by offering real-time access to lectures, as well as opportunities for group collaboration, direct peer-to-peer interaction between students and lecturers and face-to-face tutoring or course advice.

Lecture Theatre Upgrade

The refurbishment and upgrade of two lecture theatres as well as 500 sqm of tutorial space in the current Resource Management Building is part of the University's strategic plan to invest in infrastructure on campus. It will include installation of the latest Information Communication Technologies (ICT) to facilitate greater collaboration with industry, researchers and other institutions around the world and in Australia.

Performance Against Strategic Priorities

Strategic Priority No. 1: To Distinguish Ourselves by the Quality of Our Student Experience

The University of New England strives to provide a high quality and consistent student experience for students from all disciplines and across all modes of study. The academic culture of our institution and the academic experience for staff and students are priorities, as is the pursuit of the highest academic standard of teaching delivery options utilising new approaches and technologies. UNE operates in the belief that on-campus domestic and international students should be provided with a formative experience, not merely a qualification. UNE uses its strength as a research intensive university to inform its teaching activities, and encourages an environment in which teaching and scholarly output is valued and recognised.

STRENGTHEN ENGAGEMENT WITH STUDENTS

UNE is renowned for the quality of its student experience, characterised by the formative on-campus student lifestyle, and the accessibility and flexibility of its distance education and service delivery. UNE has maintained its 'five star' student satisfaction rating in the Good Universities Guide for more than eight years.

Domestic marketing and communication

The University continues to build on its strong record of student satisfaction, and aims to grow margin and volume in online enrolments for reinvestment into the student experience, both on- and off-campus. The landscape of student enrolments in the online domestic market is changing rapidly, providing an opportunity to reposition, reclaim and grow market share in the online Commonwealth Supported Places (CSP) market, as well as positioning the brand for the non-CSP market.

The Structural Adjustment Fund (SAF) market research project identified a strong shift emerging in the make-up of the higher education domestic market. Capitalising on this shift with innovative product and brand development assists in placing UNE at the forefront of market share growth in the Australian universities market over the next five to ten years. Throughout 2013 Marketing and Public Affairs has taken significant strides towards sector best-practice in student recruitment campaigns, as evidenced by the sector-leading growth experienced with the Trimester 2 (T2) intake.

Throughout 2013, new market research and brand development activities identified new growth opportunities. These will be further explored in 2014 as the Higher Education market continues to change shape and evolve. In 2013, Trimester 2 admissions saw a 36% increase in applications, which indicates an increase in market share for UNE.

Market development to support structural adjustment

The new UNE website was launched in October 2013, allowing UNE to deliver a greater range of high quality online initiatives, with a visually stimulating, engaging online presence and increased functionality. This initiative aims to facilitate the increase of domestic and international online and blended learning enrolments, maintaining steady on-campus growth of international and domestic enrolments. The integration of the new Online Admissions and Advanced Standing (OLAAS) system in 2014 is a critical addition to the work achieved in 2013. UNE's existing online admissions system is also being significantly redeveloped to take UNE to a sector-leading position.

Improve student and community engagement

Continually striving to improve on the five-star experience it offers students, UNE is working to encourage more students to study on campus, through providing a fun, healthy and social atmosphere which supports the academic and lifestyle pursuits of students.

Plans to grow the breadth and quality of the on campus experience commenced in 2013 with the implementation of combined service offerings to students through a new Directorate 'UNE Life'. Bringing Sport UNE and Services UNE together, UNE Life provides for a streamlined approach to services and facilities provided on campus, and strengthens student and community engagement. The constitutions of both entities have been amended to reflect a new company structure. The Boards of both organisations have been dissolved and the Chief Operating Officer is the sole Director. An Advisory Committee will provide advice to management of both entities. The businesses include SportUNE, Booloominbah Collection, The Stro, Grind and Squeeze Cafe, Sleek Hair Studio, Campus Essentials and the Belgrave Cinema.

UNE's Newest College

Construction of UNE's newest college, Wright College, began on 23 August. UNE Chancellor, the Honourable John Watkins, and Vice-Chancellor, Professor Jim Barber, were on site to officially turn the first sod.

UNE has a long history of providing an exceptional college experience, with an estimated 50,000 students calling its colleges home since the first one opened in 1957.

The new Wright College stands on the site of the original Wright College which was demolished in 1998. When completed, the College will comprise more than 200 studio and one bedroom self-catered apartments complete with en-suites, modernising and expanding the residential options available to students at UNE.



(l-r) Vice-Chancellor Jim Barber, General Manager of Broad Constructions Andrew Merriel, Chief Operating Officer David Cushway, and Chancellor the Hon. John Watkins, commemorate the sod-turning for New College.

Enhance the student residential experience

The University of New England is the university of choice for regional students wishing to undertake higher education, drawing a large number of residential students from Southern Queensland, through Northern and Western New South Wales and throughout Northern Victoria.

College Renewal Project

In 2010, the University initiated its plan for the ongoing redevelopment and expansion of the residential college system, with the objective of delivering modern infrastructure and improved student accommodation options to complement the formative lifestyle experience it offers on-campus students.

As part of this strategy, UNE undertook to upgrade many of the colleges to improve safety and compliance. In 2013, the University Council approved a 'court by court' upgrade scheme for Robb College. Robb College residents can look forward to the completion of refurbishment works occurring during 2014.

During the assessment and consideration of the strategic direction of Robb College, an application was submitted to NSW Heritage to list Robb College on the State Heritage Register. This listing is currently under consideration and has the potential to formally recognise the importance of this historic College on the landscape of UNE's past.

In 2013, a new milestone was reached by UNE with the construction of a new College, the first new college to be built in several decades. Construction of the new 211 room residential college at the corner of Elm Avenue and Meredith Road began in mid-2013 with applications being received for student occupancy in 2014. This College will provide state-of-the-art facilities including fully self-contained accommodation offerings in a collegiate environment. The work being put into enhancing UNE's colleges aims to ensure that UNE maintains its position as a leading collegiate university in Australia.

Changing Lives

With more than 100,000 alumni and a significant reputation for teaching quality and excellence in research, UNE has an extensive network of supporters across Australia and around the world. The University aims to maximise the financial and in-kind support from this critical resource in order to contribute to the ongoing improvement of the UNE experience, particularly in relation to the UNE colleges.

In 2012, the UNE Foundation selected an external fundraising consultant to develop a strategy and coordinate the University's philanthropic activities. Specific objectives include the expansion of the fundraising options for supporters of UNE and opportunities for advancement. This process commenced in the latter part of 2013, with a launch of the new strategy planned for early 2014.

The Office of Advancement recruited a new Director in 2013 who was charged with the challenge of revitalising the Directorate and setting up a framework to engage with and support the UNE Foundation (UNEF). This includes the development of a 'whole of business' engagement process (including our Alumni, academic workforce, current students, community stakeholders, benefactors, supporters and Directorates). This positions the Office of Advancement to develop greater fundraising opportunities and to engage effectively with the broader University community.

During 2013, UNE and (UNEF) agreed to changes in the constitution of UNEF, resulting in agreed UNE/UNEF responsibilities for fundraising and advancement generally. The development of the UNE Advancement Strategic and Implementation Plan (including the major gifts campaign and donor engagement) will continue in 2014, with a view to building capacity and responsiveness in this area.

Build international engagement

In 2013, UNE's international student cohort is drawn from over 61 nationalities; making the UNE experience a truly international one for all students. International students contribute significantly to the integration of global perspectives in the University's unique culture and that of the wider Armidale and New England Region. UNE's commitment to international students is indicative of the ongoing commitment to capacity building in developing countries and the region.

For many international students, study at UNE not only provides a pathway to personal success, but also the tools and education to improve the lives and livelihoods of family, friends and communities in their country of origin.

International engagement is the catalyst for developing strong relationships with international partners, and opportunities for collegial research, business development, capacity building and furtherance of joint UNE-Government policy objectives.

International marketing and communication

UNE is committed to expanding access to a quality Australian tertiary education through providing extensive support services and streamlined entry pathways to international students.

While at a national level 2013 was a year of decline across the sector, UNE achieved international revenue of \$14M in 2013 to match 2012 revenue and the sector-wide trend. New initiatives including increased UNE International staff capability, development of new markets and articulation arrangements, new foreign government Memoranda of Understanding relating to recruitment, and the expansion agent networks, will continue to strengthen this area in 2014.

A draft 5-year plan for the International Centre was produced after two rounds of consultation with internal and external stakeholders and provides a strong operational basis for 2014 and beyond.

Rapid Growth in Enrolments

UNE experienced significant growth in enrolments across the board in 2013. The School of Environmental and Rural Science (ERS) continued to cement UNE's reputation as the university of choice for students wishing to study the environmental and rural sciences, with enrolments up 18.4% across the board from 2012. Over the past three years, ERS enrolments at UNE have grown an incredible 57% - a feat unsurpassed by any other Australian University.

But it was in postgraduate studies, where ERS saw the greatest growth in enrolments. The number of students

enrolling in UNE's Master of Agriculture rose 90% on the previous year, while enrolments in the Master of Science in Agriculture – a newly introduced course in 2012 - more than doubled.

It was a similar story across UNE's Graduate Certificate in Agriculture, growing 106% and our Graduate Certificate in Environmental Science, which grew 90% on last year. These new students are the people already working within the industry, looking to formalise their knowledge and upgrade their qualifications, and they are turning to UNE for the quality and reputation of its courses.

At the same time, the School of Behavioural, Cognitive and Social Sciences had another outstanding year in 2013 with whole-year enrolments up 9.24% (post T3 census). Continuing strong growth in the Bachelor of Criminology (9%) and the Bachelor of Psychological Science (12%) was complemented by the growth of PhD students in the School from 57 (in 2012) to 66 (in 2013).



James Mackenzie (B AgBus) from Saltash, Emma Giblett (B An Sc) from Manilla, Kiah Stan-Bishop (B AgBus) from Western Australia and Martin Murray (B Rur Sc) from Moree, all chose to study at UNE based on recommendations within the agriculture sector.

International engagement

Throughout 2013, the University developed new articulations for our Bachelor of Laws in China, Sri Lanka, and Taiwan at the same time as expanding the agency network in the Philippines, India, Korea, Nepal, Sri Lanka, Korea, Indonesia, Iraq, Colombia, and Pakistan. New cooperation agreements between UNE and governments are also underway in Bhutan, Indonesia and Vietnam.

Innovative student experience initiatives were developed, including an international photography competition, a learn to drive initiative, a learn to swim program, an aged care volunteering initiative, expanded T3 orientation, and the "I Love" Culture Festival. These aim to enhance the local community experience of our international students and also provide unique opportunities for the local region to get involved with our students.

UNE offers a multicultural campus that enriches the experience of domestic students, staff and the community alike. Through engagement, communication and expanding cooperation, it is expected that the University will see a further increased flow of students in 2014 and 2015.

Enhance learning and teaching

UNE is known for its quality of learning and teaching, and several changes have been made in order to maintain this standing and improve environments and experiences for students and staff alike.

Trimesters

In 2012 UNE moved to a new academic year structure of three equivalent teaching periods. This provided greater flexibility for students enabling them to study across the whole year, either by taking additional units or spreading their load across the three teaching periods.

The number of continuing students enrolling in T3 to speed up progression and completion of their degree has increased from 2012 to 2013. Early indicators demonstrate that the introduction of trimesters has assisted UNE to increase market share and retain students through to completion.

In T3 2013 the number of units available had risen by around 100 compared to T3 2012. Following an extensive project by Schools (funded by SAF) to map courses across three teaching periods, those courses offering intake and progression in T3 will increase in 2014. This has greatly expanded study options available to students.

T3 2013 resulted in an increase in students enrolled in on-campus and off-campus mode from 2012 base at T3 census. This is the result of an increase in availability of the number of units.

T3 Students	2012	2013	Growth
On campus	959	1,184	23.5%
Off campus	5,857	6,492	10.8%
Total	6,816	7,676	12.6%

In 2013, Schools were all allocated SAF funds to map courses across three teaching periods for implementation in 2014. Discipline-specific requirements such as accreditation, impact on some course offerings and how they map across the academic year and is taken into account when mapping courses. The courses and units to be offered in 2014 were reported to government in August and October 2013 as required.

In April 2013 there was an externally chaired review of the implementation of the trimester system and consolidation of the change within the academic and business operations of UNE. The report from the review was submitted to and accepted by Senior Executive and Vice-Chancellor's Committee. Action has been taken to implement the majority of recommendations.

Library Upgrades

The physical environment of libraries and facilities contribute significantly to the on-campus student experience, including that of external students engaging with Intensive Schools. Library online services and resources contribute significantly to the learning outcomes of both on-campus and off-campus students. Renewal of the virtual infrastructure that underpins the delivery of online services will support UNE's aspirations in teaching and learning.

Implementation of a Library Services Platform (the new generation of integrated library systems) will position UNE to take advantage of developments to enhance the online student learning environment.

During 2012, the University commenced the development of a Master Plan to guide the staged refurbishment of the Dixon Library over the next 10 years, to bring the total library building to the standard of a 21st century academic library and expand on its current role as a hub on campus. The Plan was completed in early 2013 and preliminary work undertaken to prepare for the first stage of implementation.

The development of the Master Plan for Dixon Library together with the business case for a new Library Services Platform provides the basis for taking the University Library into the future. The implementation of the developments in both cases will require funding, however, the Master Plan in particular is designed for a staged implementation based on the availability of funding.

In keeping with further development in virtual learning capacities, the Library website and catalogue were made available for mobile devices in 2013.

Work is currently underway to make UNE research outputs discoverable, and includes the migration of the e-publications software to a new virtual server, a substantial software upgrade and the implementation of a Handle server to generate persistent links to research outputs records. The latter will ensure that our research outputs will continue to be accessible regardless of changes to data storage location and system.

Looking to the future, the business case for a new Library Services Platform was completed and presented as part of the budget process for 2014 - 16. The business case included information on current developments at the national and international level and student and staff requirements regarding access to information.

Launch of the Vice-Chancellor Scholar Program

UNE promotes, nurtures and celebrates academic achievement among its students. In 2013 UNE introduced the Vice-Chancellor Scholar Program to acknowledge students who achieved outstanding results with a GPA of 6.7 or above after completing at least four units of study at UNE. 150 students were named as Vice-Chancellor Scholars, of whom 39 studied on-campus and 111 studied by distance.

VC Scholars were recognised at a reception in their honour held simultaneously at the UNE Armidale Campus and at the *FutureCampus* in Parramatta in November, and their distinction will be noted on their academic transcript. The students' names were also placed on an Honour Roll at the Vice-Chancellor Scholars website.

In addition to being named Vice-Chancellor Scholars, seven students were recipients of a Vice-Chancellor's Scholar Engagement Awards worth up to \$4000, and four students were recipients of a Vice-Chancellor Scholars Academic Development Award, worth up to \$1000, to support further personal development opportunities for each student.

Vice-Chancellor Professor Jim Barber watches on from the Parramatta FutureCampus as VC Scholars from Armidale are awarded at the inaugural event.



Integrated Agricultural Education Project (IAEP)

UNE's Integrated Agricultural Education Project is a new initiative, partnering with industry and Government with objectives of:

- providing modern infrastructure and educational technology to ensure graduates are workplace ready to meet the regional, national and global demand for skilled workers in agricultural fields and animal sciences;
- improving access to world-class tertiary education infrastructure in regional communities;
- increasing participation rates of rural and regional students engaging in higher education;
- increasing tertiary education participation and attainment rates for rural and regional students;
- assisting with building a sustainable regional educational institution and community;
- assisting to develop linkages within regions and connect regions nationally and globally.

The project consists of five core projects:

- The Agricultural Education Building (Armidale Campus);
- New Animal Husbandry Facility (Armidale Campus);
- Refurbishment and Upgrade of Lecture Theatres (Armidale Campus);
- Development of the Sustainable, Manageable and Accessible Rural Technologies (SMART) Farm Education Facility (Kirby Farm, Armidale); and
- Upgrade of the UNE Tamworth Regional Study Centre (*FutureCampus* Tamworth).

Expressions of Interest (EOI) for principle design, quantity surveying and construction project management services were prepared and released via TenderLink in March 2013. Responses were evaluated and shortlisted respondents progressed to tender. Tenders were evaluated and contracts awarded to Francis-Jones Morehen Thorp (Principle Design), Rider Levett Bucknall (Quantity Surveying) and Coffey (Construction Project Management) appointing them as the Design Team commencing 30 June 2013.

The design team have worked closely with user groups and partner organisations to progress each of the project's five components. The project is on track for delivery as per the funding schedule, reaching the following milestones through 2013.

The Agricultural Education Building

The design brief has been completed and detailed design documentation is in progress. All reporting requirements for March, September and December 2013 reporting periods have been met. Final delivery of the project is according to schedule.

New Animal Husbandry Facility

Construction on the project will start in early 2014. All the reporting requirements for 2013 were met and final delivery of the project is on schedule.

Refurbishment and upgrade of Lecture Theatres

The design brief has been completed and detailed design documentation is in progress. All reporting requirements for March, September and December 2013 reporting periods have been met. Final delivery of the project is according to schedule.

Development of the SMART Farm Education Facility

Final delivery of the project is proceeding according to schedule, overcoming delays in the design schedule. Tender and Development Application (DA) documentation scheduled the project for completion in March 2014 with all 2013 reporting requirements being met.

Upgrade of the UNE Tamworth Regional Study Centre

The design brief has been completed and detailed design is in progress. With no DA required for this component, tender documentation is scheduled for completion in March 2014. All reporting requirements for March, September and December 2013 reporting periods have been met. Final delivery of the project is currently proceeding according to schedule.

SMART Farm Education Facility

In 2013, design began on a new state-of-the-art SMART Farm Education facility attached to the UNE's Kirby farm. The Sustainable, Manageable and Accessible Rural Technologies (SMART) Farm facility is an NBN-connected, remotely-accessible, education and outreach facility showcasing SMART science, technology and broadband communications as related to the rural and regional business and lifestyle, and in particular farming.

It is directly aimed at responding to the challenges of the critical skills shortage in rural and regional Australia and will help address the current and long term regional, national and global need for workplace-ready graduates trained in the areas of agriculture and agribusiness.

When complete, the SMART Farm will include a working farm, demonstration farmhouse and visitor and teaching

centre to provide UNE students and industry with hands-on experience with modern technologies. The aim of the technology is to revolutionise the way Australian farms are managed, as well as providing opportunities for engagement with primary and school aged children to increase participation rates of rural and regional students in the tertiary education sector.



Precision Agriculture Research Group project leader, Dr Mark Trotter with Professor David Lamb.

Tablelands Clinical School (TCS)

A successful and fully operational medical school relies on clinical placements for its students. The UNE Tablelands Clinical School and General Practitioner Training Practice aims to increase both the infrastructure and available workforce of medical personnel to ensure a quality clinical placement and medical education experience in a rural medical and health environment.

The Tablelands Clinical School facility is situated on the Hunter New England Health site in the heart of Armidale and is scheduled for completion in 2014. The state-of-the-art building is anticipated to host UNE's Rural Medical School's clinical teaching requirements as well as provide expansion opportunity for the local medical community.

Enhance Office of Learning and Teaching Activities

In 2013, the Commonwealth Government allocated \$8 million in grants to the Office of Learning and Teaching (OLT), comprising the Leadership for Excellence in Learning and Teaching program, Innovation and Development program, Seed Projects, Extension Grants, and Strategic Priority Projects. In 2013, UNE submitted two nominations to the OLT 'Citations for Outstanding Contribution to Student Learning', both of which were successful.

In 2013, the University submitted 17 (10 as lead institution) grant applications to the OLT and was successful in 7 of these projects, with the outcome for one application yet to be decided. It is likely that the allocation in 2014 will be of a similar quantum and it is anticipated that additional applications will be developed for Round 2 and for strategic and commissioned projects through 2014 as they are announced.

UNE plans to increase the number of successful grant applications in 2014 to 10. To achieve this, during 2013 the Office of the Pro Vice-Chancellor Educational Innovation and International (PVCEII), supported by the Learning Innovations Hub, reintroduced awards and grants to assist UNE staff in the preparation of applications for the 2014 round to encourage an increase in the number of applications and ensure the quality of applications.

Vice-Chancellor's Innovation and Excellence Awards were established and will be launched in 2014. This will include a comprehensive support program for potential applicants, which is being developed jointly by UNE OLT and the Learning Innovations Hub.

Staff Development: Graduate Certificate in Higher Education

The development of excellent teaching is an important aspect of UNE's aim to develop and retain high quality staff members who are central to the realisation of our teaching and learning priorities. In 2013, the provision of the Graduate Certificate in Higher Education was reviewed against a range of alternatives and 2014 will see a shift in this area of provision. At the end of 2013, UNE joined 12 other Higher Education Institutions in Australia and nine in the UK to address issues regarding the recognition and reward of excellent teaching practice as part of an OLT project. The goal is to develop a framework to underpin the understanding, practice and evidence of 'excellent teaching' at UNE for the purpose of professional development, promotion, performance management, recognition and award, professional accreditation and quality assurance of teaching and learning to enhance the student experience. This will support the development of a stream of professional development activity led by LIH that will lead to UNE seeking accreditation as Fellows of the Higher Education Academy in the UK.

The Tablelands Clinical School

The Tablelands Clinical School (TCS) will be an integral part of the training of doctors in the New England region. The TCS will address the critical shortage of medical practitioners in the New England region, and in turn provide immediate benefit to the local and wider community. Construction began on the facility in 2013 which will be officially opened mid-year 2014.

The facility will provide undergraduate and postgraduate medical and allied health students and existing medical and allied health professionals with state-of-the-art training and professional development opportunities. Some of these will include simulation laboratories, high definition videoconferencing and

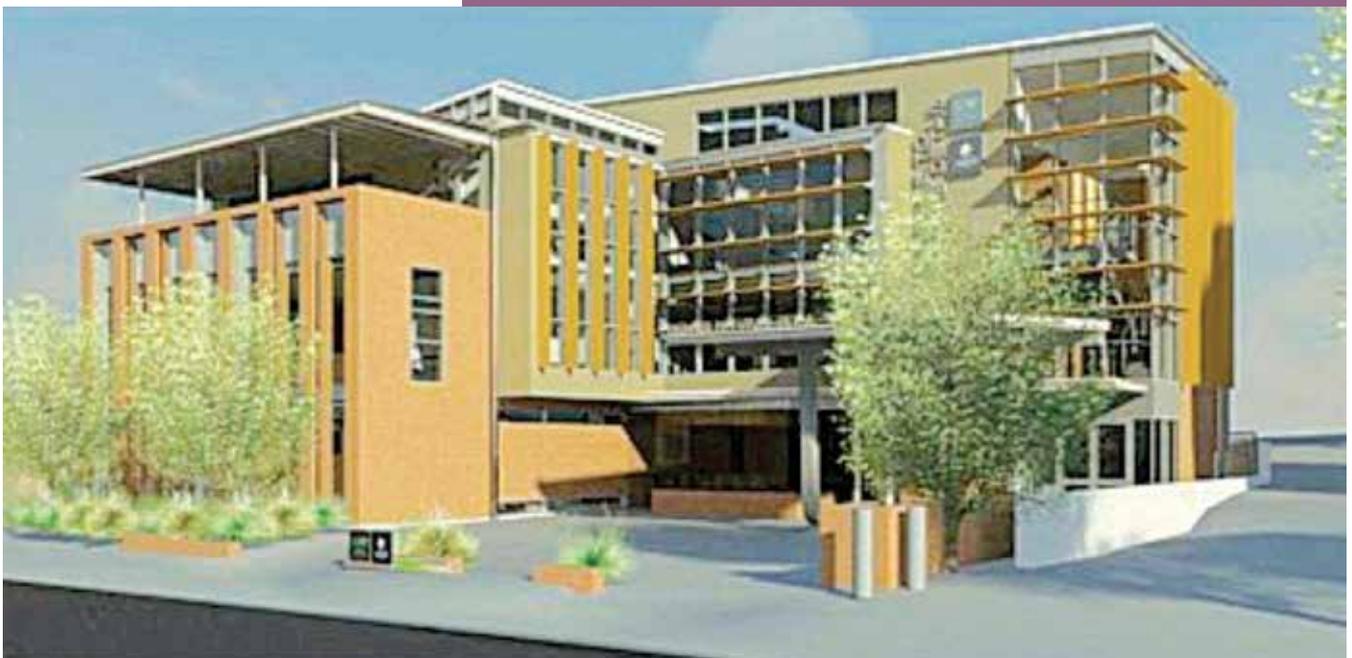
e-health capabilities. The high-speed broadband connectivity of the TCS will allow high definition synchronous engagement with medical and allied health professionals located anywhere within the world. UNE School of Rural Medicine staff will continue to build on the University's close links with University of California Irvine, School of Medicine to deliver ultrasound training and live surgical anatomy to School of Rural Medicine and allied health students.

The capability of synchronous online links from the TCS to medical and allied health specialists will be a valuable treatment and referral conduit for the general practitioners within the facility,

allowing for enhanced specialist medical services to be available to the New England community

TCS will also operate as a working medical practice, where general practitioners will be able to provide a high quality medical service to the New England community. School of Rural Medicine students will attend their clinical placements, within the facility's fifteen consultation rooms thus enabling students to benefit from best practice in face-to-face online and virtual synchronous modes.

Artist's impression of the Tablelands Clinical School.



Performance Against Strategic Priorities

Strategic Priority No. 2: To Adopt Innovative Educational Technology in Support of Student Learning

UNE is dedicated to enhancing the quality of online course offerings and embracing new technologies, whilst employing sustainable and robust systems that support teaching and learning. This was clearly articulated in 2013 with the launch of the Learning Innovations Hub (LIH) as a focus point for supporting, driving and enabling the use of new pedagogy, curriculum and technology in learning across the Schools. In 2013, the work of LIH focussed on the SAF Courseware Redevelopment Program which will introduce over 200 pedagogic enhancements to the online teaching and learning processes at UNE, and enhance the online element of the student experience of every unit offered within the University.

The University is also committed to expanding and enhancing the network of Study Centres and *FutureCampuses* to serve our students wherever they might be. UNE is continuously working towards enhancing the availability of online academic support and enhancing its information technology service capacity to support its aspiration to be the leading provider of flexible and online learning in Australia.

DEVELOP INNOVATIVE PARTNERSHIPS AND LEARNING SOLUTIONS

Throughout the past three years, UNE has worked with other higher education providers to develop partnerships that align with UNE's strengths in online learning, to broaden its reach and to support its priorities, to distinguish itself by the quality of its student experience and to lead the nation in the innovative use of educational technology for distance education.

Building University Partnerships in Online Learning

In addition to ongoing partnerships, in 2013, the University developed detailed criteria for the development of other strategic partnerships, including UNE's capacity to support and benefit from such arrangements, and will provide an appropriate nexus with research and teaching activity.

LIH is working with a number of online learning providers to pilot and adapt pedagogic software to best meet the needs of UNE students, including academic support materials, peer learning platforms and curriculum design frameworks. Once these pilots are completed, thorough evaluations will inform the nature and development of the partnership arrangements.

Further partnerships are being established through the increased focus on Office of Learning and Teaching (OLT) grant submissions. These grants require a minimum of three partners to be eligible for submission, and three OLT submissions in 2013 brought LIH together with eight other online learning providers in the sector.

uneOpen

UNE has a strategic focus on growing its online presence, both through the traditional bundled distance education model for the domestic market, and through unbundling the courseware and intellectual property of its courses, to be able to compete in the international market.

uneOpen was the University's first prototype to deliver an unbundled education model, where students could freely access all courseware and pick and choose what premium academic services they wished to purchase on a fee-for-service basis. uneOpen was an Australian first, offering MOOC-style courseware, with the additional option of applying for advanced standing into a UNE degree qualification.

Launched in March 2013, with an initial offering of eight free units, with the options to access (for a fee), one-on-one or group tutorials as well as a Challenge Examination, the prototype was successful in proving the model and positioning UNE at the forefront of innovative teaching delivery.

It is anticipated that in 2014, uneOpen will move into an international product development phase, taking what has been learned from the initial prototype, to develop new products specifically designed for the international market.

Lead with online learning technology

UNE uses the latest online technologies to bring external students closer to lecturers and researchers in Armidale and around the world.

National Broadband Network Projects

As a leader in online innovation and flexible tertiary education delivery, the University embraced the National Broadband Network (NBN) policy initiative of the previous Commonwealth Government developing a number of case study projects to illustrate how emerging communication technologies enable people to create projects that are innovative and enrich people's lives as well as increase the nation's wealth.

Six EduOne modules hosted on the TAFE pilot platform and available to the public were successfully launched, including one community information module and five modules that could qualify for advanced standing.

UNE's Distance Education Hub (DEHub) Project began in 2008 with a Federally-funded three-year grant (ending in 2012) and was developed in partnership with four other regional universities (Charles Sturt University, University of Southern Queensland, Central Queensland University and Massey University in New Zealand). As the lead partner and recipient of the funding, UNE carried the bulk of the operational responsibility for the project and its outcomes.

Recognising the Project's documented successes and future potential, in 2013 when the grant expired, UNE continued its support for the research centre, rebranding it as *dehub* and mainstreaming its operations within the Learning Innovations Hub. The focus of *dehub* is to help maintain and leverage the international network of distance education researchers to support Schools in developing collaborative research grant applications and joint

programs of study, as well as contribute to and benefit from network discussions and partnerships.

The considerable outcomes of the DEHub Project between 2008 and 2013 include:

- High quality research disseminated in 244 publications, with over 195 citations (well in excess of the 10 Department of Education, Science and Training refereed publications required under the grant conditions)—of which 34 books or book chapters, 16 journal articles and 30 conference papers meet Higher Education Research Data Collection specifications. The Project also sponsored research, awarding \$500,000 in grants.
- An international network of researchers and collaborators numbering 1028 individuals from at least 180 institutions nationally and internationally.

- Six successful grant applications to conduct collaborative national and international research projects relevant to the sector. As UNE was the lead partner in the DEHub Project, this has a significant flow-on effect that contributes to the meeting of UNE strategic objectives.

Since the Project finished, the re-branded *dehub* has already achieved numerous smaller collaborations, nationally and internationally, through which UNE capabilities were showcased. Some collaborations are evolving into long-term projects, such as the International MBA between the UNE Business School and the department of Economics and Business Studies at the Universitat Oberta de Catalunya (UOC) in Spain, and co-production of the Universities and Knowledge Society Journal by UOC eLearn Centre and *dehub*.



UNE's Distance Education Hub (DEHub): Helping to maintain and leverage the international network of distance education researchers.

Asia ConneXions

The Asia ConneXions project utilised high definition (HD) videoconferencing technologies to link Australian Schools with students in Korea, Japan, China, and Indonesia with the aim of increasing the global curriculum experiences of UNE education students and academic staff. Key achievements of the project included:

- Australian students in regional and rural areas had opportunities for global experiences by engaging with students in Korea, Japan, China, and Indonesia utilising HD videoconferencing. Without the Asia ConneXions, it would be unlikely that they would have had such opportunities.
- Australian students who previously could not find reasons for studying Asian languages conversed with Japanese, Chinese, or Indonesian students in Japanese, Chinese, or Indonesian languages. Such experiences gave Australian students motivation for studying Asian languages, and consequently encouraged them to study Asian languages more diligently.
- HD videoconferencing allowed teachers to concentrate on their teaching of Asian languages and cultures without the burden of technical difficulties common when using desktop-based software solutions.
- The UNE Armidale and Parramatta campuses were connected with Soongsil University in Seoul, South Korea and Rikkyo University in Tokyo, Japan, for the academic staff in the three countries to discuss how each university is using digital technology for teaching, learning, and research. The Asian Universities' links were demonstrated in the UNE Parramatta campus Opening Ceremony on 19 April, 2013.



The Asia ConneXions project utilised high definition (HD) videoconferencing technologies.

Smarter Safer Homes Initiative

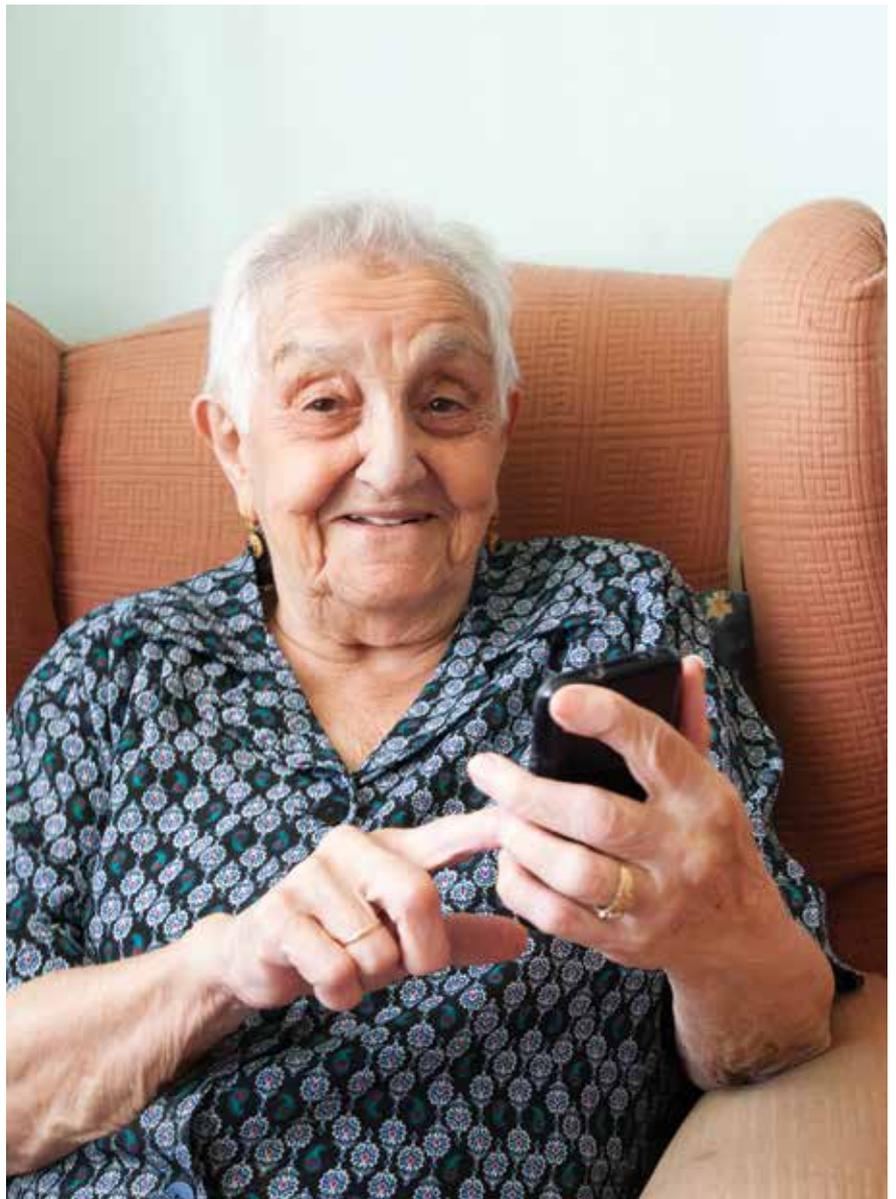
Throughout 2013, UNE continued its involvement in the Smarter Safer Homes initiative, a collaborative project between the University of New England (UNE) and CSIRO aimed at improving the quality of life of older Australians and their families - enabling older citizens to remain safely in the comfort and familiar environment of their home for as long as possible.

Using a non-invasive, purpose-built sensor monitoring and support system installed in the home, participants are provided with access to a range of features including video call, health check information, reminders and alerts from a touch screen device (an iPad with a specialist application installed upon it).

The system is designed to increase the quality of life of participants in two very important ways, by providing and enabling:

- a seamless video communication to significant others, and
- electronic alerts regarding health and lifestyle.

UNE is involved in the collection and analysis of research data around quality of life of the participants and their family/carers via surveys and questionnaires, as well as exploring the impact of the video-call capability built into a hand-held electronic device (the iPad). The video-call application on a secure link enables participants to connect with family, friends and carers to determine whether the use of the system and its many features and connections, improves quality of life.



The Smarter Safer Homes initiative is aimed at improving the quality of life of older Australians.

UNE FutureCampus, Parramatta

New technology is allowing UNE to remove the “distance” from education and bring face-to-face online learning to people in the areas in which they live. The Parramatta *FutureCampus* is a new, technology-enabled learning innovation hub in the heart of Parramatta, to support the nearly 2,000 UNE students living and studying in the Greater Western Sydney area. The *FutureCampus* is a taste of the future of flexible tertiary education at UNE. It is also a pilot for further *FutureCampuses* to be rolled out across Australia, with a second *FutureCampus* in Tamworth due for completion in 2014.

The Parramatta *FutureCampus* delivers the latest in teleconferencing and telepresence technology which will enable students to participate in lectures, tutorials and study groups being conducted at the University’s Armidale campus or other locations around the world, allowing them to actively participate in discussions as if they were actually present in the Armidale campus lecture rooms.

The UNE *FutureCampus* in Parramatta is central to the University’s mission of being Australia’s provider of choice for online learning through a blend of online, voice, video and face-to-face media. Parramatta is fast becoming an area of high economic growth and the new *FutureCampus*, brings UNE closer to this growing market as well as to the thousands of existing students in the greater Western Sydney area.

The *FutureCampus* was successfully launched in April 2013 over two days. A number of events were used to showcase UNE and introduce the Western Sydney community to the new facility in Parramatta. This was supported with advertising and media coverage.

A complete market research project to identify attitudes and perceptions to UNE brand in Western Sydney was undertaken in 2013 with additional market research to track change in awareness of the UNE brand over the course of the year.

From July 2012 to August 2013 staff were located in Western Sydney to liaise with schools and support communication endeavours to target new students. All of the forty-nine Alternative Entry Program Schools (AEPS) and a further one hundred schools throughout Sydney were visited. This was supported by media engagement with targeted newspapers, radio and billboards in Western Sydney.

Recent data indicates an increase in the number of enrolments, EFTSL and student retention in the region surrounding the *FutureCampus* in 2013. This is the first report of upward growth seen in the region for several years. Increases in the number of applications, admissions and enrolments are particularly high for commencing students indicating the ongoing strength of UNE in this market.

Since the opening, over 4,000 visitors have attended the *FutureCampus*, including more than 1,000 students. The impact of the *FutureCampus* on the retention of enrolled students and the number of additional enrolments gained by the extensive marketing activities in the area, is likely to continue to elevate in the Western Sydney region. To date, the *FutureCampus* has attracted a group of around 200 students that use the facility on a regular basis. It is anticipated that the success of the *FutureCampus* will build strong enrolment figures across the region and improve retention over future trimesters.

Courseware Redevelopment

The Courseware Redevelopment Program has been undertaken to increase UNE’s competitiveness in the online market and support UNE’s aspiration to be Australia’s highest quality provider of online and blended learning. UNE will engineer more innovative and engaging delivery of online courses to a greater number of students, and will achieve “online readiness” of courseware with a focus on innovative student experiences and improved teaching and learning outcomes. This will be supported by investments in information technology infrastructure and service delivery.

Throughout 2013, progress was made in this area but courseware redevelopment by its nature is ongoing, leading to a continued focus on improvement and maintenance of excellence in this area in coming years.

2013 Highlights:

- Standards for the evaluation of online and blended learning courses were developed and applied, with a new Quality Audit process being developed and implemented in line with the Quality Matters Framework. .
- Identification and ongoing development of over 200 pedagogic enhancements that can be applied across UNE units to improve the student experience.
- Prioritisation of courseware development responding to needs identified by Schools drawn from course profile prioritisation and TEQSA requirements.
- Development of a courseware quality assurance framework, reporting mechanism and process to ensure a sustainable model for new courseware development is ensured.
- Development and testing of a new Moodle template initiated and progressing for launch in 2014.
- The UNE Business Intelligence briefing on reporting requirements, including system redesign and build has been completed. A new dashboard is now in use.

UNE's FutureCampus

UNE's pioneering distance education spirit dates back to the 1950s when our first Vice-Chancellor, Robert Madgwick, took education beyond the campus. While advances in technology have dramatically changed our method of delivery, UNE remains committed to providing an exceptional student experience no matter where the student is located.

In April 2013, UNE raised the bar on the quality of distance education with the opening of its first *FutureCampus* in Parramatta. The opening drew significant media interest in greater Western Sydney, and included an academic procession through the

Parramatta CBD and a graduation presentation ceremony for Greater Western Sydney graduands.

A shop front presence provides our distance and online education students with access to state-of-the-art learning technologies and opportunities to collaborate with their peers and teachers all over the world, including, of course, in Armidale.

The *FutureCampus* enhances students' learning experience by offering them access to lectures in real time, while also providing a space to work with peers and communicate with staff electronically and face-to-face.

The Parramatta *FutureCampus* is one of the ways we are delivering on UNE's Strategic Plan to lead the nation in the innovative use of educational technology. It is prototype for further *FutureCampuses* – work is already progressing on our first regional *FutureCampus* in Tamworth – and it brings a UNE education closer to students across Australia and around the world.



UNE's *FutureCampus* – enhancing student experience

Organic Motion System

UNE's School of Science and Technology acquired an Organic Motion System in 2013 which allows human movement to be tracked in its most natural state. The system is one of only three in Australia and uses a new form of 'markerless' motion capture technology. This sophisticated new technology allows a person's movements to be carefully observed and analysed through digitally recreating movements on a high-powered computer.

Unlike previous technology, the person being studied does not have to wear a suit with markers attached to their body for their motion to be captured. The Organic Motion Machine places the subject in a specially constructed space, while multiple cameras record every body movement in real time, producing an animated version of the person which is saved for further analysis.

The Organic Motion Machine will be useful across a whole range of disciplines at UNE, including Exercise and Sport Science, Sports Performance Evaluation, Health Sciences, Medicine and even Psychology.



UNE's School of Science and Technology's sophisticated new motion capture technology.

Performance Against Strategic Priorities

Strategic Priority No. 3: To Achieve International Distinction in All Our Specialist Fields of Research

The UNE has a proud history of undertaking high quality research and producing valuable research outcomes that are embedded in the communities it serves. The University aims to nurture and support highly performing research specialists, to promote emergent areas of research that are consistent with our mission and which have the potential to achieve international standing. UNE is committed to upgrading research facilities and increasing the number of Higher Degree Research (HDR) students, particularly from Aboriginal and Torres Strait Islander communities, and from international populations. UNE aims to establish tailored pastoral care, mentoring, academic support and professional development programs to enhance our research capacity and output.

GROW HIGHER DEGREE RESEARCH STUDENT LOAD

UNE identifies and delivers valuable innovations to society and industry with a particular emphasis on inter-disciplinary research for tackling complex problems in rural and regional Australia. This research normally involves extensive engagement in large-scale collaborations within UNE, nationally and internationally.

Building on these strengths, in 2013 the University implemented a number of initiatives to build its research culture and capability, enhance research infrastructure, grow the number of international HDR students, and to strengthen the availability and use of research data for decision making.

Within this new environment, the University aims to increase its research publications by 15% by 2015 (above 2011 figures) and to increase total research income by 30% over the same period.

Higher Degree by Research Students

In 2013, Research Services actively promoted new UNE HDR Participation Scholarships, aimed at research students from low SES backgrounds. Completion Scholarships were made available to students who had exceeded the normal three year period of PhD candidature, exhausted their three year funded stipends, such as Australian Postgraduate Awards (APA), and provided a plan for completion over the following four months. Additional strategic stipends will continue to be offered to international HDR students to further grow HDR load and to offset the decline in domestic HDR load. Research Services will conduct detailed analyses of the causes of HDR attrition and develop a strategy to reduce attrition.

All available scholarships and stipends were allocated in 2013, including hardship support scholarships for Iranian students, equivalent to three APA stipends. These allocations have assisted in the growth of HDR load in 2013, particularly international students, and has allowed UNE to remain competitive in a challenging market for HDR load. Allocations at a similar rate are budgeted for 2014. This has had a significant impact on achieving growth in UNE's HDR load.

With the goal of an increase of 10 EFTSL on 2012 numbers, UNE achieved a final HDR load in 2013 of 453.1 EFTSL. This represents an increase of 9.2 EFTSL above the 2012 load figure of 443.8 EFTSL.

In order to analyse and develop an action plan to address HDR attrition rates by the end of 2013, desktop audits of sector benchmarks were completed and further data collection is underway. Analysis of this information is to be completed by January 2014, an action plan compiled during February 2014 and implemented in March 2014.

In further support of the goal to increase HDR load, Research Services allocated the 35 APAs (domestic HDR) scholarships; 12 International Stipend and Fee Scholarships; 25 Deputy Vice-Chancellor Fee Scholarships (International students) 42 Completion Scholarships; and 3 Participation scholarships in 2013.

HDR Supervisor Training

In 2013 Research Services developed and implemented a supervisor training program to increase the number of qualified principal HDR supervisors and to refresh the skills of experienced supervisors.

Supervision of HDR students is a cornerstone of the academic profession and is a complex and intensive form of teaching. A productive and successful supervisor/student relationship will assure the quality of the research and the student experience, facilitate timely completion and assist graduates to prepare for their careers.

Through increasing the number of qualified supervisors and thereby the breadth of research interests represented, the University is increasing its capacity to grow the number of HDR enrolments.

Supervisor training in 2013 was completed, adding 30 new Principal Supervisors to the Register of Supervisors, which has provided an increase in UNE's capacity to provide high-quality supervision to our HDR students. The training was implemented by a series of three workshops held over the course of the year. This provided a model for training in future years.

IMPROVE RESEARCH PRODUCTIVITY AND OUTCOMES

Research Mentoring and Grant Development Programs

In 2012, Research Services introduced campus-wide research mentoring and grant development programs to assist research staff to obtain external grant funding. This program of support has continued in 2013, with the introduction of additional grant mentoring programs, including specific acceleration programs for early career researchers. Through assisting research staff to improve the quality and efficacy of grant applications, UNE aims at improving success rates of research funding from external sources.

At the same time, UNE is investing in increasing the number of Postdoctoral Fellowships, to support improved mentoring and research capacity in strategic areas, to align with UNE's research priorities. A UNE Postdoctoral Fellowship round was conducted over the second half of 2013. Outcomes were announced in February 2014. Successful projects included research topics from the Animal Production discipline on 'Automated measures for animal wellbeing in sheep', to the Linguistics discipline with the topic 'Pitcairn Island toponymy and the Pitkern language'.

Excellence in Research for Australia (ERA) 2015 Strategy

ERA outcomes are used by Government to determine the allocation of a portion of Government Research Block Grants funding. The quantum and proportion of government funding that is determined on the basis of research performance is certain to increase with time.

Accordingly, rather than aspiring to perform strongly across a large number of research areas, the University chose to strategically concentrate its research effort and resources into those areas of research that have a history of achieving strong research outcomes, as well as in those areas that align with UNE's mission and have the potential to achieve high international standing.

UNE also focuses on areas of research that support economic and social development including the aim to be Australia's university of choice for research into regional issues of global significance.

As part of the review of research priorities, in 2013, Research Services undertook an in-depth analysis of the 2012 ERA results in order to develop a strategy aimed at consolidating and improving the results in the 2015 ERA round. Outcomes from the ERA 2012 data analysis were communicated at several strategic meetings in 2013, including Heads of Schools, and senior academic staff. A ERA 2015 strategy was presented at Academic Board Research Committee (ABRC) and a communication plan around this strategy has been developed. The Academic Board Research Committee continues to monitor ERA data analytics aiming to progressively achieve a growing proportion of high quality publication outputs across the University.

2013 Highlights

- Throughout 2013 a comprehensive ERA 2015 strategy was developed. Key stakeholders were advised on publication metric benchmarks to achieve ERA 3, 4 and 5 ratings across discipline areas.
- 'Research Active Staff' criteria and guidelines have been in development by the ABRC over 2013, and were informed by feedback from the Schools. A document outlining the criteria and guidelines will be put to Academic Board for approval in early 2014.

Rural Science Research Grant

UNE's School of Environmental and Rural Science (ERS) was awarded a \$1.3 million grant from the world-renowned philanthropic organisation, the Bill and Melinda Gates Foundation.

The ERS research group is headed by Professor John Gibson who coordinates the International Development Activities at the School. UNE will work in close collaboration with teams led by experts in East Africa.

The grant extends a current project also funded by the Foundation, which is exploring successful breeding strategies for dairy cattle in Kenya and Uganda. Small-scale farmers in East Africa must contend with highly variable and unforgiving environmental conditions, plus devastating livestock diseases which are rarely, if ever, seen in Australia. Despite these challenges, the addition of one or two milking cows to the herd can increase farm profitability and

help alleviate poverty. The new project is expanding the scope of work into neighbouring Ethiopia and Tanzania.

The ultimate goal of these projects is to not only understand the best breeding strategies for each district in the region, but to develop a system that enables farmers access to the right genetic material to implement the best strategy for success.



Dr Darryl Savage examining animal feed on the farm of Mrs Mary Manyara (rear) with Mr Michael Mwangi (Dairy Co Op Manager) at Ol Kalau, Kenya.

Performance Against Strategic Priorities

Strategic Priority No. 4: To Maximise Access to a Quality Higher Education

UNE strives to maximise the opportunity for our diverse communities and under-represented groups to succeed in higher education, and to provide effective scaffolding and support services to meet the needs of our diverse student population.

UNE is establishing new partnerships with other education providers to build pathways to higher education for the communities it serves, and is innovative in the recruitment and retention of regional, remote and Aboriginal and Torres Strait Islander (ATSI) students and staff, particularly within the New England Region.

UNE believes in the use of technology to remove the barrier of distance or accessibility to learning, and is an active participant in the global movement towards open courseware.

SUPPORT INDIGENOUS STUDENTS

UNE Regional Aboriginal Education Strategy

Indigenous student numbers at UNE have been growing steadily over the past decade, with the number of Indigenous students at UNE as a percentage of total student body consistently exceeding the national average. Retention and completion remain the focus for ongoing improvement activity. Attracting and retaining Indigenous staff is also a major priority.

UNE's 2013 approach is embodied in the draft UNE Regional Aboriginal Higher Education Strategy (RAHES) developed in conjunction with the Northern Regional Land Council.

The strategy focuses on meeting two discrete but equally important strategic aims of the University, to:

- innovate in the recruitment, retention and completion of regional and remote Indigenous students, particularly within the New England region; and
- support collaboration between education providers to ensure a coordinated approach to engaging with Indigenous communities to assist in building educational aspiration, relevant pathways to higher education and rates of retention and completion of higher education by Indigenous students.

The successful development of the Strategy was due to the involvement of a broad range of stakeholders within the

University and the community. The resultant Strategy is high level and will require considerable attention to enable successful translation into operation. The Oorala Aboriginal Centre is working with LIH to explore ways in which the Strategy can be embedded in courseware and the teaching and learning activities of Schools more broadly.

A key milestone was achieved when the UNE RAHES was approved by Senior Executive, Vice Chancellor's Committee and Academic Board in mid-2013. This enabled the Oorala Aboriginal Centre to pick up a number of the strategies and incorporate them into the operational plan for the Centre in conjunction with Schools. Those strategies which require broader stakeholder involvement are in a continued process of definition and development.

HDR Indigenous Student Development

UNE is committed to improving access and participation of Aboriginal students in HDR programs. By assisting Indigenous students to complete their HDR studies, with improved access to teaching experience, UNE hopes to support their ability to obtain an academic position upon completion. At the same time, a larger number of Indigenous graduates with HDR qualifications can serve as an inspiration and exemplars for the community, contributing to greater opportunities for regional communities through their experience.

In 2013 UNE allocated a number of Apted Scholarships aimed at attracting Aboriginal students. Funding was allocated to the Schools of Law and Education to enable employment of two HDR students into Academic Level A positions for three years. Throughout 2014 further initiatives in the Schools will focus on attracting early career Indigenous academics.

In further support of initiatives in this area, 2013 saw the award of HDR scholarships to two Indigenous students and the award of three Aboriginal and Torres Strait Islander Research Fellowships to current Indigenous academic staff at UNE for the following activities:

- for final stages of completion of PhD and research funding to develop early career research profile;
- for completion of a Masters of Education (Honours);
- The award of a three year research fellowship to undertake a PhD.

BUILD ALTERNATIVE ENTRY PATHWAYS

UNE - University of Sydney Alternative Entry Pathway Program

The University of New England recognises that Indigenous students who wish to obtain a tertiary qualification may face additional obstacles both in their secondary schooling and throughout their University studies.

UNE, through the Oorala Aboriginal Centre, offers two alternative entry programs for Aboriginal and Torres Strait Islander students who wish to apply for admission to UNE undergraduate courses, including an interview and assessment-based Internal Selection Program (ISP) which focuses on each participant's study skills and career goals.

Oorala Centre also offers the Tertiary Preparation Program (TRACKS), which is a twelve month enabling course to help prepare Indigenous students for university study.

The alternative entry pathway program partnership with the University of Sydney was launched in 2012 and continued in 2013. The program seeks to increase UNE's marketing footprint in target high schools and increase enrolment of low socio-economic students (SES) at UNE. Students study full time on the Armidale campus in their first year and may transition either to Year 2 at UNE or Year 2 of an agreed program of study at the University of Sydney. It is envisaged that the program may lead to enhanced research and teaching collaborations with the University of Sydney.

Partnership with TAFE New South Wales

The University of New England is expanding access to new University qualifications through its ongoing and growing partnership with TAFE New England (TNE). Together, UNE and TNE are leading the sector in developing articulated and nested 'dual-sector' qualifications, allowing students to progress through the vocational education and training sector (VET) sector into higher degree qualifications.

In 2013, UNE and TNE developed a number of dual-sector degree offerings in Health and Agrifood Systems, with enrolments open for commencement in 2014. These courses were developed with significant input from industry and will make tertiary studies available to a significant number of students already working in the Health, Community Services and Agriculture sectors, but seeking to improve their qualifications, as well as providing new practical pathways for school leavers who wish to work and study concurrently.

2013 Highlights:

- Business processes were mapped for both the Health and Agriculture courses. As the courses are significantly different in their design, mapping of processes has been complex and involved significant commitment from TNE and UNE staff. This exercise coincided with the completion of the associated workforce plan in 2013. Educational development of resources for T1 2014 is underway by both UNE and TNE. As a result of the volume and diversity of work required, assistance has been contracted through UNE Partnerships as well as being carried out by UNE and TNE staff.
- UNE and TNE staff have completed the specifications based on the spectrum of Australian Qualifications Framework (AQF) requirements as they relate to VET and university qualifications.

Dual Sector Innovation Awards

In November 2013, UNE and TAFE New England's collaborative 'Integrated Degrees' project was named as a finalist in the Northern Inland Innovation Awards. The Awards aim to recognise and encourage individuals and organisations based in the Northern Inland region who are responsible for developing some of the nation's leading innovations across a broad range of sectors.

The integrated degrees are offered in the overarching disciplines of Agrifood Systems, Health and Community Services, and have been developed with input from industry experts to provide students with the skills and knowledge to enhance their careers, or to start from scratch in the industry.

The integrated degrees offer flexible entry and exit points, which means greater, more equitable accessibility for students from all walks of life. Students studying an integrated degree are able to gain recognition and credit for existing qualifications, skills and industry experience, which means they will be able to fast-track their studies accordingly.

The degrees are unique in Australia because they seamlessly integrate vocational training within Bachelor degrees. Students gain industry-ready practical skills as they study, and because Certificate and Diploma qualifications awarded by TAFE are embedded in their degree, students are job-ready and in demand even before they graduate.



(l-r) Hayley Armatage: Bachelor of Agrifood Systems, Livestock Production major; Deputy Vice-Chancellor Annabelle Duncan; Mally McCormack: Bachelor of Health Practice, Diversional Therapy major; Alison Wood, Acting Director of TAFE New England

Performance on Strategic Objectives

Strategic Priority No. 5:

To be a Well-Managed Organisation that Meets the Expectations of Students and Staff

The University of New England promotes an organisational culture that enables the institution to respond effectively to changes in the external environment. It strives for streamlined academic and administrative processes that recognise our ever-changing environment and that use technology solutions to increase efficiency. The University promotes a culture of delivering a high quality and consistent experience for all students and staff across every aspect of the University, and is establishing a framework to guide the recruitment of new staff and retain the experience and skills of existing staff to support the strategic goals of the University. UNE manages its engagement with new and existing partners with the aim of consolidating teaching and learning, research and professional links with strategic partners, industry and the professions.

IMPROVE ORGANISATIONAL SERVICES

Centralised Student Grievance Unit

The development of a centralised student grievance unit began in mid-2013. Drawing on extensive institutional expertise in the area, the Student Grievance Unit will be operational in January 2014.

This Unit will streamline and strengthen systems for handling student grievances and further embed a consistent and reliable complaints handling culture at UNE. The Student Grievance Unit is being developed to manage all student-related grievances. It is envisaged that the Unit will contribute to a positive student experience by adopting effective complaints handling as a business recovery tool, eliminate duplication of complaints handling, establish efficient and transparent processes, thereby relieving the workload burden on staff and reduce associated risks to the University. The requirement for effective management of student complaints is included in the TEQSA Threshold Standards and the collection of baseline data on the number of student grievances and associated turnaround times will commence in 2014.

Research Services: Implementation of Process Improvements

In 2012, Research Services began to implement process improvements to enhance efficiency and productivity within the Directorate, to achieve a high level of service excellence to researchers. Work on benchmarking and reviewing Directorate processes and procedures continued in 2013. In addition, improvements will continue to be made to the accessibility of research performance data (e.g. research publication data) so that it can be easily accessed and used effectively by all stakeholders.

Business process improvements in relation to research management progressed to final stages during 2013; management procedures are current and compliant. Research performance data tools in relation to research publications, research grants, and HDR enrolments have been made available.

HDR candidature progress reporting was implemented via a Student Relationship Management (SRM) solution with two HDR progress report rounds being conducted during 2013. The publications reporting Business Intelligence (BI) tool has been operational from early 2013 and has proved a valuable source of information and data to end users.

Additionally, the HDR reporting BI tool was implemented early, by mid-2013 well ahead of the scheduled implementation timeframe of 2014. Research grant reporting was implemented by November 2013 via an RMENet tool using the ResearchMaster database. All research management procedures were reviewed and are current and compliant with legislation and regulatory frameworks.

Information Technology (IT) Upgrades

High quality information technology services underpin the UNE strategic plan. To provide the University with a stable and effective IT operating environment, a number of upgrades are planned to the IT architecture as well as a range of system replacements to position UNE with the requisite flexibility, agility and innovation to lead the sector.

In 2013, the IT Directorate improve IT services to their most reliable state ever - achieving 99.98% availability. It also achieved number one position in the annual benchmarking survey of Australian and New Zealand universities for IT Service to students. This is the third year in a row that UNE ITD has achieved this excellent result and is testament to the quality of the IT services provided to those studying with UNE.

As part of the refurbishment of student computing areas and laboratories, the first tranche of six upgrades to lecture theatres was completed in November 2013. McClymont (1, 2 and 3), Paul Lewis, Arts A2 and Education 224 were upgraded to the latest IT and AV standards to provide high quality learning experiences for on-campus and online students with integration in to the latest high definition video conferencing and lecture capture services. The ground floor refurbishment of the ITD building is nearing completion providing several new learning spaces including an 18 seat telepresence suite and mirroring the technological capability at the Parramatta *FutureCampus*.

ITD is re-engineering the IT security architecture to provide UNE with a flexible environment that best supports the business process now and into the future as our technology mix changes to take advantage of cloud services and protect against threats. To protect network services a high availability next generation firewall has been implemented from Palo Alto and a remediation framework to resolve legacy security challenges. Work is underway to replace the UNE identity management system. This is a significant project for UNE and will provide improved compliance and governance of UNE IT services.

2013 was the largest year of procurement of IT systems in UNE history. In total \$18 million was invested into the UNE technology infrastructure. Procurement was completed for a new 40Gbps core network, Palo Alto firewalls, Microsoft Lync Voice over Internet Protocol (VoIP) phone system and Zeacom call centre platform, a new 802.11ac 1Gbps wireless network and high definition video conferencing and lecture capture infrastructure. Also completed is the network link from Narrabri to UNE in Armidale putting 330km of fibre optic network cable into the ground providing unlimited network capacity for the next 40 years to ensure UNE's research and academic aspirations are achieved.

MANAGE ORGANISATIONAL RESOURCES

UNE Workforce Planning

Effective workforce planning helps to minimise the impact and disruption of workplace change on students and staff within the organisation. To support UNE's continuing success in the higher education sector, effective workforce planning is essential: helping to ensure the University is properly and efficiently resourced to respond to this rapidly changing environment.

The Workforce Development Strategy improved the approach taken by UNE in reporting of workforce data and structure relating to the detailed analysis of workforce requirements by School and Directorate. In addition, a staffing data warehouse has been developed to provide Schools and Directorates with access to relevant aggregated workforce data. This resource provides the opportunity for organisational areas to customise reporting to meet their individual requirements. The data warehouse is due to be rolled out across UNE in early 2014. Further work has also been undertaken to improve School and Directorate access to both leave liability reports and professional development reports through improved data access via the Web Kiosk (a self-service Human Resource Information System).

A Workforce Planning Framework was also developed and used to support particular Schools and Directorates with their workforce planning. Further rollout of the process will occur in 2014.

Excess Employee Annual Leave Balances

To more effectively reduce excess leave balances, a number of initiatives commenced in 2013 to reduce the financial liability and improve the welfare of our employees. While there was a net reduction in accrued hours during 2013, some challenges remain

Integrated Institutional Planning

In 2013, the University established an integrated planning framework that articulates the range of inter-related strategic management activities that will be undertaken by the University to achieve its strategic objectives.

Due to the work undertaken in designing and prototyping an integrated planning approach, UNE now has a well-designed planning architecture in place.

The UNE planning framework integrates relevant policy, procedures and guidelines as well as a detailed planning calendar that identifies the various strategic management activities and their intersection. This process represents a major step forward in enhancing the University's approach to strategic planning.

Highlights for 2013 include:

- A mid-term refresh of the UNE Strategic Plan was completed during the first half of 2013 and informed the development of the 2014-16 Budget and Business Plan.
- A new mission-based compact was agreed with the Federal Government.
- A new integrated approach to strategic planning was prototyped in 2013 that integrated business planning and budget for 2014-16. The success of this prototype led to the establishment of a Strategy and Budget Committee to oversee the integrated planning approach in future years.

Business Continuity Framework

UNE is committed to ensuring that a comprehensive and accessible model of business continuity becomes firmly embedded within UNE's business practices. Comprehensive business continuity planning will significantly reduce any disruption to students and staff as a result of a critical incident at the institutional level or unit level.

Compliance

The University is committed to good corporate governance practices and demonstrates its commitment to compliance by:

- Support and endorsement from the UNE Council and Audit and Risk Committee for the University's compliance program;
- b) Active engagement of the Senior Executive in the identification and management of compliance issues and risks;
- Allocation of appropriate resources throughout the University to manage compliance obligations.

In 2013 UNE reviewed the current framework and undertook a thorough review of its compliance requirements. UNE aims to reinforce and promote an ethical and positive compliance culture across the University, that outlines expected standards.

Policy and Risk Management

During 2013, the University approved the purchase of a new database system for the management of policy and policy related material. The system streamlined the journey of policy material from inception to approval, and will greatly improve the functionality and efficiency of policy review and development at UNE. The system was demonstrated to the UNE community and key stakeholder audiences to introduce them to the product, ensuring it would meet the needs and IT requirements of UNE. The new system will display policy and policy related material in an easy to use web format, as well as printable pdf.

The Legal and Governance Office worked collaboratively with the UNE community to review and develop a large number of policy and procedural documents during 2013, ensuring consistency of policy articulation as well as quality. The current staffing cohort have also absorbed GIPA and Privacy issues, with the University's Senior Governance Officer now endorsed as UNE's Privacy Officer with the NSW Privacy Commission and the Senior Policy Advisor now assisting with GIPA matters as required.

Internal Audit activity is based around the approved risk based Annual Audit Plan, with progress against the plan reported to each Audit & Risk Committee meeting. Amendments to the Plan are approved by the Audit and Risk Committee who have oversight of Internal Audit function. During 2013 the Audit and Risk Directorate completed the following tasks:

- As at 31 December 2013 twenty four audits and special reviews were either completed or were in progress.
- Nine audit protocols and six audit procedures, based on the Institute of Internal Auditors Professional standards, was developed and approved to document the audit methodology.
- Data mining software was purchased and is in the process of being implemented, which is expected by July 2014.
- An annual opinion on stewardship, with respect to the UNE internal control environment, was developed and reported to the Audit and Risk Committee. The internal control environment is assessed against the COBIT 4.1 maturity model as recommended by the Institute of Internal Auditors.
- Training was either organised or provided by Audit and Risk Directorate with respect to procurement fraud, fraud prevention and public interest disclosures.
- Advice was provided to staff across a diverse range of topics.

The maintenance of the Risk Management policy, framework and procedure is the responsibility of the Audit and Risk Directorate, who are also required to report on the status of risk management to the Audit & Risk Committee, who has oversight of Risk Management within UNE. However identification and treatment of risks remains the responsibility of the various Schools and business areas with assistance from Audit & Risk Directorate. During 2013, Audit and Risk Directorate completed the following tasks:

- Approval by Council of the Risk Management Framework and procedures.
- A review of the Strategic Risk Register
- Development and implementation of a risk management action plan
- Reports to each Audit & Risk Committee on the progress of the risk management action plan.
- The identification and purchase of a risk management tool to support risk management processes within UNE.
- The commencement of the configuration of the risk management tool to meet UNE needs. This is expected to be completed by July 2014.
- The inclusion of the consideration of risk within the annual business planning cycle.
- Advice to business areas on risk identification.
- The development of an annual risk assurance report to the Audit and Risk Committee on the assessment of the risk maturity level of UNE.

TEQSA Quality Assessment

UNE submitted the survey response to TEQSA for Third Party Arrangements in May 2013. TEQSA acknowledged receipt of all responses in their July 2013 communique – advising all respondents that they are analysing the information for the purpose of developing case studies. This second phase is to be voluntary; however no further information has been requested or provided.

The second 2013 Quality Assessment on English Language Proficiency has been postponed until the second half of 2014 with TEQSA advising that only one Quality Assessment will be requested per annum.

The table below shows the increase in the number of courses compliant with the AQF from a 2012 base as well as courses that have become compliant with the AQF in 2013. In summary – 217 Courses in 2013 with an overall 61% compliance. In 2012, there were 224 courses of which 43% were compliant.

Course Type	AQF Compliant Progress as at December 2013	2012 AQF Compliance Status
Diplomas (7)	60% compliant (5 out of 7)	60% compliant (5 out of 7)
Advanced Diplomas and Associate Degrees (6)	67% compliant (4 out of 6)	67% compliant (4 out of 6)
Bachelors (77)	80% compliant (63 out of 77)	72% compliant (53 out of 73)
Bachelor Honours (22)	68% compliant (15 out of 22)	69% compliant (16 out of 23)
Graduate Certificates (24)	70% compliant (17 out of 24)	3% compliant (1 out of 30)
Graduate Diplomas (21)	48% compliant (10 out of 21)	5% compliant (1 out of 23)
Masters by Coursework (47)	21% compliant (10 out of 47)	10% compliant (5 out of 48)
Masters by Research (7)	86% compliant (6 out of 7)	87.5% compliant (7 out of 8)
Doctors (6)	67% compliant (4 out of 6)	67% compliant (4 out of 6)

ENGAGE WITH OUR STAKEHOLDERS

The University of New England is committed to a culture of excellence and open, transparent engagement with its stakeholders. During 2013 the University improved its capacity to support external relations and undertook a number of steps to strengthen its communication and engagement with stakeholders.

Internal and External Communications

Community Engagement

A number of events held throughout the year enhanced the University's relationships with key community stakeholders. These included several events undertaken in partnership with the Armidale Chamber of Commerce, the University's 75th anniversary celebration events, the launch of the refreshed UNE Strategic Plan 2011-2015, and the awarding of the Keys to the City to the University by Armidale Dumaresq Council.

As a result, by the end of 2013, the University had established a new unit - Policy, Planning and External Relations - with a full staffing complement that brings together the functions of strategic media, government relations, events, protocol and community relations. In doing so, the University will provide a more integrated approach to stakeholder and community engagement and communications.

2013 highlights:

- The "Spotlight" series was initiated in 2013 to provide a forum for senior management to engage with staff from across the university. Seven "Spotlight" sessions were held during 2013.
- Complementing this initiative, the "UNE Pulse" was published as a weekly email communication to staff. The "UNE Pulse" provides a further avenue for senior management to broadcast important news and information across the campus and to communicate with staff about current topics that are relevant to the University and the higher education sector more generally.
- UNE commenced a regular column in the local Armidale Independent and the Armidale Express to support communication and engagement with the local Armidale community.

UNE 75th Anniversary

In 2013, UNE celebrated 75 years since the inception of the New England University College as an outpost of Sydney University, and the forerunner of UNE, with a gala dinner dance to coincide with graduation ceremonies for alumni and to allow all of the Armidale community to share in the celebrations. The highly acclaimed Glen Miller and Andrews Sisters Tribute Band set the scene while Armidale local Emma Hadfield, as one of the all-singing, all-dancing Andrews Sisters, led guests back in time to the first days of tertiary education in Armidale.



The highly acclaimed Glen Miller and Andrew Sisters Tribute Band entertain guests for the 75th Celebrations at the gala dinner dance.

UNE Budget

Comparison to Budget Parent Entity University of New England	2013 Budget \$M	2013 Actual \$M	2014 Budget \$M
Teaching Income	183.7	187.1	195.9
Research & Grant Income	46.2	53.5	51.5
Other Income	35.3	37.3	38.3
Total Income	265.2	277.9	285.7
Employee Related Expenses	155.7	153.6	165.0
Non Payroll Expenses	82.6	90.4	89.9
Underlying Result	26.9	33.9	30.8
Interest Income	3.0	4.5	3.3
Interest Expense	0.0	0.0	1.0
Depreciation & Amortisation	19.5	18.2	19.7
Operating Profit	10.3	20.2	13.4
One Off Grant Income	12.5	10.4	11.6
One Off Grant Expenditure	11.5	17.6	6.0
Operating Result attributable to members of the University of New England	11.3	12.9	19.0

Students in 2013*

Course type	Armidale Campus		Other	Totals
	External	Internal	Centres	
Higher Degree Research	325	406	-	731
Postgraduate Coursework	5,326	353	31	5,710
Undergraduate	10,223	3,745	-	13,968
Non-award and other	935	21	-	956
Total	16,809	4,525	31	21,365
Funding source				
Research Training Scheme	302	200	-	502
Commonwealth supported	14,224	3,494	-	17,718
Domestic fee	1,988	12	-	2,000
International fee	208	819	31	1,058
Other	87	87		
Total	16,809	4,525	31	21,365
Attendance				
Full-time	4,730	3,811	14	8,555
Part-time	12,079	714	17	12,810
Total	16,809	4,525	31	21,365
Students who commenced an award course	6,493	1,601	1	8,095
Gender				
Female	11,430	2,574	16	14,020
Male	5,379	1,951	15	7,345
Total	16,809	4,525	31	21,365
Residency status				
Domestic resident	16,601	3,706	-	20,307
International student	208	819	31	1,058
Total	16,809	4,525	31	21,365
Source of students (home address at enrolment)				
New England and NW NSW	1,401	1,367	-	2,768
NSW North coast	1,603	814	-	2,417
Sydney	3,698	284	-	3,982
Remainder of NSW	4,436	820	-	
Southern Queensland	1,021	144	-	1,165
Brisbane	751	53	-	804
Remainder of Queensland	420	39	-	459
Other States & Territories	2,983	164	-	3,147
Overseas (Domestic)	288	21	-	309
Overseas (International)	208	819	31	1,058
Total	16,809	4,525	31	21,365
Age profile				
Under 21	532	1,385	-	1,917
21-24	2,097	1,915	8	4,020
25 and over	14,180	1,225	23	15,428
Total	16,809	4,525	31	21,365
Total students at 31 December, 2013	16,809	4,525	31	21,365
Total students at 31 December, 2012	15,706	4,491	186	20,383

* reporting year 1 January 2013 to 31 December 2013

Load by School & Discipline at 31 December, 2013

	Undergraduate	Coursework postgraduate	Higher Degree research	Total
FACULTY OF ARTS & SCIENCES				
ARTS				
School	27.1	3.5	0.4	31.1
Chinese	29.6	5.9	0.3	35.8
English Communication & Media	351.9	33.6	9.1	394.6
French	64.4	5.6	-	70.0
German	29.4	0.9	0.5	30.7
Indonesian	21.8	1.4	1.4	24.6
Italian	31.3	1.9	-	33.1
Japanese	48.8	3.6	0.8	53.1
Music	91.6	2.4	5.5	99.5
Spanish	31.1	0.4	-	31.5
Theatre Studies	46.4	2.4	2.3	51.1
School total	773.3	61.5	20.3	855.0
BEHAVIOURAL COGNITIVE & SOCIAL SCIENCES				
School	3.0	1.1	1.2	5.3
Geography & Planning	204.1	38.8	16.6	259.4
Linguistics	73.3	63.0	6.0	142.3
Psychology	497.3	204.8	16.7	718.7
Sociology & Criminology	366.2	3.0	6.3	375.6
School total	1,143.8	310.6	46.9	1,501.3
ENVIRONMENTAL & RURAL SCIENCE				
Agronomy & Soil Science	80.7	33.2	19.0	132.9
Animal Science	96.1	21.8	41.8	159.7
Botany	88.2	8.1	6	105.9
Earth Sciences	65.5	2.4	1.9	69.8
Ecosystems Management	97.0	36.7	25.5	159.2
Environmental Engineering	61.6	7.1	0.9	69.6
Genetics	21.5	1.4	5.9	28.8
School	2.9	0.6	0.3	3.8
Zoology	104.4	6.7	11.2	122.3
School total	618.0	18.0	116.1	852.0
HUMANITIES				
Archaeology & Palaeoanthropology	86.5	7.5	5.8	99.8
Classics & Ancient History	133.0	30.1	8.4	171.5
History	216.6	50.8	9.5	276.8
Humanities	18.8	12.5	0.1	-
Indigenous Studies	28.9	3.0	0.3	32.2
Peace Studies	38.9	5.4	11.9	56.2
Philosophy	84.0	5.0	3.3	92.3
Political & International Studies	122.0	10.8	5.6	138.3
Religion	40.8	2.4	0.3	43.4
School total	769.4	27.4	5.2	941.9
SCIENCE & TECHNOLOGY				
Chemistry	203.3	6.7	4.7	214.7
Computer Science	110.8	41.6	12.0	164.5
Human Biology & Physiology	280.4	21.7	17.1	319.2
Mathematics	197.3	16.2	0.8	214.3
Molecular & Cellular Biology	118.3	4.7	2.7	125.7
Physics & Electronics	62.8	6.1	3.8	72.7
School	0.4		1.0	1.4
Statistics	72.6	1.4	0.6	74.6
School total	1,046.0	98.5	42.6	1,187.0
Faculty total	4,350.4	715.9	271.0	5,337.3

	Undergraduate	Coursework postgraduate	Higher Degree research	Total
FACULTY OF THE PROFESSIONS				
EDUCATION				
Contextual Studies	159.4	151.6	15.5	326.5
Early Childhood	252.9	0.5	10.9	264.3
Humanities Education	392.3	308.0	22.1	722.3
Learning & Teaching	297.4	247.6	8.8	553.8
School Experience Practicum	22.4	1.1	-	23.5
Science Education	371.4	195.3	10.4	577.1
School	0.1	-	0.5	0.7
School total	1,495.8	904.1	68.2	2,468.1
HEALTH				
Complementary & Allied Health	2.5	14.6	2.2	19.3
Counselling	37.6	58.0	6.3	101.9
Health Management & Gerontology	87.8	23.6	7.6	119.0
Nursing	307.1	74.0	11.2	392.3
Social Work	96.6	24.9	1.0	122.5
School total	531.6	195.1	28.2	755.0
LAW				
Law	948.6	126.6	17.1	1,092.4
RURAL MEDICINE				
Medicine	319.6	55.8	4.8	380.1
UNE BUSINESS SCHOOL				
Accounting & Finance	296.1	134.5	15.7	446.3
Economics	336.7	64.8	25.3	426.9
Management	231.9	138.5	15.5	385.9
School	1.1	0.1 7.3 8.5		
School total	865.8	337.9	63.8 1	1,267.6
Faculty total	4,161.5 1	619.6 182.1 5	963.2	
LOAD OUTSIDE FACULTIES				
Oorala Aboriginal Centre	27.0	-	-	27.0
Teaching & Learning Centre	145.6	0.1	-	145.8
Total	172.6	0.1	0.0	172.8
LOAD BY FUNDING SOURCE				
Research Training Scheme	-	-	277.8	277.8
Commonwealth funded 8	8,304.6	1,415.6	-	-
Domestic fee	14.9	700.5	-	715.4
International fee	347.0	219.5	175.3	741.8
Non-award and other	18.0	-	-	18.0
	8,684.5	2,335.6	453.1	11,473.2
TOTAL LOAD AT 31 DECEMBER 2013	8,684.5 2	2,335.6	453.1	11,473.2
Total load at 31 December 2012	8,375.8	2,360.1	443.6	11,179.5

Staff at 31 March 2013

	Female	Male	Total
STAFF IN FACULTIES AND CENTRES			
Professor (E)	13	40	53
Associate Professor (D)	24	47	71
Senior Lecturer (C)	60	63	123
Lecturer (B)	111	109	220
Tutor (A)	26	24	50
Total academics in faculties & centres	234	283	517
Senior administrative/technical	33	27	60
Administrative/technical	89	32	121
Total Administrative/Technical	122	59	181
Faculty & Centre Total	356	342	698
STAFF IN MANAGEMENT, ADMINISTRATION AND SUPPORT UNITS			
Senior executive and deans	4	5	9
Managers and Senior staff	15	26	41
Academic	15	10	25
Senior administrative & technical	78	81	159
Administrative & technical	222	108	330
Controlled entities	24	22	46
Total	358	252	610
UNE Total at 31 March 2013	714	594	1,308
UNE Total at 31 March 2012	688	574	1,262

Executive performance summary

Position	Name	Remuneration, at risk payment based on 2012 performance	At risk incentive payment for 2012*	Statement of performance
Vice-Chancellor and Chief Executive Officer	Prof. Jim Barber	Remuneration (including superannuation): \$623,654.55	\$95,000	All performance goals were achieved to a satisfactory level in the specified period.
Deputy Vice-Chancellor	Prof. Annabelle Duncan	Remuneration (including superannuation): \$354,900	\$24,000	All performance goals were achieved to a satisfactory level in the specified period.
Chief Operating Officer (to 1 August 2013)*	Peter Enlund	Remuneration (including superannuation): \$186,932	n/a	All performance goals were achieved to a satisfactory level in the specified period.
	David Cushway (from 18 February 2013)	Remuneration (including superannuation): \$272,330	n/a	All performance goals were achieved to a satisfactory level in the specified period.
Legal Council and Executive Director, Governance	Brendan Peet	Remuneration (including superannuation): \$260,647.60	n/a	All performance goals were achieved to a satisfactory level in the specified period.
Pro Vice-Chancellor and Dean, Faculty of The Professions (to 19 July 2013)	Prof. Victor Minichiello	Remuneration (including superannuation): \$176,000	\$23,500	All performance goals were achieved to a satisfactory level in the specified period.
Pro-Vice-Chancellor and Dean, Faculty of Arts and Sciences (to 19 September 2013)	Prof. Jennie Shaw	Remuneration (including superannuation): \$207,414	\$24,000	All performance goals were achieved to a satisfactory level in the specified period.
Pro Vice-Chancellor, Students and Social inclusion (to 23 July 2013)	Ms Evelyn Woodberry	Remuneration (including superannuation): \$139,217.96	\$14,000	All performance goals were achieved to a satisfactory level in the specified period.
Pro Vice-Chancellor, Education Innovation and international	Dr Michael Crock	Remuneration (including superannuation): \$279,379	\$21,000	All performance goals were achieved to a satisfactory level in the specified period.
Chief Financial Officer (from 4 March 2013)	Michelle Clarke	Remuneration (including superannuation): \$237,057	n/a	All performance goals were achieved to a satisfactory level in the specified period.

*At-risk incentives/performance payments relate to 2012 performance and are based upon a combination of corporate, portfolio and individual performance measures.

* Period and payment part of employment cessation arrangements

Overseas Travel for Promotional Purposes

During 2013 three UNE Senior Executives travelled internationally - Prof James Barber; Prof Annabelle Duncan and Dr Michael Crock - for UNE promotional purposes. These trips included travelling to Vietnam/Malaysia to meet with Vietnamese Universities to discuss UneOpen initiative; to represent UNE at a Regional Universities Network (RUN) delegation in Korea at the invitation of Korean Government; and to travel to Bhutan and China for Law School collaboration.

Public Interest Disclosures

UNE is required to comply with the provisions of the Public Interest Disclosure Act 1994. In accordance with Section 6D of the Public Interest Disclosure Act 1994, UNE developed and approved the UNE Public Interest Disclosure Policy and the Public Interest Disclosure Procedures, which are available on the UNE website.

Funds granted to non-government community organisations

Only funding to non-government organisations was to UNESA, UNE's Student Association. The total amount was \$51,831 and relates to support of various services to support the student body.

Privacy

All privacy issues and concerns across 2013 were addressed at a local level, without need of escalation to the NSW Privacy Commission.

Health and Safety

Occupational Health and Safety

During 2013, 115 Workplace Health and Safety incidents were recorded and actioned, with most incidents being minor.

Workers' Compensation

- Total number of claims for 2013 - 24
- Total paid to date for policy year 2013 - \$171,576
- Total paid to date for policy year 2012 - \$50,780
- Total paid to date for policy year 2011 - \$206,709
- Time lost in 2013 - 1,367 hours

Employment Equity and Diversity

UNE trends against NSW benchmarks or targets at 31 March each year

Trends in the Representation of EEO groups — Academic Staff

% of Total Staff

EEO group	NSW benchmark or target	2008	2009	2010	2011	2012*	2013
Women	50%	40%	42%	44%	45%	46%	45%
Aboriginal people & Torres Strait Islanders	2.63%	1%	0.5%	1.1%	1%	1%	1%
People whose first language was not English	19%	20%	21%	20%	18%	18%	18%
People with a disability	N/A	8%	8%	7%	6%	5%	5%
People with a disability requiring work-related adjustment (targeted increase)	by 1.1% (2011) 1.3% (2012) 1.5% (2013)	2%	2%	2.3%	1.8%	2%	N/A

*2012 data has been amended using updated parameters that became available in 2013.

Trends in the Representation of EEO groups — General Staff

% of Total Staff

EEO group	NSW benchmark or target	2008	2009	2010	2011	2012*	2013
Women	50%	61%	61%	61%	61%	61%	63%
Aboriginal people & Torres Strait Islanders	2.63%	2%	2%	2.2%	2.3%	2%	2%
People whose first language was not English	19%	5%	3%	3%	3%	4%	4%
People with a disability	N/A	6%	7%	6%	6%	6%	5%
People with a disability requiring work-related adjustment (targeted increase)	by 1.1% (2011) 1.3% (2012) 1.5% (2013)	2%	2%	2.2%	2.3%	3%	N/A

*2012 data has been amended using updated parameters that became available in 2013.

Information for groups other than women was derived from ongoing voluntary EEO data surveys as at the snapshot date of 31 March each year. It excludes casual staff.

Trends in the Distribution of EEO groups — Academic Staff

EEO group	NSW benchmark or target	2008	2009	2010	2011	2012*	2013
Women	100	79	80	81	81	94	95
Aboriginal people & Torres Strait Islanders	100	N/A	N/A	N/A	N/A	84	84
People whose first language was not English	100	93	96	99	97	99	100
People with a disability	100	93	93	96	101	103	109
People with a disability requiring work-related adjustment (targeted increase)	100	N/A	N/A	N/A	N/A	N/A	N/A

*2012 data has been amended using updated parameters that became available in 2013.

Trends in the Distribution of EEO groups — General Staff

EEO group	NSW benchmark or target	2008	2009	2010	2011	2012*	2013
Women	100	85	86	88	87	88	86
Aboriginal people & Torres Strait Islanders	100	N/A	N/A	N/A	N/A	83	87
People whose first language was not English	100	94	107	106	110	112	99
People with a disability	100	94	93	92	91	93	99
People with a disability requiring work-related adjustment (targeted increase)	100	N/A	N/A	N/A	N/A	N/A	N/A

*2012 data has been amended using updated parameters that became available in 2013.

* A Distribution Index of 100 indicates that the centre of distribution of the EEO groups 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.

Diversity, access and equity

The UNE Workforce Strategy (2013-2016) incorporates fostering a culture that values diversity and wellbeing as a priority. A number of key actions are proposed to achieve this strategic priority and these are outlined below.

UNE developed the Aboriginal and Torres Strait Islander Employment Strategy (2013-2018) that focuses on:

- strengthening relationships between UNE and the Aboriginal and Torres Strait Islander community;
- building meaningful career paths for Aboriginal and Torres Strait Islander staff;
- building understanding and appreciation of Aboriginal and Torres Strait Islander culture and appropriate workforce management practices;

- increasing meaningful employment options for Aboriginal and Torres Strait Islander peoples;
- improving retention and enhancing career paths, identifying employment opportunities for Aboriginal and Torres Strait Islander applicants for professional and academic positions.

In addition a network of equity advisers to provide advice and referral to staff was established. Training was offered to staff to enable them to support UNE's commitment to promotion of equitable workplace practices and addressing obstacles to participation and employment by equity groups.

Government Information Public Access (GIPA) Annual Report 2013

Open Access Information

Section 6(2) of the *Government Information (Public Access) Act 2009* (NSW) (GIPA Act) requires UNE to provide Open Access Information publically available free of charge on a web site maintained by UNE. UNE's Open Access Information can be found at <http://www.une.edu.au/vc/legaloffice/gipa-act/>.

Open Access Information includes a list of UNE's publications, documents tabled in the NSW Parliament by UNE or on behalf of UNE, a Disclosure Log of Access Applications, a Register of Government Contracts and a list of Open Access Information not released to the public.

Review of the GIPA Act

Section 7(a) of the GIPA Regulation 2010 No 252 requires that UNE provide details of the review of the GIPA Act it has carried out during the year and list any information it has made publically available as a result of the review. In 2013 UNE has not changed the information it made publically available.

Total number of Access Applications from 1 January 2013 to 31 December 2013 (including withdrawn applications but not including invalid applications)

12 applications (4 are incomplete at the time of publication)

Total number of Access Applications from 1 January 2013 to 31 December 2013 refused because the application was for disclosure of information referred to in Schedule 1 to the GIPA Act

Nil

Statistical information about access applications from 1 January 2012 to 31 December 2012

Table A: Number of applications by type of applicant and outcome*

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	0	0	0	0	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not for profit organisations or community groups	1	4	0	1	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	1	1	0	1	0	0	0	0

* More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table B.

Table B: Number of applications by type of application and outcome

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Personal information application*	0	1	0	1	0	0	0	0
Access applications (other than personal information applications)	2	4	0	0	0	0	0	0
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0

* A **personal information application** is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

Table C: Invalid applications	
Reason for invalidity	No of applications
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	1
Invalid applications that subsequently became valid applications	0

Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 to Act	
	No of times consideration used ^o
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

^o More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table E.

Table E: Other public interest considerations against disclosure: matters listed in table to section 14 of Act	
	No of occasions when application not successful
Responsible and effective government	2
Law enforcement and security	0
Individual rights, judicial processes and natural justice	5
Business interests of agencies and other persons	1
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

Table F: Timeliness	
	No of applications
Decided within the statutory timeframe (20 days plus any extensions)	8
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	8

Table G: Number of applications reviewed under Part 5 of the Act (by type of review and outcome)			
	Decision varied	Decision upheld	Total
Internal review	0	0	1
Review by Information Commissioner*	0	0	3
Internal review following recommendation under section 93 of Act	0	0	
Review by ADT	0	0	2
Total	TBC**	TBC**	6

* The Information Commissioner does not have the authority to vary decisions, but can make recommendations to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made by the Information Commissioner.

** The IPC and ADT Decisions are pending at the date of this report.

Table H: Applications for review under Part 5 of the Act (by type of applicant)	
	No of applications for review
Applications by access applicants	6
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Applications under the GIPA Act

For access to documents which are not available to the general public, a person may make an application to UNE under the GIPA Act. Applications may be to access information or to seek amendment of personal records.

How to lodge an application

All applications must be in writing using the GIPA Access Application Form located at <http://www.une.edu.au/vc/legaloffice/pdfs/GIPA%20Application%20Form.pdf>, accompanied by an application fee and directed to:

Right to Information Officer
 Legal Office
 University of New England
 Armidale NSW 2351

A table of the relevant fees are listed below.

Processing of applications

UNE must respond to all applications within 20 working days. In addition to the application fee a processing charge may also be levied, although every effort will be made to minimise the cost of processing an application. If the applicant feels that the processing charges are unreasonable the fees may be challenged. The right to challenge is not abrogated if the charges are paid; this allows the applicant to proceed with the enquiry pending the outcome of the challenge.

Schedule of charges

Type of Application	Application fee	Processing Charge	Waiver or reduction*
Open access information	Nil	Charge may apply provided one method of access is free (s.6)	N/A
Information released proactively	Nil	Information may be made available at the lowest reasonable cost to the agency (s.7)	N/A
Informal access application	Nil	Nil	N/A
Formal access applications for personal information	\$30 (GST Exempt) (includes first hour of processing)	First 20 hours free, then \$30/hour (GST Exempt) (s.67)	Processing charges must be discounted by 50% where the applicant can show financial hardship (s.65 and regulations cl 9) or where the information applied for is of special benefit to the public generally (s.66). In the latter case, the applicant is entitled to a full waiver of the charges if the information is publicly released before or within 3 working days after being given to the applicant
Formal access applications for information other than personal information	\$30 (GST Exempt) (includes first hour of processing) (s.64(3))	\$30/hour (GST Exempt) (s.64)	Same as above
Internal review by UNE	\$40 (GST Exempt) unless it is a review of a deemed refusal (s.85) or an internal review as recommended by the Information Commissioner (s.96(6))	Nil	N/A
External review by Information Commissioner	Nil	Nil	N/A
External review by Administrative Decisions Tribunal	Filing Fee	Nil	If applicant can show financial hardship

* UNE has a general discretion to waive, reduce or refund any fee or charge that may be imposed under the GIPA Act where they consider it to be appropriate (s127).

Records management

The State Records Act 1998 requires that UNE makes and keeps full and accurate records within a records management program in accordance with the Recordkeeping Standards issued by NSW State Records. All staff of the University have recordkeeping responsibilities and the Records Management Office endeavours to train, support and assist staff in understanding and meeting their obligations and ensure that corporate records are identified and managed appropriately. The records management program is supported through Policy and Procedures, the use of the Functional Keyword Thesaurus for Business Classification of records and the application of approved record disposal schedules that outline the minimum requirements for retention.

The University uses HP TRIM, a document management system that is used to manage both electronic and hard copy records. HP TRIM was implemented at UNE in 1999 as the University's official electronic document and records management system for unstructured information. Extensive work has been undertaken to ensure that HP TRIM is implemented and used by all business units of UNE, including integration with corporate information systems. In 2013 UNE undertook a major upgrade of the HP TRIM software to version 7.3, delivering reliable and improved integration with University core applications and provides for continued vendor support.

Land Sales

The University's McMaster research property near Warialda was listed towards the end of the year and its sale is expected to be concluded in 2014.

Insurances

The primary areas of the university's insurance program were renewed through Unimutual Limited, Austbrokers Canberra Pty Ltd and Employers Mutual. These include property protection, general and products liability, Professional indemnity, malpractice, management liability and workers compensation. Other classes of insurance held include, but are not limited to, corporate travel, student group personal accident and comprehensive motor vehicle.

Consumer response

In 2013 the Student Quality Unit (SQU) provided a mechanism for immediate response to specific complaints made by students, handling 171 complaints. This has reflected an increase of approximately 39% compared to 2012.

The main categories for 2013 were:

Academic service delivery/process	42.7%
University service delivery	34%
University Process	12.3%

Since 2010 the SQU recorded and responded to requests for follow up from student who had responded to a customer satisfaction survey by the Student Administration and Service Directorate of all students who contacted the directorate through the Student Relationships Management System. In 2013 the SQU individually contacted 324 students to ensure proactive as well as reactive responses to student issues as they arose.

The SQU also provided students with a feedback mechanism which enabled students to compliment or suggest improvements in relation to their relevant area of academic endeavour. In 2013, 45 students utilised this process.

Improvements realised into 2013 included free parking for Nursing students during intensive schools, conversion to CSP for Education students, supply of hard copies of forms for enrolment to the TRACKS system for incarcerated students, enrolment of an incarcerated student into BScience (Physics honours), continuation of support to 8 computer exempt students and the awarding of 10 social inclusion scholarships.

For 2014 The Student Grievance Unit (SGU) will commence, replacing the former the Service Quality Unit. The SGU will be established to implement an enhanced complaints management and central data recording unit for student aligned with the TEQSA Threshold Standards and the NSW Ombudsman's best practise guidelines for University Student Complaints Handling.

During 2013 there were two potential public interest disclosures made by public officials, one with respect to corrupt conduct and another with respect to maladministration. As at 31 December 2013 one matter had been finalised under the public interest Disclosure Procedures and the other matter was in progress.

Waste Management

Year 2013 has been a year where number of progressive accomplishments have been made in relation to Waste Reduction and Purchasing Policy (WRAPP) Framework.

UNE has supported the WRAPP framework by maximising resource efficiency and reducing waste generation through avoidance, reduction, reuse and recycling.

UNE has made significant progress in its efforts to avoid paper waste by developing and enhancing its online services through:

- Use of intranet and email systems to reduce overall in-house use of paper with electronic publishing of internal newsletters using the email system
- Moves that increased the percentage of external publications available in electronic online formats, replacing previous bound hard copies
- Use of electronic records within the TRIM records management system
- Electronic registration of students.

Since 2010, waste separation to reduce waste going into landfill has proved very successful, with the amount of waste being recycled averaging over 50%.

UNE continues to recycle the majority of written-off electronic equipment as well as engaging a contractor who accepts all types and brands of empty toner cartridges for recycling.

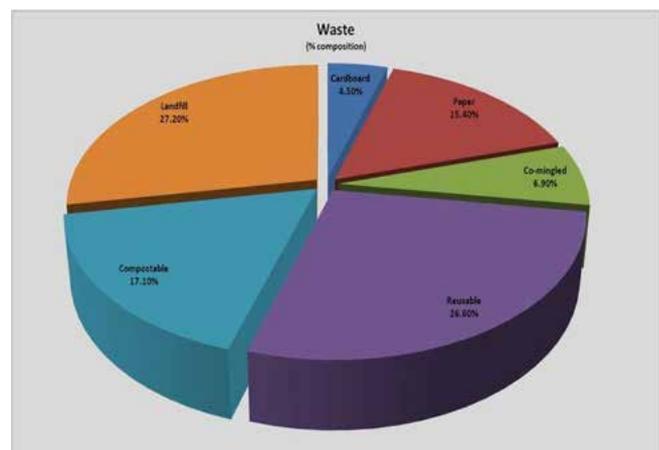
UNE's three Year Environmental Sustainability Operational Plan aims to support WRAPP Framework and to include the following waste reduction initiatives across the campus:

- An increase in recycling (explore the option of recycling polystyrene)
- Education initiatives for the UNE Colleges
- Joining City2Soil Program with Armidale Dumaresq Council.

UNE is committed to achieving and sustaining reduced greenhouse gas emissions and energy cost savings through efficient energy management, greater use of 'green' energy technologies and more efficient energy-related purchasing.

This commitment is demonstrated by energy reduction of more than 10% reduction in energy use since 2007 through:

- Installation of sub-metering has allowed building-specific monitoring.
- Web-based metrics installed provide building users with real-time energy use data.
- Lighting upgrades included daylight sensors, voltage reductions and electronic ballasts.



Consultant Engagements Greater Than \$50,000

Consultant	Project	Value \$'000	Category
AARNet Pty Ltd	Feasibility study on high speed data link	75	Information Technology
Aquenta Consulting Pty Ltd	Development of Strategic Asset Management Plan	218	Management Services
Arinum Solutions Pty Ltd	Design of online admission and advanced standing IT solution and OLAAS development for UNE Open	140	Information Technology
Black Ink Networks Pty Ltd	IT Network architecture and design	92	Information Technology
Boomworks Pty Ltd	Design services for improved Student Relationship Management system	105	Information Technology
Capital Project Control Pty Ltd	Advice and recommendations on the redevelopment of our student accommodation offerings	138	Management Services
EC Integrators	Analysis and design of business intelligence systems	57	Information Technology
Francis Jones Morehen Thorp Pty Ltd	Architectural design for the development of the SMART Farm facility, upgrade of lecture theatres and Tamworth centre upgrade	346	Engineering
Hill Lockart Architects	Architectural design work for various campus upgrades	74	Engineering
James Cubitt Architects	Architectural design work for upgrades to the Black Rose building and the Dixson Library	113	Engineering
Malone Campbell-Allen Pty Ltd	Architectural design work for the development of our Future Campus in Western Sydney	106	Engineering
Scientific Interiors (Aust) Pty Ltd	Architectural design work for the development of our new Animal House	252	Engineering
		1,716	

Consultant Engagements Less Than \$50,000

Category	No of Engagements	Value \$'000
Engineering	10	108
Financial Services	3	62
Information Technology	7	215
Legal	1	10
Management Services	4	75
Marketing Services	2	28
Scientific Advice	1	6
	28	503

UNE Investments

The majority of UNE investments were placed in term deposits for periods of less than 12 months. Our weighted average return for 2013 was 4.39% which significantly outperformed the Hour-Glass Cash Facility of NSW Treasury Corporation benchmark of 3.12%.

Access arrangements, procedures and points of contact

The University of New England's Annual Report is an official document and a key information resource, listing all of the University's major activities, statistics, financial statements, its principal officers and services, as well as providing highlights of its community involvement and outreach. The University's Handbook is another official document that also contains information specific to the organisation, containing the University of New England Act, 1993 (NSW), UNE By-laws, and lists of the degrees, diplomas and certificates conferred by the University, the organisation's principal officers, members of the University of New England Council and Academic Board. These documents are available in electronic form at the University's corporate website (www.une.edu.au). The site also contains a wealth of organisation-specific material and is a key resource for current and prospective staff and students, as well as a reference point for visitors and the media. The University of New England Handbook is also available for reference in hard copy on campus, at the Dixson Library or the Records Management Office. Copies of the Handbook can be purchased through the United Campus Bookshop on campus (email: armidale@ucb.net.au or phone: (+612 6773 2289)).

Office hours at UNE are generally from 9.00am to 5.00pm, Monday to Friday (AEST). Any enquiries made to the University's main reception at (+612 02 6773 3333) during office hours, will then be directed to the appropriate staff member.

The University's Marketing and Public Affairs Directorate is available to answer general enquiries about UNE's publicly available publications. Enquiries can be made to the Executive Director, Marketing and Public Affairs, by phone (+612 6773 3909) or email (ea-mpa@une.edu.au).

The Records Management Office is available to answer general enquiries about UNE's corporate documents or student files. Enquiries can be made to the Manager, Records Management Office by phone (+612 6773 2140) or email (rmo@une.edu.au).

The University's Human Resource Services Directorate is available to answer all general enquiries about the University's staffing matters. General information about the Directorate and staffing matters, can be found at the Directorate's website (<http://www.une.edu.au/about-une/areas/administration/human-resource-services>). Enquiries can be made to the Director, Human Resource Services by phone (+612 6773 2100) or email (directorofhr@une.edu.au).

Information about the University's governance, its policies, as well as arrangements for addressing privacy and GIPA matters, can be provided by the Legal and Governance Office. The University's Chief Legal and Governance Officer and the University Secretary can be contacted by phone (+612 6773 3729) or email (legallandgovernance.au).

This Annual Report was produced by officers of the University of New England and can be accessed directly from the University website at: www.une.edu.au

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