



University of New England

Annual Report 2010



Statistics at a glance

Total number of students (persons) at UNE (1/1/2010 - 31/12/2010)

Domestic students	17,240
International students	1,212
Total	18,452

Students commencing an award course

7,209

Graduates

3,453

Staff

Academic staff	509
Administrative and support staff	730
Total	1,239

Total revenue

\$m

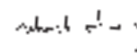
Consolidated	221.0
UNE parent entity	208.7

University of New England
Armidale NSW 2351
April, 2011

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

Dear Minister

In accordance with Section 10(1) of the Annual Reports (Statutory Bodies) Act, 1984, and Section 34 of the Public Finance and Audit Act, 1983, the Council of the University of New England has the honour to present to you, for tabling to the Parliament, the Annual Report of the proceedings of the University for the period January 1 to December 31, 2010.



The Hon. Richard Torbay, MP
Chancellor



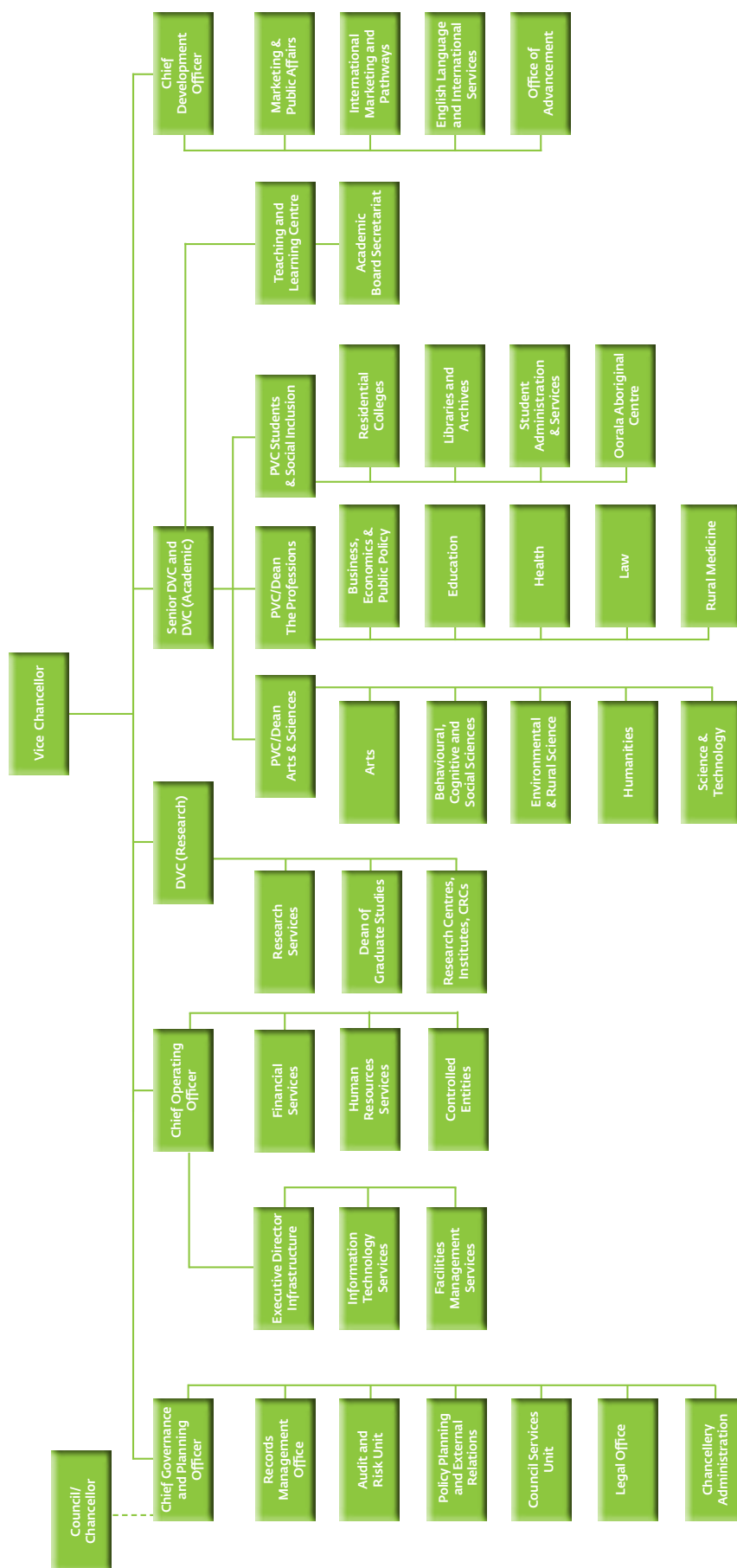
Professor James Barber
Vice-Chancellor and CEO



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Organisational structure of the University as at 31 December, 2010





Booloominbah entry and staircase

University Governance

Under the *University of New England Act (1993)*, the object of the University is the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.

The University of New England was formed under the *University of New England Act 1993* (as amended) ('the Act') and By-laws. The University consists of Council, convocation, the professors, full-time members of the academic staff of the University and such other members or classes of members of the staff of the University as the By-laws may prescribe, and the graduates and students of the University.

Council is the governing authority of the University of New England and has these functions conferred on it by the Act. Under the Act, Council has control and management of the affairs and concerns of the University, and may act in all matters concerning the University in such manner as appears to Council to be best calculated to promote the object and interests of the University. Council may make rules in relation to any activity or function of the University provided they are not inconsistent with the Act or the By-laws.

BUSINESS AND SERVICE HOURS

The standard business and service hours at the University of New England are 9.00am to 5.00pm on week days. However, Individual academic, administrative and residential areas may vary these hours slightly.

The Council establishes Committees of Council under its delegated powers. These Committees are charged with the responsibility to test recommendations from management and to identify risks and opportunities for the institutions. Assessment of external and internal controls and compliance with legal and policy mandates is required for the proper discharge of the governing body's responsibilities, and much of this work is undertaken by the relevant committees which then make recommendations to Council for approval. Committees of Council do not have executive authority but are established on an advisory basis. Currently, the Council has established the Standing Committee, Audit and Risk

SENIOR OFFICERS OF THE UNIVERSITY (at 31 December 2010)	
Chancellor	
Richard Torbay, MP, HonDUniv (NE)	
Deputy Chancellor	
Scott M Williams, BEc (NE), QDAH (Qld), GradDipCompSc, GradDipFinMangt, GradDipRurAcc (NE)	
Vice-Chancellor and CEO	
James Barber, BSocSci (RMIT), BA(Hons) (Flinders), PhD (Adelaide)	
Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic)	
Graham Webb, BA(Hons) (CNA), MSc (Birm), PhD with distinction (WI), PGCE (CNA)	
Deputy Vice-Chancellor (Research)	
Annabelle Duncan, BSc, DipSci, MSc (Otago), PhD (La Trobe), DSc (Murdoch), PSM	
Chief Operating Officer	
Peter Enlund, FCA, MAICD	
Chief Development Officer	
Christopher M Patton, BA (UBC), MA (UofG)	
Chief Governance and Planning Officer & Legal Counsel	
Kim Cull, DipLaw (SAB)	
Pro Vice-Chancellor (Students and Social Inclusion)	
Evelyn Woodberry, BA, DipLib (NSW), AALIA	
Pro Vice-Chancellor and Dean of the Faculty of The Professions	
Victor Minichiello, BA(Hons) (McGill), MA (Northwestern), MASoc (McM), PhD (ANU)	
Pro Vice-Chancellor and Dean of the Faculty of Arts and Sciences	
Jennifer Shaw, BA(Hons), LLB(Hons) (Sydney), MA, PhD (Stony Brook)	
Academic Board	
Chair:	Eilis S Magner, BA (Ott), BEd (Tor), LLB (ANU), LLM (NSW), SJD (Tor), Legal Practitioner (NSW)
Deputy Chairs:	Josie Fisher, BA(Hons), DipHum, PhD (NE) Nick H Reid, BSc(Hons), PhD (Adelaide)

Committee, Finance Committee, Honorary Degrees, Titles and Tributes Committee, Infrastructure Committee, Investment Committee, Nominations Committee, Remuneration Committee and Tender Committee.

The Act establishes an Academic Board, which is the principal academic body of the University. The Academic Board reports to the Council and advises Council and the Vice-Chancellor on all developments and initiatives relating to and affecting the University's teaching and research activities 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.

The Vice-Chancellor and Chief Executive Officer is the principal executive officer of the University. The Vice-Chancellor has charge of the administrative, financial and other activities of the University, and manages the direction of corporate planning, budget activities, and the implementation of policy. The Vice-Chancellor is an *ex officio* member of Council, and provides it with information and advice. The Vice-Chancellor's principal accountability is to the Chancellor and Council.

The Vice-Chancellor directly supervises a team consisting of a Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research), Chief Operating Officer, Chief Development Officer and Chief Governance and Planning Officer (who jointly reports to the Chancellor). Together with the Pro Vice-Chancellor (Students and Social Inclusion), the Pro Vice-Chancellor and Dean – Faculty of Arts and Sciences and the Pro Vice-Chancellor and Dean – Faculty of The Professions, this group provides the University with a layer of senior executive management across all areas.

UNE Council chamber in Booloominbah



Council

Council meeting attendance

In 2010 there were 7 Council meetings. Attendance was as follows:

	Possible	Actual
R Torbay	7	6
S Williams	7	7
J Barber	7	7
E Magner	7	7
C Gellatly	4	3
K Dupé	7	7
G Fox	3	3
J Harris	7	7
J McClelland	7	7
G Raby	7	5
J Madison	3	3
C Watson	4	4
B Denman	3	3
M Sims	3	3
L Piper	4	4
A Campbell	3	3
J Hobbs	3	3
K Hemsall	4	3
J Miller	3	3
C Millis	7	7
A Zikan	4	4
E Gillogly	3	3
R Finch	7	7

MEMBERS OF COUNCIL

(at 31 December 2010)

The Chancellor

The Hon. Dr Richard Torbay, MP

The Deputy Chancellor

Mr Scott Williams (re-elected in October 2010)

Official Members

Professor James Barber, Vice-Chancellor

Professor Eilis Magner, Chair of the Academic Board (re-elected in November 2010)

Members Appointed by the Minister

Dr Col Gellatly (Member until July 2010)

Mr Kevin Dupé (Appointed by the Minister as a member from August 2010)

Dr Geoffrey Fox (Member from August 2010)

Dr James Harris (Re-appointed by the Minister from August 2010)

Ms Jan McClelland (Re-appointed by the Minister from August 2010)

Ms Gae Raby (Re-appointed by the Minister from August 2010)

Members Elected by Academic Staff

Associate Professor Jeanne Madison (Member until July 2010)

Dr Charles Watson (Member until July 2010)

Dr Brian Denman (Member from August 2010)

Professor Margaret Sims (Member from August 2010)

Members Elected by the Graduates

Dr Laurie Piper (Member until July 2010)

Mr Archie Campbell (Member from August 2010)

Dr Jack Hobbs (Member from August 2010)

Member Elected by Non-Academic Staff

Ms Kay Hemsall (Member until July 2010)

Ms Jennifer Miller (Member from August 2010)

Member Elected by the Postgraduate Students

Ms Catherine Millis (Re-elected in October 2010)

Member Elected by the Undergraduate Students

Ms Alicia Zikan (Member until August 2010)

Miss Emma Gillogly (Member from September 2010)

Additional External Members

Mr Robert Finch

ACADEMIC BOARD

Academic Board is the principal academic body of the University. It furthers and co-ordinates the work of the Faculties and other academic units, encourages scholarship and research, and advises the Vice-Chancellor and Council on matters relating to teaching, scholarship and research within the University. Academic Board also considers and reports on matters referred to it by the Council or by the Vice-Chancellor.

The Board and its Committees develop, implement and review academic policies and consider proposals for developments of academic programs and awards.

The Board works closely with the senior executive of the University and various support divisions, as well as with the University Council to ensure that the University's academic programs and outcomes are of the highest quality.

The Board's achievements in 2010 included

- endorsement of a new Academic Approval Policy and revisions to the Student Coursework, Plagiarism and Academic Misconduct Rules and the Student Behavioural Misconduct Rules;
- endorsement of revisions to the rules for the Doctor of Philosophy and Doctor of Philosophy (Clinical Psychology);
- endorsement of 17 new academic programs for introduction in 2011 and 19 to be withdrawn;
- endorsement of recommendations from the reviews of the Schools of Humanities and Health;
- consideration of the AUQA Progress Report; and
- the receipt of reports on Unit and Course Monitoring, the Trimester Project, the UNE Flexible and Online Project and the Green Globe Award.

During 2010, the Board was chaired by Professor Eilis Magner. Deputy Chairs were Associate Professor Josie Fisher and Professor David Cottle. Associate Professor Nick Reid acted as Deputy Chair.



The Hon. Dr Richard Torbay MP, Chancellor

Chancellor's Report

It gives me great pleasure to introduce the achievements of the University of New England in 2010 - a year of consolidation and hard work.

The University Council engaged at a high level with strategic issues in the sector. With higher education emerging from a period of major review, the years ahead will be years of change and of challenge. I have seen our Vice-Chancellor and his team working hard throughout the year to position this University to best advantage in the new higher education environment. I firmly believe that we have the initiative and the dynamism in our Council and management to meet the challenges and benefit from the change.

In 2010, the Council welcomed several new members from the ranks of its undergraduate students, from graduates, and from its academic and general staff. We also stand to benefit greatly from the reappointment of some members. This is a strong and a coherent Council, with the experience to make the best decisions for the institution through strong representation from the University and the broader community.

It was with considerable appreciation that the Council acknowledged the service of retiring members Dr Col Gellatly, Ms Jill Hickson, Dr Charles Watson, Ms Alicia Zikan, Ms Kay Hemsall, Dr Laurie Piper and Associate Professor Jeanne Madison.

Following its review of the governance framework in 2009, which was undertaken with the aim of strengthening our capacity to fulfill the University's primary objectives in an evolving tertiary education environment, the Council adopted 27 recommendations. These have been progressively implemented throughout 2009 and 2010, and provide a very sound basis for our governance arrangements into the future. We are a University Council at the forefront of best practice.

In the spirit of an inclusive and collaborative University, we have reached out to other educational institutions, including the University of Sydney, the University of Western Sydney and TAFE NSW, and signed collaborative agreements to give students across the state and beyond greater access to higher education.

2010 has also been a year of strong engagement with our community by this Council and the University at large through a range of public events. This Council is committed to communicating with our

staff, students and the broader community, and late last year a revitalized website (<http://www.une.edu.au/governance/council/chancellor-update.php>) was launched which will be regularly updated with reports of Council decisions and available both for the University and the broader community. This is one way in which we seek to achieve greater communication, transparency and accountability.

The University of New England is strongly embedded in its region.

The institution was founded on the basis of community support, with a mission of providing access to high quality teaching and research to people in its region. Over time, we have taken that mission much further afield, to broader communities. However, the regional community remains a vital link for UNE and, with my fellow Council members, I share the pride of our University staff in being an intrinsic part of that community.



Professor James Barber, Vice-Chancellor and CEO

Vice-Chancellor's Report

It has been an exciting and, at times, challenging year since I was appointed the University of New England's twelfth Vice-Chancellor. Much has been done at all levels of the University to bring to completion projects that began long before I was appointed, so I want to start by acknowledging the hard work of my predecessor, Alan Pettigrew, and his executive team. Among the projects I have in mind are: completing the University's audit by the Australian Universities Quality Agency, finalising the University's Enterprise Agreement, installing and stabilising a new IT network, implementing successful new courses, steering the University through the Commonwealth Government's 'Sustainable Research Excellence' assessment, and the rollout of numerous business process improvements, particularly in the areas of student services and administration. This is an illustrative rather than exhaustive list of the painstaking projects that UNE successfully negotiated in 2010.

Meanwhile, the myriad daily chores that keep the University running had to be performed on time and to a high standard. Thousands of classes had to be conducted, assignments marked, student records completed, verified and filed. In research, data had to be collected, analysed and written up. Budgets had to be prepared, payrolls met, the library serviced, buildings maintained, phones answered, the grass cut and meals served. To all of the staff who went about these and countless other duties, large and small, I offer my sincere thanks and congratulations. Because of you, UNE has once again achieved a 5-star rating for the quality of its student experience.

Along with all other universities in Australia, UNE has also been working on its strategic directions in the 'demand-driven' higher education policy environment that will apply post-2012. We have been busily re-examining every aspect of our products, our markets and our business processes in preparation for the new 'market place' in which universities will no longer receive a fixed number of student places but must compete with one another to attract as many or as few students as they wish to enrol. Universities around the country have already begun boosting their student numbers in anticipation of the increased funding they will receive in 2012, so the Government's dual objectives of increasing competition and participation rates are well on track. We know there is much to be done to

prepare for 2012 but we have every reason to be confident. For more than half a century now, UNE has been central to the economic and social development of our region, and a provider of the highest quality education to domestic and international students in Australia and around the world. We have consistently delivered excellence in research in all of our fields, particularly with regard to questions of rural and regional significance.

In the new university environment, we aspire to distinguish ourselves as the nation's pre-eminent collegiate university, with the majority of our on-campus students residing in or affiliated with our unique residential college system. Off-campus, we aspire to be the nation's highest quality provider

of online and blended delivery courses. If we are to achieve these aspirations, we must be prepared to innovate in teaching, open new student markets and invest in modern infrastructure and new skills. I will soon release a draft of UNE's Strategic Plan 2011-2015, which will present an overarching framework for achieving these things.

But the present document is about the year that was, not our vision for the future. It has been a successful year, one of which the University community and not least the 3,453 students who graduated, are entitled to be proud. It therefore gives me great pleasure to present this, my first, University of New England Annual Report.



*Professor Graham Webb
Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic)*

Report of the Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic)

During 2010 the responsibilities of this portfolio changed to include all academic functions of the University, with the new title of Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic) (SDVC-DVCA). The core responsibility of the SDVC-DVCA is to ensure that the academic programmes, teaching and learning of the University are of the highest standard through continuous improvement. The position is therefore responsible for academic programs, teaching and learning generally, profile planning, monitoring and review and academic quality. The SDVC-DVCA works with Academic Board on academic policy and promotions and serves as Acting Vice-Chancellor when required. Reporting to the SDVC-DVCA are: the Pro Vice-Chancellor (Students and Social Inclusion); Pro Vice-Chancellor/Dean Faculty of Arts and Sciences; Pro Vice-Chancellor/Dean Faculty of The Professions; Teaching and Learning Centre and Academic Secretariat.

UNE FLEXIBLE AND ONLINE

As part of Project 2012, a programme of work arising from previous planning (the e-University project) was initiated in 2010 as UNE Flexible and Online. The project is tasked with delivering transformational change through three key streams, each containing approximately ten sub-projects. The three streams are:

- Revitalising Learning
- Working Together
- Transforming Technology

The 'Revitalising Learning' stream includes delivery of a new learning and teaching model, new standards for online delivery, the transition of all 1800 units to Moodle 2.0, a new and automated approach to securing student retention and the introduction of a new e-portfolio system. 'Working Together' includes a number of projects concerned with support for teaching and learning and including development of plans for systematic student support and for the staff profile. The 'Transforming Technology' stream includes IT-related changes to the architecture and processes of delivering

a secure IT platform for teaching and learning. Detailed information about UNE Flexible and Online is available at flexibleandonline.une.edu.au

COURSE PROFILE PLANNING

Another important aspect of Project 2012 is Course Profile Planning, the objective of which is to develop and deliver a process for determining the courses to be offered by the University in the next, and subsequent, years. A Course Profile Working Group was convened in April 2010 and has met on a regular basis to guide the development of the methodology. The outcome is a systematic and evidence-based approach, with each course evaluated and selected in terms of its quality, viability and strategic alignment. Metrics have been developed to inform these decisions and the project team has worked closely with the Faculties and Schools to ensure the integrity of the approach and the transparency of the outcomes.

The first cycle of the project was completed in August 2010, confirming 213 courses to form the Course Profile for 2011 and recommending that 9 courses not be offered. The project is currently in its second cycle, with the preliminary

2012 Course Profile in development.

A number of sub-projects were initiated during the first cycle of the project to improve the processes involved, the two most important being

- the Approvals Project to review and streamline the approvals process for new courses; and
- the production of Course Profile metrics and reports through Business Intelligence reporting from the data warehouse.

COLLABORATIVE PARTNERSHIPS

Other aspects of Project 2012 are to meet the Government's participation and social inclusion agendas through the development of new opportunities. To meet these objectives a number of collaborations have been negotiated with other higher education providers. During 2010, the University signed Memoranda of Understanding with The University of Sydney and the University of Western Sydney, and a Letter of Intent with Southern Cross University. Each, in its own way, reinforces UNE's position as a leading flexible and online provider. The scope of each of the collaborative partnerships is as follows:

- The University of Sydney
 - Extend the UNExtra Early Entry Scheme (Principal's Recommendation) to students applying to The University of Sydney.
 - Recognise UNE's Pathway Enabling Course by distance education for students seeking alternative entry to The University of Sydney.
- University of Western Sydney
 - Deliver units and majors via Distance Education to UWS students in identified disciplines of study.
- Southern Cross University
 - Offer students a wider choice of units and course majors in respective disciplines, through enhanced cross-institutional arrangements.
 - Develop and deliver courses that are critical to addressing regional allied health work-force needs.

UNIT MONITORING

Unit Monitoring was first rolled out across the University in 2009, and 2010 has seen further refining and streamlining of the process. Reports are prepared on a School by School basis, and, to monitor equivalence of student experience,

the results are further disaggregated by mode of study (internal/external). Modes of units are identified based on metrics of student satisfaction and attrition which identify the best and poorest performance. The highest performing units are awarded Commendations and poorly performing units are required to develop an Action Plan for improvement. The majority of units falling between the two extremes are monitored for improvement opportunities by PVC/Deans, Heads of School and Unit Coordinators.

The overall level of student satisfaction at the University level was 3.92 (on the 5 point Likert scale) with similarly high ratings across all student evaluation questions. University senior management have found the reports to be of great benefit in assisting the targeting of improvement activities at the unit, course or School level, and to track how units, courses and academic areas are performing through time. Unit Monitoring reports are available from www.une.edu.au/bi/course_and_unit_monitoring.php

SCHOOL AND DIRECTORATE REVIEWS

School Reviews are undertaken on a 5 year cycle, with two Schools reviewed each year. These reviews

provide a forum for self-assessment by the School and external assessment by a panel of peers of the School's academic performance and planning, incorporating review of the courses and discipline/s which are integral to the academic activities of the School.

During 2010 the School of Environmental and Rural Science and the School of Law were reviewed.

Recommendations from reviews, once approved, are implemented by the Head of School, who provides a 12 month follow-up report on progress. Follow-up reports were received in 2010 from the Schools of Humanities and Science and Technology.

A similar cycle of Directorate Reviews was introduced in 2010, commencing with the review of the University Library, followed later in the year by a review of the Research Services Directorate. Like School reviews, the directorate reviews are informed by a self review and undertaken by a panel of members external to the directorate, including members from other universities.

AUQA AUDIT

The University of New England was audited by the Australian

Universities Quality Agency in 2009, resulting in 9 commendations, 6 affirmations and 12 recommendations. An action plan for implementation of the AUQA recommendations was developed and implemented throughout 2010 with 10 of the 12 recommendations being completed. The 12 month follow-up report is planned for submission to AUQA by the end of 2010 and will be made publicly available on the UNE website at www.une.edu.au/auqa/

The University was invited by AUQA to participate in the AUQA National Good Practice Database, which is an online searchable collection of systems and activities that are relevant to quality assurance and good outcomes in Australasian higher education. Three commendations were selected by AUQA in 2010 for inclusion, related to Unit and Course Monitoring, the Integrated Project Management Framework and the Retention Project.

The AUQA Good Practice database can be accessed at www.auqa.edu.au/gp/



*Evelyn Woodberry
Pro Vice-Chancellor (Students and Social Inclusion)*

Report of the Pro Vice-Chancellor (Students and Social Inclusion)

The position of Pro Vice-Chancellor (Students and Social Inclusion) was created in February, 2010. The focus of the newly created position is to increase access and participation for students from all sectors of society, with a focus on those from low socio-economic situations, rural and regional areas, and to provide opportunities for 'first in family'. The provision of academic and personal support for all students, in particular those in the Residential System, is an integral part of the responsibility of the position. Reporting to the PV-C (Students and Social Inclusion) are the Directors of the University Library, Oorala Aboriginal Centre, Student Administration and Services, Residential System and Relationship Management System.

WIDENING PARTICIPATION

UNE already meets and in some cases exceeds the Federal Government's targets for social inclusion with the majority of UNE's students in the mature age category and studying by distance. Support systems designed to maximise retention and completion rates make extensive use of the internet and Web 2.0 to engage students.

PROJECT 2012: RECONCEPTUALISING THE ACADEMIC YEAR – TRIMESTERS

In late June, 2010, the Vice-Chancellor announced his intention of introducing an academic year based on three teaching periods. The purpose of introducing three teaching periods in 2012 is to increase participation by enabling students to progress more quickly (which will increase retention and completion rates for distance students, in particular), increase flexibility for staff, and keep pace with competitors – some of whom have already moved to three teaching periods.

A Project Group, led by the Pro Vice-Chancellor (Students and Social Inclusion), was appointed to investigate models that would suit UNE. The aim of this phase of the project was to initiate dialogue throughout the



Members of the cohort of International students who graduated in 2010

University, with key stakeholder groups, on the opportunities and issues offered by an academic year with an additional teaching period, and to recommend a suitable model or models to the Vice-Chancellor for introduction in 2012.

The project reached the following milestones in 2010:

- The project team was established and key internal and external stakeholders identified for consultation.
- Background research was undertaken into current trends in trimesterisation in Australian universities.
- Consultations with UNE staff, students and other internal and external stakeholders were conducted.
- A Discussion Paper was prepared and circulated widely for feedback.

The feedback from the above consultation has been collated and the draft final Report, with recommendations, prepared and submitted to the Vice-Chancellor along with a draft change management plan.

SCHOOLS AND TAFE

Throughout the year a number of projects were initiated aimed

at increasing participation in conjunction with the NSW Board of Studies, the Department of Education and Training, selected High Schools and NSW TAFE.

NSW Board of Studies 'Gifted and Talented' students

In preparation for the phasing out of Distinction Courses for gifted school students, with which UNE has been involved for many years (see http://www.boardofstudies.nsw.edu.au/syllabus_hsc/distinction-courses.html), the NSW Board of Studies consulted with a small group of universities to provide alternative options for gifted school students starting in 2011. A working party of interested UNE staff, chaired by the PV-C (SSI), consulted with the Board to identify a suite of units to be offered to these students.

The proposed model enables gifted and talented students at schools throughout NSW to begin their university study while still at school. The Board estimates there are around 300-400 students who meet the criteria, and it expects the take up to increase steadily once the programme is underway.

UNE will be offering access to 6 units in 2011:

- PHIL151 Introduction to Philosophy A: The Examined Life.
- PSYC101 Introductory Psychology 1
- LS100 Introduction to Legal Systems and Methods
- BIOL110 Biology 1
- CHEM110 Chemistry 1
- MATH101 Algebra and Differential Calculus

Gwydir Learning Region

Discussions between the Gwydir Learning Region and the Department of Education and Training resulted in a pilot program which involves students from high schools in the Region being given the opportunity to experience university while still at school. In addition, the School of Education investigated opportunities for models to support first year teachers in regional areas using the experience of teachers from the Region.

NSW TAFE

Mid Coast Uni Portal

The Mid Coast Uni portal (<http://www.midcoastuniportal.com.au/>), which includes links to UNE, was launched on Monday, 29th November, 2010, and received considerable media coverage.

The development of the portal is a joint project driven by the Port Macquarie–Hastings Council involving 6 universities – UNE, Newcastle, CSU, SCU, UNSW and Sydney – and the North Coast Institute of TAFE. The purpose of the portal is to provide prospective students in the region, which has a very low percentage of people with further or higher education qualifications, a central information point to assist them in finding and understanding education opportunities available locally and elsewhere.

UNE's involvement is an element of the engagement strategy of the University designed to increase participation and build on the substantial number of UNE students already in the region who study by distance and utilise the UNE Taree Regional Study Centre (<http://www.une.edu.au/ac/taree/>), which underwent significant extension and upgrading of equipment early in the year.

Collaborative Partnership – NSW TAFE
During 2010 the University signed Memoranda of Understanding with The University of Sydney and the University of Western Sydney and a Letter of Intent with Southern Cross University, as well as a

Memorandum of Understanding with NSW TAFE (with New England TAFE as the lead partner). The scope of the collaborative partnership is that UNE will collaborate with TAFE NSW to offer dual sector qualifications through online distance delivery with NE TAFE as the lead Institute in this partnership. This partnership will enable the delivery of online degree programs that contain an embedded vocational qualification.

Indigenous strategy

Building on the Memorandum of Understanding signed with the 14 Aboriginal Land Councils in 2009, a meeting was held to develop a series of strategies to increase participation by Aboriginal and Torres Strait Islander students. The development of an operational plan included representation from Northern Region Aboriginal Land Council (NRALC), UNE Partnerships, NE TAFE and Dept of Education and Training as well as both UNE Faculties and the Oorala Aboriginal Centre.

CUSTOMER RELATIONSHIP MANAGEMENT (CRM)

UNE was presented with the preeminent award at the RightNow APAC 'Summit' conference held in Melbourne in early November.

There were 8 awards, including 'Innovation' (which UNE won last year, and this year was won by NZ Telecom). UNE's award this year was the RightNow CX ('customer experience') award and is the top of the list. UNE won the award for the depth and breadth and vision of our CRM implementation for students. There were 30 universities at the conference from Australia, NZ and Singapore and a number of major corporations, against whom we were also competing.

Throughout the year the CRM continued to be rolled out to Schools and Directorates, with a major development undertaken to include the Office of Advancement and Alumni. The expansion of the knowledge base provides an increasing amount of information to students, who can access the information on a 24/7 basis.

COMMITTEES

As Chair of the Academic Board Teaching and Learning Committee and Academic Board Academic Program Committee, the focus remained on reviewing the policy environment with a significant rewrite of the Student Behavioural Misconduct and Academic Misconduct policies, including plagiarism, being passed by

Academic Board. Major changes were also made around the forms required by the Academic Program Committee to ensure courses and units comply with the policy environment of UNE. A website was designed providing supporting links to relevant policies and examples to assist staff compiling and completing information.

TEACHING AND LEARNING CENTRE (TLC)

Academic staff development and support

TLC provided a range of academic staff development opportunities in 2010, including the 'Teaching Flexibly' workshop series, an academic induction program and individual teaching and development support for both face-to-face and online teaching.

The 'Open2Learning' program consisted of workshops, hands-on tutorials and individual consultations on a wide range of aspects of teaching with technology. A major new initiative was 'Assessment in the Round', a year-long program of workshops, demonstrations, development and research activities, and seminars by expert and visiting scholars on assessment.

TLC provided copyright advice and compliance support, continued to manage the Graduate Attributes Implementation Project and provided video and audio support for academic staff.

Student learning support

Student development and learning support initiatives offered by TLC in 2010 included tUNEup from Home University Preparation Course, the academic orientation program for new students, the 'Successful Assignment Writing' workshop series, the 'asohelp' online discussion forum and email help line, the facilitation of workshops and study groups for specific groups, the international student learning support program (including the Early Intervention Program), participation in the UNE Learning Commons student support programs, the ongoing development of online resources, the training and support of the student tutors in the UNE residential system, the management of the Tertiary Literacy Assessments (TLA) and related student support, and the New England Award (NEA).

Foundation/pathways skills

TLC coordinated the UNE Pathways Enabling Program (PEP) which caters for people otherwise

ineligible to enrol at UNE. 380 new students commenced PEP in 2010. TLC also coordinates and teaches two foundation units (FND101 and FND102) within PEP.

TLC was also responsible for the unit Advanced Academic Literacy and Professional English (FNDN300). This is an elective unit specifically designed to consolidate and enhance communication and academic skills necessary for successful higher education study and professional development of international students. 70 students completed this unit in 2010.

TLC staff developed two new units to be offered to students in 2011. Digital Literacy: Learning to Learn with Computers (FNDN123) covers organising and managing electronic filing systems, using advanced features of a variety of communication tools, finding and evaluating information on the internet, and participating effectively in a global community. Advanced Academic Skills in Critical Contexts (FNDN301) is to be offered in the Bachelor of Training and Development and the Bachelor of Organisational Leadership. The unit will develop and contextualise cross-cultural communication, research,

critical analysis, negotiation and academic skills within a wide range of academic and professional contexts.

UNE Flexible and Online Project

There has been an accelerated engagement of TLC staff and resources in this unfolding initiative. Staff skills and expertise in the critical areas of online teaching development and training, including the transition to Moodle, academic skills and general student support, as well as other physical facilities and office space, have been contributed by TLC.

UNIVERSITY LIBRARY AND ARCHIVES AND HERITAGE CENTRE

Increasing e-resources : new developments and resources

The University Library continued to increase access to relevant electronic resources for staff and students in 2010. One of the more significant new products this year was Scopus, a substantial abstract and citation database which, alongside Web of Knowledge, provides researchers and staff with comprehensive access to research literature on every subject and supports work associated with recognising and rating UNE research inputs for government reporting.

The University Library's federated search service, Metasearch, and its associated linking software, SFX, were deactivated in December as the supporting consortium AARLIN came to an end. However, a new and improved technology will be available for staff and students in 2011.

The Library joined the international dark archive preservation service, Portico, safeguarding our investment in electronic resources and ensuring perpetual access to a growing list of electronic resources should publisher provision to such resources fail.

e-publications@UNE

The institutional research outputs repository, e-publications@UNE, was a key component in the UNE submission to the Federal Government's Excellence in Research for Australia (ERA) initiative. A Library-based project team ensured that research outputs matching the submission were recorded and located in the repository as required under ERA rules. This was a significant task given the retrospective nature of the assessment period (from 2003 to 2008) with around 3,500 publications included in the final submission.

In collaboration with the Research Services Directorate, the University's current and previous higher degree research theses are being made accessible through e-publications@UNE. This accessibility is to be enhanced through data harvesting by the National Library of Australia's 'Trove' service and agencies like Google Scholar. Nearly 400 UNE higher degree research theses are available in this way.

Learning Commons developments

Enhancements to the Learning Commons in the Dixon Library continued with the installation of a bench for laptop users which gives students one of the best vistas on campus with panoramic views of the central courtyard, the lawns and trees with Booloominbah in the background. Pods of Macintosh computers have also been added to extend the range of facilities and software available.

Work commenced on the installation of a fibre backbone from the lower ground floor to the second floor of the Dixon Library to improve wireless reception for patrons on the second floor. This is the first phase in ongoing expansion of IT facilities beyond the ground floor Learning Commons



and in preparation for the further refurbishment of Dixon Library in 2012. It is hoped that the second phase of the fibre installation to expand wireless access on the first floor will be completed by early 2011.

Consulting with clients and stakeholders

The Library has a variety of communication channels with faculties, schools and academic staff. These include Faculty and Liaison Librarians' informal interactions with academic staff and attendance at school meetings, the University Librarian's attendance at meetings of Academic Board and its committees, meetings of Library Liaison Officers from the Schools, and the Law Library Committee.

The Library Advisory Committee was established in 2010 as a forum where developments in library services for teaching, learning and research, and proposed new or revised directions and policies, could be discussed with academic staff and students and feedback sought. The forum also provides academic staff and students with the opportunity to raise issues with the Library and provide feedback on existing services, policies, priorities, etc. With representatives from

Schools and Directorates, and from undergraduate and postgraduate students as well as key members of Library staff, the Library Advisory Committee fulfills the role of the 'user group' the Vice-Chancellor requested each Directorate to establish.

Archives and Heritage Centre

The Heritage Centre experienced dramatically increased level of requests for access to collections. Community interest in the history of the University and its predecessor institutions has grown pleasingly, along with research into the regional archives built up by over fifty years of regional public donation.

Donations of historical material received during the year included many state records recovered as stray items from the regional community. This type of work places UNE in the vanguard of regional collecting institutions. These items, some predating the European settlement of Australia, were in addition to the many donations of regional significance presented by community groups, businesses and individuals.

Collaborations on exhibition projects with regional community organisations included the National

Trust through Saumarez House, Glen Innes History House, the Armidale and District Historical Society, the Australian Garden History Society and the State Records Authority of New South Wales.

The Heritage Centre presented exhibitions celebrating Robb College's fiftieth anniversary. Much of this work was undertaken by student volunteers working under the supervision of professional staff.

A specifically-targeted oral history project was also initiated. Former staff and students of the New England University College were interviewed, in order to capture memories of the earliest years of the institution.

Library review

The external review of the University Library was conducted from 1-4 June, 2010. This was the first review of a Directorate under the University's new protocol, and the Panel commended the refurbishment of the ground floor of the Dixon Library and integration of the Learning Commons into the space, the collaborative relationships of the Archives and Heritage Centre with internal and external stakeholders, and the high value placed on Library staff by academic staff and students.

Eighteen recommendations were made covering collections, electronic resources and discovery tools, organisational structure and staffing, services to academic staff and students, the profile of the Library in the University, interactions with other directorates, Library resources, and discovery of resources in the Archives and Heritage Centre.

The Library provided a response to the recommendations and an action plan was drawn up. The Review has been a very positive and constructive outcome for the Library, with initiatives identified for ongoing contributions to University directions and strategies. The action plan will form a major plank of the Library's operational plan for 2011-2012.

STUDENT ADMINISTRATION AND SERVICES

A focus of the directorate throughout 2010 has been to build on our use of available technology to support student communication, including expanding our focus on engagement and retention. In 2009 the AUQA report commended UNE for our retention project and the use of the e-motion indicators for early intervention with students who may be at risk of disengagement and attrition.

UNE is building on this strategy through a set of key indicators that will alert our retention team should a student demonstrate behaviours that may suggest disengagement or that they may need assistance. This provides us with the opportunity to contact students to see if they need assistance and, if so, the best strategy for individual support.

Students have indicated an 80% level of satisfaction with our online services, including admissions and enrolment, and this supports the expansion of such services to include the social networking tools of Facebook and Twitter. Throughout 2010 we saw growth in contact through these services. The student blog, for example, had 113,607 visits from 39,362 unique visitors from 125 countries and territories, and this contact allows us to communicate with our students or other visitors in real time. Issues are highlighted by students through the blog or may become evident through our customer service team, allowing us to provide a quick response - often within 15 minutes of notification.

Our Student Relationship Management (SRM) system has been expanded to include the end-to-end processes from first contact to alumni. Improvements

have allowed us to automate administrative processes to provide higher levels of services to students. The Service Quality Unit, for example, has moved onto the SRM system, decreasing turnaround times and improving our ability to process incidents through managed workflows. We have also created a suite of online forms that can be accessed 24/7 to ensure that enquires are placed into serviced queues and to reduce response times.

In 2010, the directorate conducted a customer survey of the Student Assist services, and the results are being used for strategic planning and the evaluation of the support model.

COLLEGES AND RESIDENCES

The major capital works upgrade of Mary White College was completed in 2010, with approximately 50% of the College now with refurbished study/bedrooms. Occupancy within the Colleges increased approximately 5.5% on 2009 figures. Similarly, the percentage of commencing internal students residing in colleges increased by 5.5%.

2010 saw the introduction of a variety of meal plan options across the Colleges. Further research is being undertaken to ensure



*Shalisha Scott (TRACKS student),
Branston Brewer-Charles (BEnvSci student)
and Natasha Postle (Aboriginal Education Officer,
O'Connor Catholic College)*

continual improvement in catering services to college students. Robb College celebrated its 50th anniversary this year with alumni from around the country returning to the University to celebrate this important milestone during the long weekend in October.

OORALA ABORIGINAL CENTRE

The Oorala Aboriginal Centre is the study and advisory support centre for Aboriginal and Torres Strait Islander students enrolled at UNE. Oorala coordinates a range of programs, services and events to encourage access and participation by Aboriginal and Torres Strait Islander students in higher education.

Oorala has based its approach to maintaining and expanding the access and participation of Aboriginal and Torres Strait Islander students at UNE on four continuing strategies:

- (1) Providing a supportive and culturally inclusive environment for the 372 Aboriginal and Torres Strait Islander students that were enrolled in 2010.
- (2) Providing effective student academic support through the Indigenous Tutorial Assistance Scheme for those students (32) requiring further support.

- (3) Continuing to develop the TRACKS course to provide a firm academic foundation for 30 students through culturally appropriate and relevant curriculum. These strategies enable Aboriginal and Torres Strait Islander students to participate more equally in tertiary studies and at the same time enhance both the retention and success rates.
- (4) Providing alternative entry to Aboriginal and Torres Strait Islander applicants through the Internal Selection Program (ISP). Twelve out of 14 applicants successfully completed ISP and are recommended to be enrolled in undergraduate awards at UNE in 2011; 2 will be enrolled in TRACKS.

New initiatives introduced by Oorala in 2010 also enhanced participation, retention and success:

- (1) The Aboriginal and Torres Strait Islander Campus Mentor integrates additional support on study, social and cultural issues as part of Oorala's services and programs for students from diverse communities.
- (2) The Pre-Orientation Program (POP) through Oorala encourages greater engagement

by TRACKS students with the learning environments and services of both Oorala and UNE. Oorala's approach to Aboriginal and Torres Strait Islander students, and its teaching and delivery of services are evident in the graduation figure of 25 and the number of scholarship holders (33) during the year. The 2010 enrolment total comprises significant increases since 2009 in commencing student enrolments (180; 6.5% increase), continuing enrolments (192; 21.5% increase), on-campus enrolments (94; 12% increase) and off-campus enrolments (278; 14.5% increase). In 2010, the overall UNE student demographic includes representation of 1.96% of enrolments by Aboriginal and Torres Strait Islander students.



*Professor Annabelle Duncan
Deputy Vice-Chancellor (Research)*

Report of the Deputy Vice-Chancellor (Research)

REVITALISING RESEARCH

In September, 2010, Professor Ray Cooksey stepped aside as Acting Pro Vice-Chancellor (Research) when Professor Annabelle Duncan arrived to take up the role of Deputy Vice-Chancellor (Research). Professor Cooksey held the reins very ably for the previous 18 months, and his hard work in the role over this time has been very much appreciated.

2010 has seen the implementation of some of the recommendations of the Bradley Review of Higher Education, including Mission Based Compacts and the introduction of Sustainable Research Excellence (SRE). Sustainable Research Excellence aims to build capacity by rewarding universities for their commitment to ongoing improvement in their research management (through Transparent Costing) and performance (through Excellence in Research in Australia (ERA)) and provides additional block funding to Universities conditional on their participation and performance in these two exercises.

Completion of the submissions for ERA and SRE was a time-consuming process for many staff within the University, and with the next round of ERA to be conducted in 2012, there will be very little respite before preparation of the next submission starts.

UNE signed an Interim Mission Based Compact with the Department of Innovation, Industry, Science and Research (DIISR) and with the Department of Education, Employment and Workplace Relations (DEEWR) in which the University committed to serving rural, regional and remote students and communities. In keeping with this commitment, UNE's research effort is focused on areas that support the economic and social development of regional communities with practical outcomes that have a real impact. The priority research areas identified are:

- Animal Breeding, Genetics and Animal Production Science
- Environmental and Agricultural Change

Professor David Lamb of the Precision Agriculture Research Group



- Rural Education
- Rural Health
- Rural Communities, Landscapes and Practices.

In support of these priority areas, six Postdoctoral/Research Lectureships were awarded in August in a competitive process. The successful projects were:

National SiMERR Centre

Prof John Pegg and the SiMERR Team (Education) - National SiMERR Centre. This postdoctoral appointment will work across three major initiatives of SiMERR: the QuickSmart program, the proposed CRC in Learning and Teaching, and an ARC Centre of Excellence proposal.

Soil Carbon

Prof Iain Young (Environmental & Rural Science - ERS), Prof Annette Cowie (National Centre for Rural Greenhouse Gas Research), Prof Heiko Daniel (ERS); Assoc Prof Nick Reid (ERS); Assoc Prof Brian Wilson (ERS & Dept of Environment, Climate Change and Water); Dr Lisa Lobry de Bruyn (ERS), Dr Paul Kristiansen (ERS) and Dr Chris Guppy (ERS) compose the Soil Carbon Group. The Terrestrial Carbon group is the fastest growing research team within UNE. This multidisciplinary

post will integrate the disciplines of biology and physics of soil carbon, allow the group to significantly step up their output and will link with their current collaborations. Its aim is to help develop UNE as a National Hub in the area of Soil Carbon.

Precision Agriculture

Prof David Lamb and the UNE Precision Agriculture Research Group (PARG) - Science & Technology. The appointment of a Research Lecturer in Precision Agriculture Technologies will provide a significant additional research resource to PARG members to continue their internal and external growth in R, D & E in environmental and agricultural sustainability and change. Moreover, the appointee will devote 25% of his/her time to developing PARG's existing commitment to research-led teaching through coordinating and delivering our dedicated teaching unit AGRO335 (Precision Agriculture).

Water Management

Prof Martin Thoms, Assoc Prof Neil Argent, Prof Don Hine, Dr Michael Reid (Behavioural, Cognitive and Social Sciences (BCSS)), Assoc Prof Nick Reid (ERS), Prof Paul Martin (Law) - Water Management: The

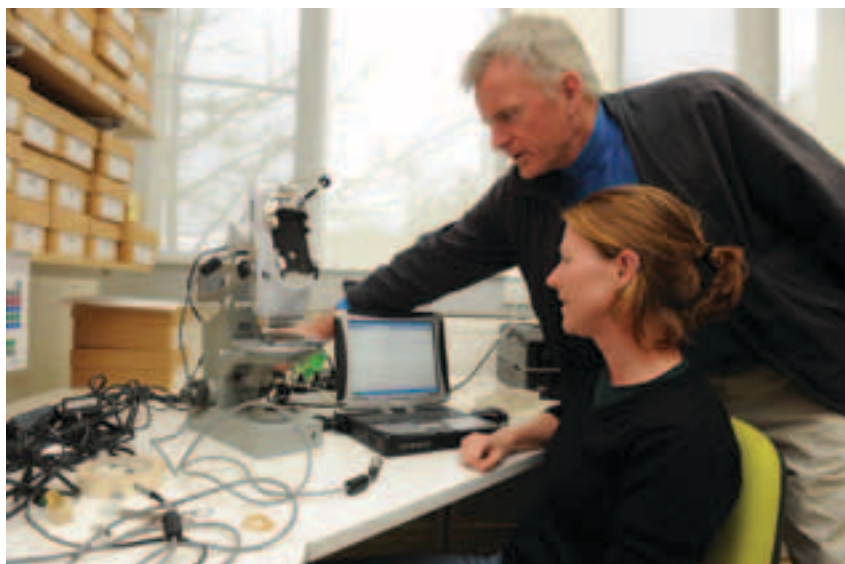
resilience of freshwater systems. This appointment will add to the recognised strengths at UNE in water-related research and to the internationally-recognised and cutting-edge interdisciplinary approaches to environmental issues employed by staff at UNE. The research lectureship will focus on the resilience of freshwater systems and how water management can increase the capacity for resilience of riverine landscapes.

Local Governance

Prof Brian Dollery, Centre for Local Government (Business, Economics & Public Policy). This Research Lectureship appointee will work in the strategic research area of 'rural sustainability' for the term of the appointment, researching under the auspices of the Centre for Local Government for 80% of their time, with the remainder of time employed in teaching through BEPP, including the postgraduate unit in Local Government.

Society, Sexuality and Sexual Health

Prof Victor Minichiello (Faculty of The Professions), Dr Gail Hawkes, Assoc Prof John Scott (BCSS). This Postdoctoral Research Fellow will allow the team to consolidate and



Convenor of Archaeology and Palaeoanthropology, Dr Peter Graves and PhD student, Nicola Forster

conduct a range of activities related to the preparation work for grant writing, project development and the mining of data, and will add new strengths that build upon their collective work in research and scholarship, and their ongoing connections with major sexuality research centres of excellence in Australia and internationally to establish a regional hub for sexuality and sexual health research at UNE.

UNE submitted a comprehensive Expression of Interest for Collaborative Research Network (CRN) government funding in the order of \$4.8 million in the area of Mental Health and Well-being in Rural Regions. This CRN proposal involves five partner institutions including the University of Newcastle, the University of Sydney, LaTrobe University, the University of New South Wales and the Hunter New England Area Health Service. All sixteen eligible universities submitted expressions of interest for the funding and all sixteen have been asked to prepare a full application.

UNE is a member of the INTERSECT organisation, which has been established to provide e-Research services and solutions to members.

It has been funded through a \$2.8 million grant from the NSW Government through the Office for Scientific and Medical Research. INTERSECT's goals are to deliver professional-quality projects and services to its member institutions; raise awareness and stimulate the uptake of e-research technologies, primarily at NSW universities and public and private sector research agencies; address e-research skills shortages through the provision of training, professional development and career enhancement opportunities; promote high impact research outcomes through the identification, development and delivery of valuable e-research tools and services, and furthering collaboration between NSW researchers and links with other national and international centres of excellence. Amit Jaiswal has been appointed as UNE's INTERSECT e-research Analyst.

An agreement has been signed with the Vietnamese Government for 20 new PhD scholarships over the next five years that will see students coming to study on campus to research fields within the Faculty of the Professions.

RESEARCH EXCELLENCE

A team of UNE researchers, lead by Professor John Gibson, in collaboration with the International Livestock Research Institute and an international consultancy group, PICOTEAM, has been awarded a US\$2.86 million grant by the Bill and Melinda Gates Foundation. The grant will fund research into identifying the best genotypes of dairy cattle for small-holder dairy farmers in East Africa and how these genotypes can be delivered to farmers.

Dr Hugh de Ferranti is the co-recipient of the 2010 Tanabe Hisao Award, a prize given annually for a music research monograph by the Toyo Ongaku Gakkai (Society for Research in Asiatic Music in Tokyo). This award has never before been given for a book in English and Dr de Ferranti is only the third non-Japanese person to win the prize since the award's inception thirty years ago.

UNE and Penn State University (PSU) in the United States have signed a "letter of intent" to pursue joint research projects and research funding and to explore the potential for shared courses and exchanges of staff and students. Both Universities

work closely with rural communities and several collaborative ventures were already underway: for example, joint involvement in research on international biofuels, law and policy, development of new distance education technologies and methods, improved approaches to natural resource management, and improvement to the cost-effectiveness of rural environment law.

UNE research has featured regularly in news media in 2010, including internationally, with an article published in the *Telegraph* of London and subsequently reproduced in the *Sydney Morning Herald* listing the discovery of *Homo floresiensis* (the 'Hobbit') as one of the leading scientific discoveries of the past decade. It was the only Australian contribution listed. Drs Peter Brown and Mark Moore are continuing their research on this discovery.

There have been a number of major conferences held at UNE over the past 12 months. In November, New England Orogen 2010 was held to celebrate just over 70 years of geology teaching at Armidale. Initially UNE was a College of the University of Sydney and the first geology course was taught in 1939

with the appointment of Alan Voisey as lecturer in Geology and Geography. Present at the Orogen Conference was the first Honours Graduate, Ken Williams, and the first PhD graduate, Keith Crook.

EXCELLENCE IN RESEARCH Publications

UNE reported 485.72 weighted publications to DEEWR for the 2009 submission year, which was a decrease on the previous year. This was most likely attributed to the Excellence in Research for Australia (ERA) exercise being undertaken at the time. The breakdown of the data is as follows: books 21.16, book chapters 76.77, journals 258.49 and conference proceedings 129.3.

Higher Degree Research Students

In 2010, 77 new scholarships were awarded, comprising 4 Endeavour International Postgraduate Research Scholarships (EIPRS), 36 Australian Postgraduate Awards (APAs), 12 UNE Strategic Top-Up Scholarships, 7 Strategic Stipend Scholarships.

In 2010, 174 higher degree research (HDR; 132 doctoral and 42 masters by research) students commenced their program of study at UNE. This brought the total HDR enrolments at UNE to 652 (518 doctoral and 134

masters by research). There are 288 doctoral candidates in the Faculty of the Arts and Sciences and 230 doctoral candidates in the Faculty of the Professions. HDR graduations in 2009 recorded a total of 211 students (195 doctoral and 16 masters by research).

Ethics

The AEC processed 144 applications during 2010. Of the 144 applications, there were 1 withdrawn and 19 pending with an approval to be issued. The HREC processed 208 applications during 2010. Of the 208 applications, there were 5 withdrawn and 7 with conditions to be addressed so that an authority can be issued in the future. There were 9 ordinary meetings of the HREC held during 2010, and 37 meetings of the Sub-Committee of the HREC.

Research Grants

In 2010, 87 National Competitive Grant applications were lodged, comprising 61 (10 successful) from the Faculty of Arts and Sciences, 19 (3 successful) from the Faculty of The Professions and 7 (2 successful) from UNE Research Centres. For 2010, UNE staff applied for 31 ARC Discovery grants of which 3 were successful and 11 ARC Linkage grants

of which 2 were successful. UNE academics were also involved as collaborative chief investigators in 3 successful ARC Discovery grants, along with 1 Linkage through Melbourne University.

COOPERATIVE RESEARCH CENTRES

CRC for Beef Genetic Technologies

The CRC for Beef Genetic Technologies is Australia's largest, integrated beef research program, developed in partnership by the Australian beef industry and national and international research organisations. It is headquartered at the University of New England, which is also the CRC's lead educational institution. Centre research is focused on four beef industry priority issues (high quality beef, feed efficiency, disease resistance and improved reproductive performance), capturing new opportunities for Australia through world-class gene discovery and gene expression research to improve profitability, productivity, animal welfare and responsible resource use of Australian beef businesses.

A highlight for the CRC in 2010 was winning the prestigious

Eureka Award for Interdisciplinary Research. This was for the science behind the Meat Standards Australia (MSA) meat grading system, the MSA research team winning its category against tough competition. Developed from the combined efforts of industry and the science community, MSA is the only grading system world-wide that is backed by robust, fact-based consumer research. The science uses consumer taste panels to verify results which meet consumer expectations for beef and sheep-meat eating quality. Put simply, MSA defines the pathways to good, consistent eating quality of beef and sheep-meat and, as a result, provides an effective grading system in terms of the values that consumers require: product consistency, tenderness and predictability of eating quality.

The MSA program has increased the competitiveness of the beef sector in Australia and contributed an additional \$366 million to the value of the industry and Australia's economy in the decade since its inception in 1999 to June, 2009.

The MSA program's collaborative and multidisciplinary approach was funded by the Beef CRC and

MLA, and involved scientists from Marrinya Pty Ltd, UNE (Professor John Thompson and his research team), the University of Melbourne, Murdoch University, the CSIRO, the Victorian Department of Primary Industries, and Industry and Investment NSW (Drs Paul Greenwood and Garry Griffith, both of whom are based at UNE).

CRC for Spatial Information

UNE Staff within 'Biomass Business', a major application project within the CRC for Spatial Information, established and completed a number of field trials throughout 2010. Work continues on a new type of 'active' airborne sensor for assessing and mapping crop/pasture vigour. Unlike traditional aerial or satellite imaging systems, this sensor contains its own modulating light source. Building on early successful trials in 2008/9, a higher-powered system was tested at altitudes ranging from 15 to 45 m above a field of wheat in north-western NSW. These represent significant altitude gains over current systems, meaning this new sensor configuration can be deployed over undulating crops and pastures and in areas with nearby obstacles such as trees and buildings.

Poultry CRC

UNE is one of seven Essential Participants in the Poultry CRC, which secured an extension of funding from the Commonwealth in late 2009, giving it resources totalling nearly \$87 million through to 2017.

Headquartered at UNE, the Poultry CRC's key challenge is to achieve sustainable, ethical poultry production using fewer resources with reduced environmental impacts. During 2010, UNE researchers received funding from the CRC to examine how defects in shell quality and structure increase the risk that bacteria on the outside of the eggshell can enter the egg. UNE researchers are also investigating new approaches to assess welfare in free-range laying hens, as well as the molecular detection and survival of viral pathogens in poultry litter. Furthermore, a collaboration involving UNE, CSIRO, SARDI and Ohio State University is striving to identify microbial and gut-related factors driving bird performance.

In June, 2010, the Poultry CRC entered into an agreement with the NSW Government to implement a Science Leveraging Fund Grant of \$500,000. The CRC, in turn,

provided these funds to UNE to deliver the Services to the CRC under the leadership of Professor Steve Walkden-Brown and Mr Andrew Gasbarri. This agreement represents a tremendous opportunity for the Australian poultry industry in terms of enhancing research capacity and skills development. The project has a number of objectives, including the establishment of the world's first closed circuit calorimeter facility at UNE, which will be an invaluable resource for the nation's nutrition researchers and aligns directly with the CRC's focus on Net Energy research. Another objective pertains to the upgrading of UNE's Poultry Research Farm, which will greatly improve the state of New South Wales' and the nation's ability to deliver world-class education and training in poultry science and production.

The CRC's award-winning poultry information centre, Poultry Hub (poultryhub.org), continued its growth, attracting over 1000 unique visitors each day.

CRC for Sheep Industry Innovation

Progress during 2010 has been very good on a number of fronts for the CRC.

Research to develop genomic predictions of sheep breeding values has delivered the first results for commercial application and the Genomics Pilot Project, conducted during 2010, attracted entries from around 350 leading rams. Early results have provided predicted breeding values for a number of conventional as well as new, hard to measure, traits.

The Meat Program has produced important information on eating quality and human health benefits of sheep meat. Results from the CRC's Information Nucleus Program provided a much better understanding of relationships between shear force (toughness), lean meat yield and intramuscular fat. In addition to these predictors of eating quality, the Program has produced data showing lamb to be a very important source of Omega-3 fatty acids.

The measure systems, developed by the Wool Program, are able to accurately predict next-to-skin comfort as well as the handle characteristics of lightweight knitwear. The equipment and associated software is in the process of pre-commercial testing with a number of major supply chain partners. It is anticipated that

2011 will see the first garments in the lightweight, next-to-skin knitwear range developed using specifications based on the CRC's new measurement systems.

Better options for on-farm management of parasites and reproductive efficiency are available through the CRC's FlyBoss and Lifetime Ewe Management Programs. As the benefits of improved management are clearly understood, these programs are gaining momentum.

The CRC's Education Program has had an excellent year. The widely acclaimed Sheep CRC postgraduate program has seen strong enrolments and excellent performance by all students. Student numbers for the Graduate Certificate and for the Wool Undergraduate courses (CRC1) are increasing and the courses are attracting very high quality students.

With three years to go, the CRC is in a good position to deliver a range of useful outcomes for further development of the sheep industry.

UNE RESEARCH CENTRES

Animal Genetics and Breeding Unit

For AGBU - a joint venture of UNE and Industry & Investment NSW -

2010 marked the completion of two long-term projects for the Australian beef and sheep industries and the start of new five-year research and development programs funded by Meat and Livestock Australia. MLA is continuing to fund further research and development into the genetic evaluation systems for the beef (BREEDPLAN) and the sheep (OVIS) industries, as genetic improvement will be a key component in increasing the future profitability of these industries. In July, AGBU delivered version 6.0 of BREEDPLAN to the Agricultural Business Research Institute for testing. Validation of commercial marker predictions for a large number of traits in the Angus breed was also completed, and additional programs to combine them with BREEDPLAN EBVs have been finalised. The analysis of Beef CRC reproduction data for tropically-adapted breeds identified large genetic differences which can be easily exploited through good recording practices at stud and commercial level to lift calving rates to a more sustainable level. AGBU scientists continued their investigations into identifying traits which can be used to lift sow reproductive rates, sow survival and piglet survival to weaning.

They organised the biannual pig genetics workshop for Australian pig breeders in October and also contributed interesting genetic research projects to the successful rebid for a pork CRC starting in July, 2011.

Institute for Rural Futures

The Institute for Rural Futures recently celebrated its 10th anniversary. With its predecessors, the Rural Adjustment Unit and the Rural Development Centre, the Institute represents more than 30 years of highly-valued experience, research and policy advice on pressures of change in rural and regional areas. Two Institute staff, Ian Reeve and Richard Stayner, span that entire period. Over the past 10 years the Institute has completed more than 170 projects (>\$16 million) and generated around an additional \$3 million in research quantum to the University. Its integrated interdisciplinary research and policy advice is today very highly regarded throughout Australia and internationally, and is reflected in citations, publications in highly ranked journals and a variety of local, national and international awards.

Perhaps of greater importance, however, is the impact of the



Institute's work on Australian rural, resource and environmental policy. These include development of robust models of accountability for Catchment Management organisations, understanding change and community sensitivity in the Murray-Darling Basin, new approaches for spatial organisation of natural resource management and community engagement in NSW, conservation planning in Australia and North American 'rural' regions, landscape change and understanding planned alternative futures, rural social cohesion and rural crime issues and solutions, rural industries and development in Australia and overseas (Indonesia), weed management, biosecurity and drought policy. Over the past year the Institute has been developing and undertaking an increasing number of projects in the area of climate change, including community profiles of sensitivity, understanding impacts and vulnerability on coastal and inland landscapes and communities, climate change economics and analysis of alternative planned futures towards adaptation.

Primary Industries Innovation Centre

The Primary Industries Innovation

Centre (PIIC), which also incorporates the National Centre for Rural Greenhouse Gas Research (NCRGGR), was established to facilitate cooperation between the University of New England and Industry & Investment NSW, with a focus on the New England and North West region of the state. Throughout 2010, PIIC carried out research projects in a number of areas relevant to its strategic mission. Some of these projects have important international connections and implications in countries like Cambodia, Myanmar and Vietnam, and deal with issues such as food and crop production, health and security. Other projects focus on management of climate change impacts of agriculture. A highlight of 2010 was the graduation of PIIC's first PhD student, John Wilkie; his thesis was entitled 'Aspects of Flowering and Flushing of Mango and Macadamia'. There are currently a further 12 PhD students undertaking research in conjunction with PIIC in areas ranging from farming systems and functional foods to crop production, soil health and climate change.

In the short time since its establishment in May, 2009, NCRGGR has developed a

comprehensive portfolio of externally-funded research projects. NCRGGR, led by Professor Annette Cowie, is applying a 'whole systems approach' to the task of reducing greenhouse gas emissions and is drawing on the work of researchers in fundamental areas of science throughout the University and I&I NSW. The current focus of NCRGGR is on reducing greenhouse emissions from agriculture, sequestering carbon in soils, and developing next generation biofuels. The Centre has secured \$1.58 million in funding from the Federal Government's Climate Change Research Program to study genetic variation in beef cattle herds and techniques to reduce methane production in ruminants. Meat and Livestock Australia is supplementing these studies with a further \$120,000. A project to assess the potential to sequester carbon in agricultural systems in NSW has received \$1.05 million over three years through the Climate Change Research Program. This project also received \$400,000 in funding from the Grains Research and Development Corporation (GRDC). With a further \$450,000 in funding from GRDC, the Centre is investigating options for mitigating nitrous oxide emissions

from cropping soils in North-West NSW. The Centre has also received \$470,000 from the Climate Change Research Program for studies on the climate change impacts of biochar used as a soil amendment. Research outputs from each of these projects are brought together in life cycle assessment studies to consider options for managing the net greenhouse gas balance of farm systems, whilst maintaining production and enhancing resilience.

Professor David Herridge leads the PIIC Soil Productivity Unit. David has significantly strengthened PIIC's international profile by bringing nearly 30 years of leadership experience in ACIAR projects as well as a current legume project in Myanmar. Professor Herridge is compiling a compendium and developing an Excel-based decision support tool for the management of nitrogen and legumes in Australia's northern farming systems for the GRDC. He is also coordinating a national project for GRDC to develop the next generation of beneficial microbes for grain cropping.



*Ms Kim Cull
Chief Governance and Planning Officer & Legal Counsel*

Governance and Planning

2010 presented many challenges and opportunities for the Office of the Chief Governance and Planning Officer & Legal Counsel as it was re-shaped to assist the Vice-Chancellor and the University in positioning itself for the 2012 environment and to ensure sound governance practices are in place.

The establishment of the Policy Planning and External Relations Directorate was an integral and critical step in providing the Vice-Chancellor and senior executive with the means to address strategic planning and institutional priorities in their responses to the Federal and State Governments' policy agendas and in preparing submissions to government and other stakeholders. Other tasks included dealing with considerable lobbying activity in respect of funding applications made by the University, together with media management of issues involving the Chancellor and Vice-Chancellor directly. The consolidation of policy expertise within a single directorate should ensure a comprehensive, informed response and a consistent approach to the significant policy, planning and stakeholder management issues affecting UNE. Considerable work is being undertaken by our Corporate Intelligence Unit to deliver a coordinated and best practice service to our clients, particularly through the use of improved technology.

In addition, the enhanced expertise and resourcing of the Legal Office is enabling that Office to support an increasing number of areas across the University, leading to a significant reduction in external legal costs and the employment of a consistent approach to the management of legal issues. This work, together with an increased emphasis on legal education

for relevant areas of UNE, will progress during 2011.

2010 saw the improved delivery of Audit and Risk services to UNE through the appointment of a Director to lead this area. The unit will work closely with all areas of the University in supporting the development of sound risk management practices to meet our statutory and other obligations.

The Records Management Office continues to provide professional advice and to make a significant

contribution to the integrity of the University's document management practices.

The increasing professionalism of our UNE Council meetings and its business agenda is due in large measure to the efforts of the Council Services Unit and we will continue to improve our processes and support for the Chancellor, the Council and its committees.

Finally, the coordination of the Chancellery administration, introduced during 2010 by the Vice-Chancellor, should lead

to a more efficient, consistent and professional service being provided to the University community during 2011.

I would like to take this opportunity to thank my most dedicated staff for their commitment, professionalism, hard work and good humour during a very demanding and challenging year, and look forward to working with them all in 2011 as we make the most of the opportunities that present themselves for the organisation.



*Mr Chris Patton
Chief Development Officer*

University Development

Consolidating the progress of 2009 in the sales and course development areas, 2010 has seen continued growth in new, commencing student numbers at UNE.

The University's domestic, new, commencing, Commonwealth-supported place enrolments are up over 11% on 2009 based on 2010 Census Date figures, while commencing international student course numbers remained pleasingly strong despite a major downturn in international numbers Australia-wide. UNE appointed Ms Gabrielle Rolan to the position of Director, International Marketing and Pathways, towards the end of 2010 with the aim of enabling UNE to continue to develop its interests in creating new, advanced standing partnerships overseas, to improve our educational agent services, and to continue to drive enrolment growth from existing and new international markets. In particular, in 2010, UNE received increasing enrolments from Vietnam, an increasing return on investment from AusAID efforts, and witnessed a return to marketing in Indonesia as part of a concentrated effort to diversify our markets and increase our recruitment outcomes in established markets.

The University's support of UNE Partnerships, the corporate training arm of UNE, has also resulted in the welcome induction of one new Board member, Mr Philip Attard, and a concerted effort by the Company's Board and Management to grow the business. Coming off the back of a difficult trading year in 2009, UNEP is forecast to return a strong surplus in 2010.

The arrival of Professor James Barber as Vice-Chancellor early in the year provided excellent clarity for the University's management on the challenges and opportunities facing the university sector in 2012 as a result of the Bradley Review, not least the essential shift to demand-driven Commonwealth funding arrangements. Considerable impacts will be felt across academic and income areas by 2012; to address the latter part of this anticipated change, the CDO division has been focused on identifying and securing complimentary business partnerships to leverage the University's



English language student
Mohammed Yousef a Hadidi

outstanding track-record in the student satisfaction experience and our strengths in distance and online learning.

The Vice-Chancellor also set forward a vision for the centrality of the College system as a major differentiator in the post-2012 environment, with the personalised experience in the Colleges a cornerstone of our on-campus experience. A fundraising structure, with support from the UNE Foundation Limited, has been developed around the life-changing element of the collegiate student experience, and opportunities for giving across categories of Student Opportunity, Academic Programs, and Physical Infrastructure are being planned.

Consistent with the University's adoption of online and digital marketing, including greater use of our Student Relationship Management system to support prospective and current students, an overhaul of the University's website began this year. The outline of an Information Architecture (IA) for the proposed new web and intranet was identified and, at the end of 2010, business and technical requirements for this new IA were being scoped for completion by mid-2011. It is

envisaged that implementation of a new web environment, capitalizing fully on Web 2.0 functionality, will commence in 2011.

ADVANCEMENT

Alumni events were held in Armidale, Adelaide, Alice Springs, Darwin, Melbourne, Sydney, Hong Kong and Moree. These occasions provided opportunities to network, meet the new Vice-Chancellor and receive information on what is happening at UNE. The Office of Advancement supported Robb College's fifty year anniversary, which saw a record number of alumni returning to Armidale to celebrate the history of the college and participate in sporting and official events.

In Addition alumni communications, launched in 2009, continued in 2010. While our 2010 Tax Appeal attracted 23 new donors, the University experienced a 20% decrease in overall donations.

The annual May Presentation Ceremony for Undergraduate and Post Graduate Scholarships awarded \$8.8 million dollars in scholarships to 214 students at UNE thanks to the generosity of the individuals and industry, business, government and community groups who continue to donate – enabling many students to benefit from their generosity.

5,431 Alumni are busily socialising and drawing benefits through our membership website – <http://alumni.edu.au>. The site enables alumni to link with fellow graduates and find out more about mentoring, career support and employment options. New benefits have been introduced, such as discounted Qantas Club membership.

There were three recipients of the 2010 Distinguished Alumni Awards:

- Mrs Gemma Sisia
- Mr Mitchell Hooke
- Dr Robert Kearney

The 2010 (inaugural) Distinguished Graduate Fellow of the University was awarded to Dr Patrick Watters.

ENGLISH LANGUAGE AND INTERNATIONAL SERVICES (ELIS)

International Services

UNE participated in the global i-Graduate International Student Barometer survey, and received very pleasing results. The survey showed 88% of respondents are satisfied with their student experience and that 35% would actively recommend UNE; this is a high proportion and suggests strong student engagement across the University. 10% of respondents said they intended to continue to study at UNE and 33% said they

were undecided; this provides a marketing opportunity. UNE's main strengths are 'a good place to be', learning and the learning environment and safety at UNE and Armidale. UNE's weaknesses continue to be technology, internet access, IT support, opportunities for postgraduates to teach, and public transport. UNE also has an enviable (24%) proportion of postgraduate research students, compared with 10% Australia-wide. The data also provided valuable information and highlighted areas which can inform and shape marketing, services and academic offerings.

English Language Centre

The core business of the ELC is the provision of English language tuition for those students seeking to enter UNE via successful completion of its English for Academic Purposes (EAP) program at the required level of study. In 2010, the English Language Centre (ELC) was reaccredited, with a positive report from the National ELT Accreditation Scheme (NEAS) highlighting the level of qualifications of the teaching staff as well as the support offered by International Services. The ELC offers four levels of EAP, and this year student numbers increased in the Advanced (Level 4) program with more international

students needing higher level English language skills for entry to postgraduate programs at UNE. All ELC programs were further improved with the ongoing development of parallel tests for each sub-skill in each program level, tighter exam regulations and enhanced quality assurance measures in assessment development and marking.

International English Language Testing System (IELTS)

The IELTS Office provided at least 373 candidates with IELTS tests from 1 January – 31 December 2010, with 63 (about 17%) of these coming from 3 off-site Dubbo tests. Last year's comparative figures were 1085 candidates (total) and 64 off-site (Moree and Tamworth). The two-thirds reduction in candidates compared with 2009 reflected the opening by IDP of new IELTS test centres in Sydney and Brisbane and, for a variety of external reasons, a reduction in numbers of international students from China and India. ELIS intends to introduce a discounted IELTS exit test for international students in 2011, together with an online IELTS preparation course.

International Marketing and Pathways (IM&P)

389 international students commenced studies at UNE in

2010, representing an increase of approximately 11% over the number in 2009. New commencing students came from 66 different countries, with the major contributors being China, Saudi Arabia, Thailand, Bangladesh, Indonesia, and Nepal. There were also 139 international distance education students that commenced in 2010. These students came from 63 countries, in particular the USA, South Africa, Canada, Hong Kong, Japan and the UK.

Total international student enrolments at UNE for 2010
Armidale on-campus (degree) only – 756.

Armidale on-campus plus ELIS – 996.
Armidale on campus plus ELIS plus international external (distance) – 1288.

Armidale on campus plus ELIS plus external plus ISBT and TOP – 1581.

In 2010 UNE continued to maintain its AusAID-scholarship program with 22 AusAID-sponsored students from 11 countries enrolled in various UNE programs.

On the basis of the applications submitted for the 2011 round of Endeavour Student Exchange Funding through DEEWR, UNE has received \$35,000 for exchange projects in Canada and China.

Advanced Standing relationships with targeted Chinese institutions were further developed in 2010 and these will lead to a significant increase in international student numbers for Armidale in the future. New advanced standing agreements were signed with Henan Agricultural University Zhengzhou (HAU), China, and NPUST, Taiwan. Six staff from Huaxin College, Zhengzhou, China, visited UNE in July to undertake training aimed at better preparing their students for study at UNE. In November, the President of Henan Agricultural University, Professor Zhang Qiong, led a delegation to UNE during which the extensive Advanced Standing Agreement between UNE and HAU was signed.

In September, UNE formalised its agreement with the Vietnamese Government's Program 165 Office to offer English Language scholarships to encourage more Program 165-sponsored students to enrol in UNE postgraduate programs.

During 2010, UNE courses were again conducted on behalf of UNE in Sydney by Infotech Professionals (trading as ISBT) and the TOP Education Group.

Approximately 120 students participated in UNE's incoming and outgoing exchange program.

Countries involved in the exchange program included Austria, Canada, China, France, Italy, Germany, Japan, UK, USA and Denmark.

MARKETING AND PUBLIC AFFAIRS (MPA)

As the first year in a three-year Growth Marketing Strategy, 2010 saw targeted marketing campaigns to specific audiences, with an increased reliance on digital channels.

The Growth Strategy 2010-2012 focuses on five key priorities, including: establishing a quality market position for UNE underpinned by 'two-way interaction'; building UNE as a leading national distance education brand; and expanding UNE's 'footprint' in metropolitan markets. The Strategy has set internal growth goals to guide our outcomes for increased recruitment.

The Semester 1 intake saw increases in demand for distance and on-campus applications of 22% and 29% respectively, with Semester 2 recording an increase of 19% for distance and 61% for on-campus applications.

Consistent with an increased brand presence in metropolitan markets, UNE experienced an increase in

demand from metropolitan areas, including a 17% increase in distance education applications for Semester 1 and a 16% increase in Semester 2.

The UNE campaign style for 2010-2012 was based on 'what sets UNE apart' from its competitors and what makes a UNE degree 'different'. The University created a suite of marketing materials and plans developed from an overarching brand to product level which carry a consistent style and message.

Technology developments based on our Student Relationship Management system have enabled further integration with digital marketing campaigns and other UNE systems, ensuring that a UNE future student has a seamless and informative experience from enquiry to application and enrolment. Importantly, these developments have ensured that future students are able to be assisted in a proactive, 'outbound' manner, in real time. This has seen a distinct decline in inbound enquiry handling through traditional channels, despite an overall increase in new contacts created.

The individual 'relationship management' provided by this team is closely aligned with marketing activities across other channels, including e-marketing, traditional

Chemistry student
Sarita Perston



direct marketing and marketing in the social media space. This again ensures that the message and image projected by UNE is consistent across the various media.

The Schools Liaison Programme continues to conduct regular visits to secondary schools within a radius of 400km, promoting access to the University through the Early Entry scheme, scholarship opportunities and foundation and enabling courses, all aimed at increasing access and widening participation.

The Public Relations and Corporate Communications Unit produced and disseminated more than 200 press releases in 2010, promoted both on the UNE homepage and through targeted campaigns.

UNE Experience magazine was redesigned, both in look and editorial content, to appeal to staff, students, alumni and the wider community, and two of the 'new-look' issues were published in 2010. The annual *Research Highlights* publication was also redesigned to match new branding criteria and content was expanded to provide a comprehensive overview of the scope of research at UNE.

For the second successive year UNE demonstrated its green credentials

at the Sustainable Living Expo in Armidale - not only as the major sponsor but by sharing its expertise in relevant areas of teaching and research and by highlighting its own sustainable practices.



*Mr Peter Enlund
Chief Operating Officer*

University Services, Facilities and Finance

The Chief Operating Officer's group provides a full array of services to the University in human resources, finance, facilities management and information technology, and is responsible for commercial activities including Services UNE, SportUNE, child care, the medical centre and Printery. The group focuses on resource provision and capital planning, financial performance monitoring and improvement by providing sound commercial assessment and advice; it is also charged with the responsibility of delivering these initiatives and investments.

When coupled with the introduction of new courses and an escalation in research activity, our significant backlog of deferred maintenance brings a pressing need to revitalise and replace ageing infrastructure. Whilst UNE has been the recipient of capital grants from the Commonwealth Government over many years, the generation of reasonable operating margins is imperative to be able to fund these new expenditures in future. The competitive landscape in higher education will change dramatically from 2012 and robust planning mechanisms and financial management must be in place to assess business opportunities and performance.

Operating results in past years have been inadequate to produce the levels of cash generation required to fund our future capital expenditure plans. Concerted efforts are required to improve performance and cash flow and thus are a major focus for the future.

Facilities Management Services

The Division has had a busy year, with several major projects delivered. Capital expenditure on buildings was \$14m; the largest ever annual expenditure for this purpose.

During 2010, UNE was successful in securing a \$5m Rural Education Infrastructure Development grant for the construction of the Tablelands Clinical School and its associated GP Training Practice, situated at the Armidale Hospital, with the first installment of \$4 million received this

year. The new facility will serve medical students enrolled in the Joint Medical Program conducted in association with The University of Newcastle, as well as nursing and other students in the health sciences. It will offer a greater range of clinical experiences by allowing students to be exposed to health problems seen by GPs and those referred to the hospital. Planning is well advanced and the facility will be ready for teaching from first semester, 2012.

Sport UNE completed major construction works in 2010 with the addition of a new basketball court, gymnasium and office space, having received VSU Transition funding from the Commonwealth for the project. Refurbishment of blocks one, two and three of Mary White College was completed with proceeds of a Capital Development Pool grant received in 2008 and 2009.

As Armidale has been selected as one of the initial locations for the implementation of the National Broadband Network, the rollout has kept FMS staff busy coordinating the location and tracking of the new cable installations. The work should be completed in early 2011,

including its installation into all of the University's residential colleges.

Reflecting our long-standing commitment to sound environmental management, UNE was the winner of a Ten Year Sustainability Achievement Award at the 2010 Sustainability Green Globe Awards sponsored by the NSW Government.

Information Technology

With the majority of UNE's students studying via distance education, it is imperative that our IT systems are robust and achieve high levels of availability and performance. To assist with this, Pricewaterhouse Coopers were engaged to provide comprehensive recommendations to improve our IT network architecture, service delivery and performance and their recommendations are being progressively implemented. The improvement roadmap promotes best practice, and students and staff are now seeing the benefits of new capital investment and a strong focus on service delivery.

This has included schools and colleges benefiting from 1 Gbit network access at their desktops and in their rooms. In semester two, free internet access was made

available to staff and residential students between 8pm and 8am each night. This saw students enthusiastically take up the offer for both enhanced academic and social purposes. The wireless network coverage across campus has been improved, with the rollout of more than 200 new wireless access points. The reliability of the University's internet access has been improved with the commissioning of a second 1 Gbit internet link.

A key initiative was the delivery of effective desktop technology solutions based on best practice productivity improvement. The Productivity Assist Team has worked with a pilot group of schools and areas to establish the basis of a high quality, responsive service. To ensure a high level of support for students and staff, the ITD Service Desk extended its hours of operation from 55 to 78.5 hours per week. All service desk users are invited complete an online survey, with responses followed up by IT management to drive improvement. ITD representatives attended internal school meetings on a monthly basis to foster effective working relationships between IT and the academic community. This dialogue means schools are aware of

IT events and that ITD understands the impact of issues in the academic community.

Planning has begun for the future network connectivity needs of emerging education and research at UNE. A study was completed to identify possible solutions to deliver network access speeds in the range of 10 to 50 Gbit to the Australian Research and Education Network which joins UNE to other tertiary institutions. A \$5 million Commonwealth grant has been received to deliver that link, in association with AARNET. A new 1 GB back up link to Sydney will shortly be commissioned, adding further resilience to our systems.

Human Resource Services

In addition to providing routine HR and payroll services, the division plays an important role in promoting excellent human resource management practices, facilitating an organisational culture that encourages and supports strong performance and commitment. The year was a productive one for HRS, including further system developments, work health initiatives, provision of advice and assistance to all staff, and ongoing management of sensitive matters to effective resolution.

Following extensive negotiation, two new enterprise agreements were concluded in accordance with the Fair Work Act 2009: The UNE General Staff and ELC Teachers Collective Agreement 2009 – 2012 and The University of New England Academic Staff – Union Collective Agreement 2010 – 2012.

Client Services teams managed a high volume of recruitments during 2010, including the requirements for Project 2012: Flexible and Online. New advertising strategies were employed, incorporating electronic media, and contributed to an increase in applicant interest and recruitment processes which will be further developed through Web Kiosk. The level of employer sponsorship for new appointments from overseas has remained strong, and this continues to be important in the attraction of high quality academic staff. The HR systems team is also nearing completion of the project to enable the booking and approval of all types of leave on line through Web Kiosk in 2011. Implementation of the salary budgeting module of the payroll system is imminent, and will improve management controls and budgeting routines for salaries.

Reiteration of the 'Voice' staff opinion survey, last conducted in 2008, resulted in a number of beneficial actions being identified and set in motion. Other organisational development achievements included:

- Enhancements to the annual Performance Planning and Review process
- Delivery of the Staff Leadership Program in collaboration with the School of Business, Economics and Public Policy
- Delivery of the annual all-staff conference, which led to increased enrolments in compliance courses, raising the level of compliance training for staff.

OHS working groups carried out inspections, coordinated follow-up activities, found solutions for OHS hazards and risks, and supported the OHS Strategic Committee. A number of pro-active safety initiatives were launched, including a laboratory safety induction video and a Healthy Eating support group. The Hazardous Substance reference group was reconvened and the Institutional Biosafety Committee carried out inspections and met the reporting requirements of the Office of Gene Technology Regulator.

*New SportUNE facilities
were completed in 2010*



OHS consultation courses were conducted for staff representatives and Committee members. Continuation of warden training and first aid courses should ensure we have adequately trained staff to respond to an emergency.

The Employment Equity and Diversity unit works with staff across the University to promote discrimination and harassment-free workplaces and raises awareness of the benefits of socially-inclusive workplaces. This includes the provision of confidential advice to all staff on how to deal with grievances, as well as maintaining the appropriate policy environment for their efficient and timely resolution. The Prevent Bullying at UNE campaign increased awareness of workplace bullying. The Furthering Women @ UNE strategy, which aims to support and develop the careers of female UNE employees, continued. The division partnered with our Oorala Aboriginal Centre to re-appoint an Aboriginal and Torres Strait Islander Employment Officer and to develop an Aboriginal and Torres Strait Islander Employment program and Reconciliation Action Plan.

Financial Services

The Financial Services Directorate is actively developing a service delivery culture that will position it to provide a broad range of business advice to all areas of the University. The division relocated to refurbished offices in the T C Lamble building in September, 2010, with improved reception, interview and meeting facilities for staff and students. It also enabled the relocation of cashiering activity to New England Mutual's branch on campus, providing a safer and more functional environment for the receipting of cash, especially during busy periods.

Improvements to procurement and accounts payable processes have been a major focus in 2010. In order to achieve expense savings on the acquisition of goods and services, Portland Procurement Services Pty Ltd have been engaged to provide the University with a "managed service" solution designed to add both capacity and expertise to our procurement capability. It will commence in January, 2011. Travel is a major expense for the University, and the "Smart Book" system was introduced to enable

staff to manage the booking and approval of travel and out-of-pocket expenses. This has largely replaced paper-based processes and helps ensure compliance with revised policies through use of our preferred provider.

As the majority of our students study by distance, a project to streamline the processing of EFT receipts commenced in 2010 and should result in efficiencies once implemented in 2011. It will also provide students with the ability to retrieve their account information and remit payments at any time.

Enhancements have been made to management reports and analysis to increase their effectiveness for use by management and Council. Considerable work has also been undertaken to improve forecasting methodologies needed for the support of long term financial planning and resource allocation. During the year, Directorate staff also worked closely with the Board of UNE Foundation to develop more comprehensive and informative monthly financial reports.



*Professor Jennie Shaw,
Pro Vice-Chancellor and Dean, Faculty of Arts and Sciences*

Faculty of Arts and Sciences

Professor Jennie Shaw was appointed Pro Vice-Chancellor and Dean of the Faculty after Professor Margaret Sedgley's retirement in February. Professor Sedgley positioned the Faculty for growth, with activity in 2010 focused on consolidation of research and teaching initiatives. Academic staff retirements and resignations were balanced by a significant number of new appointments (some funded in part by industry partners and external grants) in a number of areas; senior appointments included Professor Patrick Nunn to the role of Head of the School of Behavioural, Cognitive and Social Sciences and Ieva Stupans as Professor of Pharmacy.

Significant infrastructure works were completed, including the UNE greenhouse complex and the Carbon & Climate Change Learning Laboratories. The Faculty was also involved in the external review of the School of Environmental and Rural Science and in successful applications for new and continuing accreditation of several courses, including the Bachelor of Pharmacy (preliminary accreditation).

Collaboration across and outside UNE continues to be a major strategic focus of the Faculty. We extended our blended model teaching of languages into the Universities of Tasmania and Wollongong and offered the Graduate Diploma in Rural Science through Open Universities Australia. Collaborations with secondary school students and teachers in HSC Booster Days in English, science and agriculture, the Primary Industry Centre of Science Education (PICSE) program, the NSW DET Asian Languages Scholarships scheme, The Science Experience, and the Highlands Science and Engineering Challenge were especially effective.

Applications and enrolments in Faculty courses increased overall in 2010. A number of new courses achieved good enrolments, including the Bachelor of Media and Communications, Bachelor of Pharmacy, Bachelor of Exercise Physiology and Bachelor of Zoology, as well as established courses such as the Bachelor of Arts, Bachelor of Science, Bachelor of Agriculture and

Bachelor of Psychology. In the Academic Director's role, Professor Jennifer Clark was involved in the organisation of the University Learning and Teaching Futures conference at UNE as well as in the competitive allocation of Faculty learning and teaching development grants and the implementation of the BA review recommendations. Multimedia and Educational Developers and First Year Advisors also supported staff and students through, for instance, the PASS (Peer Assisted Study Sessions) program. Jennifer Clark was also part of a successful ALTC grant bid for \$170,000 (led by UNSW) that will examine the embedding of learning standards in the history curriculum, and Associate Professor Russell McDougall gained an ALTC Citation for outstanding contributions to student learning. The School of Arts and Arts New England Research Centre were also successful in gaining \$489,000 of National Asian Languages Studies in Schools Program funding.

ARC DP successes in the Faculty in the 2010 round went to Dr Gail Hawkes, Professor John Scott, Dr Cuncun Wu and Adjunct Professor Jeff Siegel. Associate Professor Melanie Oppenheimer was awarded

an ARC Linkage for her work on the history of Meals on Wheels and Professor Martin Thoms was the recipient of an ARC LIEF grant. In addition to the ARC, Faculty staff were successful across a range of competitive funding areas including the Gates Foundation (Prof John Gibson, US\$2.86 million); Sugar R&D Corp (Prof David Lamb and CSIRO's Rob Bramley, \$395,681); Red Cross (Melanie Oppenheimer, \$200,000) and the Hermon Slade Foundation (Prof Caroline Gross, \$80,000). Published outputs across the Faculty included commissioned and refereed research articles and scholarly monographs. Mentoring of, and support for, early career and new academic staff in research has been initiated at faculty level by Research Director Heiko Daniel (Faculty Grant Development Program). Both HDR enrolments and completions increased in 2010, and the Faculty was successful in competitive applications for 4 postdoctoral research lectureships.

Collaborations across UNE and with national and international industry, university and institute partners continue to be crucial for our research endeavours. UNE is a partner organisation in the new ARC Centre of Excellence for Cognition

and its Disorders and, in addition to symposia held by UNE research centres, we also hosted the biennial conferences of the Australian Society of Animal Production, Australian Association for Byzantine Studies, and the Association for Canadian Studies in Australia and New Zealand as well as the NSW History Teachers' Association conference.

The work of a number of staff was also recognised through other avenues. Staff invited to give keynotes at overseas conferences included Dr Drew Khlentzos (Language and Logic conference, Beijing) and Dr Jennifer McDonnell (Dickens' Universe conference, Santa Cruz). Emeritus Professor Dick Stanton was appointed Inaugural Fellow of the Royal Society of New South Wales, Professor Brian Byrne was elected to the ARC College of Experts, Adjunct Professor Helen Tiffin was elected to the Australian Academy of the Humanities and Dr Jeremy Fisher was elected Deputy Chair of the Australian Society of Authors. Honorary Fellow Dr Shirley Walker won the 2010 Kibble Literary Award for her book *The Ghost at the Wedding* and Associate Professor Hugh de Ferranti's *The Last Biwa Singer* was awarded Japan's prestigious 2010 Tanabe



Students performances in the third year directing course

Prize. For his outstanding and sustained contribution to Australian archaeology, Emeritus Professor Iain Davidson was awarded the 2010 Rhys Jones Medal.

SCHOOL OF ARTS

Early in 2010 the School lost a valued Head of School in Professor Jennie Shaw, who assumed the role of Pro Vice-Chancellor and Dean of the Faculty of Arts and Sciences. It is, nevertheless, a credit to her stewardship that the School has continued to achieve major outcomes in the areas of teaching and research throughout 2010. While seven other staff also relocated or retired in 2010, eight joined the School.

In November, the School was awarded a large National Asian Languages and Studies in Schools Strategic Collaboration Grant to extend the delivery of Asian language study to teachers throughout Australia. The languages have also continued to attract increasing enrolments as a result of entrepreneurial initiatives from DET Asian Languages Scholarships to new 'blended model' teaching agreements with Universities of Tasmania and Wollongong. The School's teaching excellence was

also recognised with Professor Russell McDougall (English) receiving an ALTC Award and eleven of 58 UNE Teaching Commendations going to staff in the School.

Increased research productivity saw four major book publications in 2010 and success in winning major national research grants: an ARC Discovery (Chinese) and LIEF (Chinese). Under the aegis of Arts New England (ANE), the School successfully hosted a symposium entitled 'Animalia: Critical Animal Studies' and the WraIN Research group continues to develop as a substantial research collective. Postgraduate enrolments have also increased, boosted by new programs such as the PhD by Creative Practice.

In terms of community and regional engagement, both Music and Theatres Studies held regular well-attended public performances, while languages also hosted major 'cultural' events, including a film festival. 370 students from the region attended the HSC English Regional Day in May.

New initiatives such as the Graduate Certificate in Arts Management and Master of Arts Management capitalise on the School's mix of medium to high band cluster

funded units. A new unit for the Teachers Education Enabling Course is anticipated to have significant enrollments in 2011 and to cement the School's reputation in literacy education. This and other units with a focus on writing and literacy will provide the School with a strategic advantage in the post-2012 higher education environment.

SCHOOL OF BEHAVIOURAL, COGNITIVE AND SOCIAL SCIENCES

The School of Behavioural, Cognitive and Social Sciences (BCSS) had another excellent year in 2010, with total enrolments up 2% despite a net reduction in staff. This year, the School introduced a Masters in Urban and Regional Planning and an Honours option in the Master of Arts (Applied Linguistics). A Bachelor of Sustainability will commence in 2011, as will a Graduate Diploma in Psychology. School funds were used to develop a MAAL with Teaching English as a Second Language (TESOL) stream for 2011, as well as a restructured Bachelor of Criminology.

Research activity and outputs continued to grow during 2010 with all disciplines recording above their respective DEST averages. Research

support mechanisms within BCSS are important; the School has a travel fund, RIBG equipment fund and a staff grant seeding fund. ARC Discovery Grants were awarded to Professor Jeff Siegel (Linguistics), Associate Professor Gail Hawkes (Sociology) and Associate Professor John Scott (Sociology). The School had 43 HDR students enrolled in 2010, 11 commencing studies during the year and three completing.

While Associate Professor Barbara Rugendyke was seconded to Research Services as Dean of Graduate Studies for three years and John Scott is currently Acting Head of the School of Arts, two new professorial appointments have been made in the School. These are Alan Scott, who arrived in September 2010 to take up the position of Professor of Sociology, and Patrick Nunn, who started as Professor and Head of School in November. Don Hine, who served as Acting Head of School for 22 months, was promoted to Professor; four other staff were promoted.

Dr Diana Eades (Linguistics) was honoured by election to the Australian Academy of the Humanities in November, 2010. Professor Brian Byrne (Psychology)

is directing UNE's partnership in a new ARC Centre of Excellence for Cognition and its Disorders.

SCHOOL OF ENVIRONMENTAL AND RURAL SCIENCE

The School experienced significant change in 2010 with staff retirements, new staff joining, and new, state-of-the-art, facilities coming into use. Additionally, our new degrees in Zoology and Animal Science have attracted great interest from prospective students and promise to be the most successful degrees of their type in Australia. All of these activities continue to ensure that we deliver some of the highest quality teaching programs and research in the nation.

In 2010, our focus has been on developing new strategic positions focussed on Animal Science, Agronomy and Soil Science, Zoology and Environmental Engineering. We have been fortunate in attracting some of the best researchers in Australia to these positions, which feed directly into our new and continuing teaching programmes.

The School has also developed two new jointly-funded positions covering Terrestrial Carbon (Associate Professor) with the

Department of Climate Change, Environment & Water, and Poultry Nutrition (Professor) with the Australian Egg Corporation and the Australian Chicken Meat Federation. Our research links with Industry and Investment NSW continues to develop through PIIC and NCRGGR, with significant joint investment in the new Terrestrial Carbon labs. These positions and facilities strengthen our already strong links with industry partners which form an important foundation for all our activities.

The School aims to be the pre-eminent School in Australia dealing with the complex issues surrounding the stewardship of our environment. Our new degrees, facilities, partnerships and staff aim to ensure that we have the most attractive research and teaching portfolios for students and the wider industry.

2011 will see new and exciting links with other partners in research and postgraduate offerings and new, focused degree offerings.

SCHOOL OF HUMANITIES

2010 was a particularly successful year for the Heritage Futures Research Centre (HFRC) with consolidation and revitalisation



Dr Peter Quiddington and Dr Anne Pender show their recently-published books at the celebration of research in the Faculty of Arts and Sciences

in a number of key research areas. Highlights included the ARC successes of Centre members, Associate Professor Melanie Oppenheimer and Dr David Roberts (with Professor Hilary Carey from the University of Newcastle), with the projects 'Meals on Wheels: Building towards a New Social Experiment for our Times' and 'Liberty, Anti-transportation and the Empire of Morality'. Associate Professor Oppenheimer has also been commissioned by the Australian Red Cross to research and write their centenary history for publication in 2014. The School has also been preparing for the relaunch of the Asia-Pacific Research Centre early in 2011 with the involvement of Visiting Research Fellow Associate Professor Kiranjit Kaur from the Universiti Teknologi MARA, Selangor, Malaysia.

A number of books and monographs by early career researchers appeared in 2010 as part of the School's outstanding publication output: *Polynesians in America: Pre-Columbian Contacts with the New World* (Alice Storey), *Roman Annexation: the Costs and Benefits of Trajan's Dacian Conquests* (Maxx Schmitz), *Ethics about Animals* (Lesley McLean), *Policy Implementation and the NSW Public*

Health System (Belinda Beattie), and *Drawing the Line: Using Cartoons as Historical Evidence* (Richard Scully).

The School has pioneered three new career-oriented awards for offer in 2011: the Bachelor of Historical Inquiry and Practice, which responds directly to the increased demand for professional historians, both regionally and globally; the Master of Environmental Advocacy, aimed at staff and volunteers of environmental organisations, businesses and international non-government organizations (NGOs); and, in collaboration with the School of Education, the Graduate Certificate in History Curriculum, which delivers a suite of professional development units for both primary and secondary History teachers engaging with the requirements of the new National History Curriculum.

SCHOOL OF SCIENCE AND TECHNOLOGY

The School of Science and Technology is responsible for the Bachelor of Science (BSc) and offers a number of majors including the Bachelor of Computer Science (BCompSci), and the Bachelor of Biomedical Science (BBiomedSc) degrees, plus several combined

degrees with the School of Law and the School of Education. It also offers postgraduate degrees and diplomas in the Sciences and Computing/Information Technology, with staff also making a significant contribution to the Bachelor of Nursing and the Joint Medical Programme. Ten new staff joined during the year, taking the School's academic staff to fifty. They are supported by about thirty research and general staff. Student numbers increased by 114 EFTSL over the previous year to a total of 809 EFTSL – a 16.4% growth – largely due to the introduction of new degrees in Pharmacy, Exercise Physiology, Exercise Science and Sports Science in 2010.

The School is recognised as having excellence in teaching, and accreditation of the newly introduced allied health degrees in Pharmacy and Exercise Physiology/ Science are being sought with the Australian Pharmacy Council and Exercise and Sport Science Australia respectively. They will become fully accredited after the first cohort has graduated in 2012/13.

The School focuses its research in several research centres and groups: the Centre for Bioactive

*Dr Amar Pandey
of The School of Science and Technology*



Discovery in Health and Ageing, the Centre for Molecular Microbiology, the Industrial and Environmental Process Group and the Precision Agriculture Research Group (PARG). The latter has attracted substantial funding from the Cooperative Research Centre for Spatial Information for a project on remote and proximal sensing technologies for farm management.

The School attracts research funding through the Australian Research Council, the NH&MRC and industry, including Bioniche Animal Health, Blackmores Australia, MediHerb, Australian Wool Innovation, the Cotton Catchment Communities CRC and the Department of Agriculture, Fisheries and Forestry.

Academic and general staff across the School continue to be closely involved with the promotion of science to secondary school students via the National Youth Science Forum, Science in the Bush, Science and Engineering Challenge, RACI Titration Competition, the Double Helix Club, HSC Booster Days and other events.



*Professor Victor Minichiello,
Pro Vice-Chancellor and Dean, Faculty of The Professions*

Faculty of The Professions

The Faculty continued with its innovation and academic renewal program in course delivery, including the development of new awards in social work, financial services and anatomy. UNE's Bachelor of Social Work, in which more than 100 undergraduates are enrolled, has a unique focus on social work practice in rural and regional communities and is helping to address the current shortage of social workers in such communities; commencing in 2011, a postgraduate masters course in social work will also be offered.

Also developed for 2011 are a suite of new courses offered in response to workforce skills shortages resulting from the global financial crisis. These include degrees of Bachelor of Financial Services and Master of Financial Services, and a Graduate Certificate and Graduate Diploma in Financial Services. 2010 also saw the Faculty expand its medical program, with the development of an Anatomy by Dissection course for medical and dental graduates. The medical program gained a big boost from Commonwealth funding to support the establishment of the Tablelands Clinical School at the Armidale Hospital, while the University continued its collaboration with Hunter New England Health with the joint appointment of staff specialists in obstetrics and gynaecology and paediatrics. Work also started on the development of a postgraduate research online portal to support research students in successfully undertaking and completing their research projects, with considerable progress made.

The Faculty was proactive in raising topics of global significance. These included planning for experts in environmental law from six continents in the New Year to discuss the role of law in addressing conflicts over water around the world; a symposium by the Faculty's Commonwealth-funded DeHub Centre examining innovation in distance education and global e-learning was also held. As part of its engagement program with the local community, the Faculty hosted an exhibition of school students' art work in the New England Regional Art Museum (NERAM) in the 'Let's Hang It!'



The DeHub symposium examined innovation in distance education and global e-learning

exhibition – the works were chosen from more than 500 entries from all over NSW. Another important forum, a symposium entitled 'Human Rights Conversations: New Trends in Human Rights Protection from a European and Australasian Perspective' which focused on the protection of human rights, also took place.

Faculty staff continue to collaborate at the international level. For example, the University of New England and Penn State University (PSU) in the United States announced an agreement to pursue joint research projects, including collaborative research on international biofuels law and policy, development of new distance education technologies and methods, improved approaches to natural resource management, and improvements to the cost-effectiveness of rural environmental law. UNE's Korea Internship Program, funded by the Daejeon Metropolitan Office of Education, saw education students from UNE paired with Korean teachers of English in primary and secondary schools, where their tasks include making lesson plans, developing teaching resources, teaching English in classes, and presenting their

English pedagogical approaches in demonstration classes open to the public. The Faculty's DeHub Centre hosted the first visit from their South American colleagues in the 'Southern Skies Distance Education Academic Exchange' project funded by the Australian Government's Council on Australia Latin America Relations (COALAR); Faculty academic staff also attended the 16th International Congress for Distance Education in Brazil which focused on Australian excellence in distance education. Arising out of a collaboration between the Faculty's Ag-Law Centre and the Icelandic Soil Conservation Service, an MOU between UNE, the Icelandic Government and the three Icelandic universities was signed to focus on sustainability research and education.

Academic staff continued to pursue research of national and international significance, including QuickSmart, an intervention program that helps school students improve their basic skills in mathematics, being named as a 'key achievement' in the Prime Minister's 'Closing the Gap' report. The Faculty engaged as a partner in a number of Cooperative Research Centre

programs in the health, economic participation, innovation and engagement and environmental law fields, as well as securing a number of new ARC grants in education, public health, ageing and law.

SCHOOL OF BUSINESS, ECONOMICS AND PUBLIC POLICY

The School of Business, Economics and Public Policy (BEPP) continued to teach, research and provide professional service in its three discipline areas: Accounting and Finance, Economics, and Management.

Four new courses in Financial Services were designed and approved to be offered from 2011. This is an important initiative as Financial Planning develops as a profession and members are being required to hold a tertiary qualification. The School also continued its academic renewal of courses, focussing on the Master of Business Administration (MBA) and Bachelor of Business (BBus), to build a greater emphasis around sustainability and corporate social responsibility. The core of the MBA was restructured as a result, and a new major on sustainability introduced to the BBus.



Nursing students Natasha Sculley and Erin Pither test their skills in the Medical Simulation Laboratory

Staff continued to engage in research of regional, national and international significance and demonstrated their success through high publication rates across a broad range of activities.

Successes in 2010 include:

- An Innovation in Business Research Award for a project on regional small businesses and economic growth.
- The launch of a joint research initiative between the Graduate School of Business and the National Institute of Accountants (NIA) to promote research into issues faced by accountants in their professional lives.
- Professor Brian Dollery was recognised as the most prolific researcher in the University 2003-2008 (now with more than 300 publications).
- Associate Professor Bernice Kotey was accepted into the Management Development Program at Harvard University.
- 16 students graduated with research higher degrees (including 12 PhDs).
- The School's new Financial Services courses were accredited by the Australian Securities and Investments Commission (ASIC).

- The Lucy Mentoring Program for final year undergraduate female students was completed for the third consecutive year.
- 700 (new and continuing) enrolments of international students, supported by strong relationships with Chinese university partners and the School's presence in Sydney (ISBT and TOP).
- The establishment of a School Advisory Board involving external industry representatives to provide insight into how we can continue to improve our courses.

SCHOOL OF EDUCATION

Two Australian Learning and Teaching Council (ALTC) grants were awarded in the School in 2010. One concerned innovative assessment of professional experience for pre-service teachers using a 3D virtual world, and the other concerned a transnational knowledge network that facilitates internationalisation of the tertiary teaching and learning experience.

The successful development and trial of the Virtual Synchronous Supervision of Professional Experience (VSSPE) through video conference connections from UNE to geographically distant schools

marks a significant innovation.

A group of students undertook an eight week internship in Korean schools in Daejeon; several staff in the School also received commendations on unit coordination and teaching based on unit monitoring. One staff member was selected on an advisory committee for the Australian National Curriculum in English and also undertook substantial writing for the draft curriculum. Professional development events included the Early Years Learning Framework Symposium, which attracted over 130 participants. Community activities included the UNE Schools Acquisitive Art Prize (UNESAP) and 'Let's Hang It!' Exhibition at the New England Regional Art Museum, and activities for school students such as the Regional 'Tournament of Minds', the 'International YOUTH LEADIng the World Congress', Science Discovery Day, the Science and Engineering Challenge, and the Higher School Certificate workshops.

An Australian Research Council (ARC) funded Discovery Grant of nearly half a million dollars was awarded to investigate the development of a pedagogically appropriate form of functional



The Hon. Justice James Allsop gave the 2010 Sir Frank Kitto Law Lecture

grammar to enhance students' composition in English across primary and secondary schools. UNE staff members were part of a Deakin University-led successful ARC Linkage grant application to enhance history teaching in alignment with the new national curriculum. The SiMERR National Centre has extended its Quicksmart Numeracy and Literacy programs to more than 2000 teachers, with exceptional improvement for students. SiMERR also conducted the validation study of standards for four teaching career stages, funded by the Australian Institute of Teachers and School Leadership (AITSL). A \$50,000 Local Impact Award from the National Australia Bank was presented to two postgraduate research students in mathematics education for investigating the impact of playing Chess on students' mathematical strategy development. Further research initiatives, new courses and consolidation of quality in teaching and research are planned for 2011.

SCHOOL OF HEALTH

This year has been another characterised by incremental success built on the previous year. The nursing undergraduate programme achieved the highest

aggregate number of students, and the highest number in a year's intake. Social Work continued to gain new students as the course moves forward yearly. The Mental Health Practice programme in Social Work has proven to be an innovation popular with postgraduates; the Health Service Management discipline also continues to host popular postgraduate courses as well as the undergraduate BHACS.

The School was successful in gaining university initiative funding to explore the development of allied health courses. Similarly, we await the final outcome of the Masters of Social Work accreditation, and the nursing team are about to submit their Masters of Nursing Practice for accreditation.

The School made funds available for internal research grants with the School of Rural Medicine. External Grants were achieved by a number of colleagues in the School, and our presence as a major partner in health in the CRC for Spatial Information moved closer to becoming a reality. HDR students remain a large commitment of the school and many were successful this year in gaining their higher degrees.

The School bid farewell to a number of long-serving members of staff this year but welcomed new staff as well. In the new year, two new Professors of Rural Nursing, part funded by the Hunter New England Area Health Service, will take up their posts.

SCHOOL OF LAW

Following a year that was both exciting and dynamic, the School of Law is continuing with plans to position itself as one of Australia's top Law Schools after the "Big Eight".

Highlights included the annual Sir Frank Kitto Law Lecture, presented by The Honourable Justice James Allsop. Retired High Court Judge the Honourable Michael Kirby AC CMG, Professor Jürgen Bröhmer and Professor Bee Chen Goh (Southern Cross University) held a Symposium on 'Human Rights Conversations: New Trends in Human Rights Protection from a European and Australasian Perspective' in March which attracted over 200 attendees.

Members of the School published and presented at conferences nationally and internationally; Professor Stephen Colbran and Associate Professor Brian Simpson completed major reports. The School's courses and units continue

to be well received, serving a load of nearly 1000 EFTSL amounting to almost 2000 students. This was only achieved because of the dedication of the 24 staff in the School.

Michelle Lim, one of the Law School's PhD students, was chosen to speak at the plenary of the annual IUCN Academy of Environmental Law colloquium in Ghent, Belgium. Although the Academy is made up of law professors from 135 universities in 50 countries, her research was afterwards described as 'breathtaking in its scope and quality'.

Our Ag-Law Centre is continuing to grow and is working closely with UNE colleagues in developing new approaches to the integration of science, law and institutional research relating to water. The Centre has been pivotal to a number of studies of laws and institutions impacting on water markets conducted through the CRC for Irrigation Futures, and staff of the Ag-Law Centre received 3 awards at the Australian Irrigation Conference & Exhibition 2010.

The Centre received research grants from entities such as the CRC for Irrigation Futures (\$303,000), Department of Employment and

Climate Change (\$480,000) and the United Nations Global Environment Fund (\$93,000), Land and Water Australia (\$160,230 and the World Wildlife Fund (\$2000). In particular, it received a grant of \$554,455 in respect of the ARC Linkage project, 'The next generation rural landscape governance: the Australian dimension.' This project will undertake innovative research to develop the next generation of natural resource governance in Australia.

SCHOOL OF RURAL MEDICINE

Reflections: a Triennium in Review

The School of Rural Medicine's first triennium has seen much change and growth. Since 2008, we have welcomed our first three cohorts of students, developed international linkages with rural medical schools, gained accreditation via the Joint Medical Program until 2014 and developed a reputation for anatomy training.

Our vision is to become a centre of excellence for rural undergraduate and postgraduate medical education and research to build a sustainable health workforce for the long term health of our rural communities.

Our progress to 2010 shows we have the foundations – we need to build on these.

The week of the 6th September, 2010, was significant and a time of reflection. The School said goodbye to our Year Three cohort who had undertaken all of their year 1-3 training at the University of New England, welcomed new academics, inducted a new executive to UNEMSA, thanked our students for their contribution to our development and conducted a memorial service to remember Natalie Edwards, a second year student who passed away suddenly in 2009.

During 2010, highlights have included the positive feedback received from examiners and GP supervisors about the performance of our year three students in their clinical placements and examinations. The year also saw our first three postgraduate students submit doctoral theses in areas relevant to rural health. We also welcomed our first international student into the Bachelor of Medicine program.

On the school website you will find these words: "To strive, to make the

effort, to be true to certain ideals,
this alone is worth the struggle.”

These words of Osler, written over a
century ago, still ring true. Certainly
I feel they hold even more strongly
now for what we have shared. I
thank all for their contribution to
the SRM and look forward to the
future success of the school.

A webinar expanding on this report
is available at [http://www.une.edu.
au/rural-medicine/welcome.php](http://www.une.edu.au/rural-medicine/welcome.php)



Dr Arthur Rickards, Director ABRI, receives the 'Golden Book' Award of the World Simmental Fleckvieh Federation

Partnerships and Related Entities

AGRICULTURAL BUSINESS RESEARCH INSTITUTE (ABRI)

On July 1, 2010 the ABRI celebrated its 40th Anniversary.

During this 40-year period it has developed and/or commercialised a number of technologies that have helped to make the Australian livestock industries strong and internationally competitive. The ABRI team has also grown from 3 people in its first year to 185 in 2010. Of this team, around 70 are in ABRI's on-campus head office, a further 15 in laboratories in Brisbane and Sydney and the remainder located throughout regional Australia. ABRI's services are now provided to 65,000 clients in 15 countries.

ABRI has continued to diversify its service delivery in Australia and, in October, won the contract to provide the National Secretariat for the Dorper Sheep Society. A number of innovations have been introduced to the Dairy Express service and ABRI has been engaged for a further 4 years to provide a beef cattle breeding extension service in Southern Australia - complementing

the existing engagement for this service in Northern Australia.

The company has maintained a robust level of profitability despite the strengthening A\$ stripping up to 40% off the value of ABRI's services in overseas countries.

Late in 2010 ABRI commenced a \$1 million office extension which will provide specialised facilities for its growing number of breed secretariat clients.

The company's activities have continued to attract recognition, including the Armidale and District Chamber of Commerce award for a Rural/Agricultural Business. ABRI's Managing Director, Dr Arthur Rickards, was also the recipient of the prestigious 'Golden Book Award' by the World Simmental Fleckvieh Federation.

INTERNATIONAL LIVESTOCK RESOURCES AND INFORMATION CENTRE (ILRIC)

ILRIC continued its core service to the beef breeding industry in 2010 by focusing on the provision of

independent certification of beef breeding animals for live export based on the Australian Cattle Genetic Export Agency (ACGEA) standards. This includes inspection of each animal by an accredited inspector to ensure quality and the allocation of a certificate for each eligible animal.

5,397 beef breeding heifers and bulls of Angus and Hereford breeds were exported live to Russia and Turkey in 2010 under the ACGEA standards. Since the introduction of the standards in 2007, which ILRIC developed and implemented with Department of Agriculture, Forestry and Fisheries (DAFF) funding, around 17,500 beef breeding cattle (primarily heifers) have been exported to Russia and Turkey. The Russian and Turkish Governments require independent QA certificates for purebred pedigree breeding cattle imported into Russia.

In early December, 2010, a delegation of 9 Kazakhstan Government Officials and Agricultural sector representatives visited Armidale for 2.5 days. This

ILRIC facilitated a visit by a delegation from the Government of Kazakhstan to Bald Blair Angus, Guyra, in 2010. Sam White and son, of Bald Blair Angus (centre), show the delegation high quality pure-bred Angus breeding heifers



delegation was lead by Expotrade, and visited Angus Australia, Herefords Australia, Yalgoo Hereford Stud at Walcha, Rangers Valley Feedlot at Glen Innes, Bald Blair Angus Stud at Guyra and the Agricultural Business Research Institute (ABRI). While at ABRI, the group received presentations from Arthur Rickards (ABRI), Christian Duff (ILRIC) and Michael Finucan (Meat & Livestock Australia). Assistance was provided by ILRIC to arrange the Armidale schedule for this delegation.

SERVICES UNE LTD

As a controlled entity of the University, Services UNE Limited continues to provide commercial and support services for all students and staff of the University of New England, as well as visitors to campus.

We commenced 2010 with an upgraded website (www.servicesune.com.au) designed to assist users with the vast array of services we offer, including assistance with off-campus accommodation; online access to the second hand bookshop; memorabilia, academic dress purchase and hire. General information for students is set out on the web site, as well as direct links to the University, Belgrave

Cinema, Boolloomibah Collection and Tune FM.

Students utilised the free Student Diary and Wall Planner together with Tax Help, advocacy services and access to casual and part time work from the Employment Service. All of these services are provided free of charge through our independent student support officer. Services UNE continues to provide support and assistance to the University during Orientations in February and July, as well as Open Day in May. We also provide financial and other assistance to the undergraduate and postgraduate student bodies. Two new student scholarships will also be awarded for the first time next year. The second hand bookshop continues to provide a welcome outlet for students to dispose of their current texts and to purchase their new text needs at an affordable price.

The Belgrave Cinema, situated off campus in Armidale, returned its first profit in five years, providing a broad range of entertainment not only to students and staff of UNE but to the whole Armidale community. The Belgrave Cinema is renowned for its very popular annual International Film Festival as well as regular Hollywood blockbusters.

The Boolloomibah Collection has maintained its high standard by continuing to provide quality food services at all levels and is also a popular venue for weddings and secondary school social events. During 2010 we trialled a "Food to Go" pre-order service during intensive schools, the aim of which was to reduce waiting time for students at the busy lunch time and to avoid delays, particularly on weekends. Wednesday night @ the 'Stro continues to be a popular social outlet for students. Operating on 29 nights during 2010, eleven different bands performed, as well as visiting and regular DJs providing the entertainment. A capacity attendance occurred on many of these nights.

During 2010 the new premises for United Campus Bookshop, the external operators of our bookshop, were officially opened, as were the new studios for Tune FM; one of the longest established community radio stations in Australia. In opening the new studios the Chancellor of UNE said that the station, which provides student volunteers with radio industry training, "had touched many lives". He said the new studios would allow for even more "involvement and development of skills". Tune FM



supports over 70 volunteers and is now reaching out to high schools and University Faculties to broaden their use of these wonderful new facilities.

Other capital works included a new Student Support Office fronting onto the Union Courtyard, new administration offices and new premises for the UNE Student Guild. Planning is well advanced for a number of our on-campus businesses including a new internal fit out of Sleek Hairdressing Salon, Campus Essentials, our general store, newsagent and post office and The 'Stro bar and nightclub. Some refurbishment of the Booloominbah Collection dining area is also being considered.

SPORT UNE

SportUNE prides itself on providing first-class sporting facilities and services for the University, Armidale and the New England community. UNE students and sporting clubs have had considerable success not only locally, regionally and nationally during 2010, but also at an international level. Of special note, Murray Scown competed in Sweden at the World University Games in Orienteering and Sonya Chervonsky was crowned Champion at the

Oceania Judo Union Championship (52kg) in Canberra.

Construction has been completed for Stage 1 of the SportUNE Indoor Sports and Recreation Centre, at a cost of \$6m, and the new facilities have been welcomed by students, staff and the Armidale community. These include a multi-purpose hall, weight and cardio gym, administration offices, café and customer service area. The official opening will take place in 2011 to coincide with UNE's Open Day. To complement the new facilities, there are now additional services on offer at SportUNE such as free crèche, a café and additional fitness programs.

With the support of the Armidale community, UNE was successful in winning the bid to host the Northern University Games, to be held 3-7 July 2011. This event is expected to contribute \$1.5 million into the local economy from the 1,500 student athletes who will compete in eleven different sports.

The local community has continued to be a strong focus of SportUNE, with almost 1,000 community members. Furthermore, SportUNE has hosted a number of events for the community, notably:

- Northern NSW Soccer Camp
- Abigroup National Rugby Camp
- Sports Trainers Camp
- Northern Inland Academy of Sport netball and soccer training
- Clubs NSW Academy Games
- Armidale Careers Expo
- Midnight Basketball
- UNE Golf Day
- Campus to City Canter
- Over 35's Armidale Veteran Soccer Carnival
- Hosting the national cancer fundraising event, Tour De Cure, with the Channel 7 Sunrise Sport program broadcasting live from the campus
- NSW Combined High Schools knockout football tournament
- Northern NSW Country Cup Rugby Union
- Vice-Chancellor's Rugby Cup
- Sarah Heagney Memorial Scholarship fundraiser and auction

In conjunction with the University, SportUNE has been working closely on a number of key initiatives. October, 2010, saw the launch of the Challenger 'E-bikes' at the Sustainable Living Expo held in Armidale in November, 2010. These electric bikes, available for students to hire, will be an alternative mode of transport

around the campus and the Armidale district. Another successful endeavour has been the establishment of teaching and research facilities at SportUNE for Sport and Exercise Science courses. Starting in 2011, Exercise Sciences, Exercise Physiology and Sports Science courses will be based at SportUNE and will provide students, staff and the community with state-of-the-art facilities.

UNE FOUNDATION

The UNE Foundation appointed one new director to the Board in November: Ms Kerrie Murphy.

In February, just over \$5 million was transferred to the Myer Family Company for professional funds management. Comprehensive review of 156 donor accounts held by the Foundation has resulted in the ability to identify funds to be apportioned into an 'immediate benefit pool' and a 'perpetual benefit pool' – the former being for funds which are required 'at call' and the latter being those funds provided as an endowment/in perpetuity from which interest is paid back to the University for the identified purpose.

During the year, \$769,890.24 was disbursed across the University for prizes, scholarships, research,

purchase of museum items and project funding. The Foundation, after these disbursements, holds over \$5.4 million in trust for the benefit of UNE.

During 2010 it was determined that the UNE Foundation is a controlled entity of the University of New England, requiring financial statements to be included in the University's Annual Report. Consequently, changes to the Constitution were required which were accepted by members in July. A formal Service Agreement was entered into between the Foundation and UNE in recognition of the services the University provides to support the operation of the Foundation.

UNE PARTNERSHIPS PTY LTD

UNE Partnerships is a controlled entity of the University, with 27 staff is located in our head office in the Old Teachers' College, Armidale. UNE Partnerships is also a Registered Training Organisation, with 48 qualifications ranging from certificate three to advanced diploma, within the Australian Qualifications Framework.

Our strategic objective in 2010 was to achieve revenue of \$5.4 million

with a net margin of 6.8% by offering face-to-face and distance education courses and customised programs to individuals and organisations in the public and private sector and overseas.

Over the year, UNE Partnerships experienced a rebound in trading relative to 2009. One of the main contributors to our above-budget revenue and profit was the NSW Government's Productivity Places Program, with UNE Partnerships allocated 422 places by the NSW Department of Education and Training across the Project and Business Management qualifications. This has provided a solid foundation of revenue in 2010.

The Business Development division worked hard during the year to target opportunities and was successful with a number of tenders and proposals – in particular, the Department of Defence, for procurement training.

UNE Partnerships was also successful in November with its quotation of \$500,000 for the provision of project management training to the Department of Sustainability, Environment, Water, Population

and Communities. The Project Management program continued to be one of the major contributors to our income this year, with just over 50% of revenue.

UNE Partnerships designed in-house a refreshed brand for our business, consistent with the University's image. The focus has been on supporting the marketing activities of our three program areas and raising the profile of UNE Partnerships and also UNE.

The UNE Partnerships' Strategic Plan 2010 – 2014 was developed and implemented during the year. Our achievements in 2010 are measured against this vision and the objectives we have pursued during the year:

- UNEP designed, developed and delivered education and training solutions for a range of corporate and government clients. Our top ten clients include the NSW Department of Education and Training, Department of Defence, Sandvik Mining and Construction, National Australia Bank, Energex, St Vincents and Mater Health Sydney, Honeywell, Housing NSW, Queensland Health,

and Rural Doctors Workforce Agency South Australia.

- High quality learning resources were designed and developed for our students and clients, including the new Certificate IV and Diploma of Professional Practice Management.
- A successful marketing trip was completed by the Managing Director, representing UNE at the inaugural International Exhibition for Higher Education, Riyadh, Saudi Arabia, 24 January – 5 February 2010. Following the exhibition, business development meetings were held in Bahrain and Qatar.
- A successful visit by one of our Board directors on 15 – 18 April 2010 to meet with and present to the Korean Dental Management Association, Seoul, Republic of Korea.
- Participation by the Managing Director in the Australian Consulting Services Mission to Manila, Philippines and Hanoi, Vietnam, 17 – 28 May 2010.

Through a lot of hard work UNE Partnerships has met the business challenges of 2010 and positioned itself for the future.

Diversity, Access and Equity

EMPLOYMENT EQUITY REPORT

The University of New England is committed to the principles of equity and social justice, welcomes and celebrates diversity, and aims to provide an environment in which staff and students thrive. It recognises its obligations to its diverse staff and student community through its equal opportunity policies, through the priorities contained in its *Strategic Plan 2007-2010: Achieving Regional and Global Impact*, and through the strategies of its sub-plans — which include the *Human Resource Development Plan 2007-2010* and the *Equal Employment Opportunity Management Plan 2007-2010*. The University's 'Vision and Positioning Statement' in the Strategic Plan includes the stated aim that, in 2010, the University will be, and will be seen to be:

'Demonstrating and respecting excellence, innovation, collaboration, service, diversity, equity, sensitivity to Indigenous and other cultures ...'

UNE Staff Equity Profile

The University of New England is situated in Armidale, in northern NSW, approximately halfway between Brisbane and Sydney. UNE is one of the largest employers in the New England North West, employing around 1236 staff – 514 academic staff, and 722 general staff – in 2010.

Table 1a. Trends in the representation of EEO Groups¹— Academic Staff

EEO Group	NSW Benchmark or target	% of Total Staff ²				
		2006	2007	2008	2009	2010
Women	50%	40%	40%	40%	42%	44%
Aboriginal people & Torres Strait Islanders	2.6% ³	1%	1%	1%	0.5%	1.1%
People whose first language was not English	19%	18%	19%	20%	21%	20%
People with a disability	12%	8%	8%	8%	8%	7%
People with a disability requiring work-related adjustment	7%	2%	2%	2%	2%	2.3%

¹ Staff numbers are as at 31 March each year. Groups other than women derived from ongoing voluntary EEO data surveys (88% response rate at 31 March 2010).

² Excludes casual staff.

³ Minimum target by 2015.

Table 1b. Trends in the representation of EEO Groups¹— General Staff

EEO Group	NSW Benchmark or target	% of Total Staff ²				
		2006	2007	2008	2009	2010
Women	50%	59%	60%	61%	61%	60%
Aboriginal people & Torres Strait Islanders	2.6% ³	2%	2%	2%	2%	2.2%
People whose first language was not English	19%	4%	5%	5%	3%	3%
People with a disability	12%	7%	6%	6%	7%	6%
People with a disability requiring work-related adjustment	7%	2%	2%	2%	2%	2.2%

¹ Staff numbers are as at 31 March each year. Groups other than women derived from ongoing voluntary EEO data surveys (88% response rate at 31 March 2010).

² Excludes casual staff.

³ Minimum target by 2015.

Table 2a. Trends in the distribution of EEO Groups¹ — Academic Staff**Distribution Index²**

EEO Group	Benchmark or target	2006	2007	2008	2009	2010
Women	100	80	80	79	80	81
Aboriginal people & Torres Strait Islanders	100	n/a	n/a	n/a	n/a	n/a
People whose first language was not English	100	97	94	93	96	99
People with a disability	100	103	102	93	93	96
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a	n/a

¹ A distribution index of 100 indicates that the centre of distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. An index more than 100 indicates that the EEO group is less concentrated at the lower salary levels.

² Excludes casual staff.

Table 2b. Trends in the distribution of EEO Groups¹ — General Staff**Distribution Index²**

EEO Group	Benchmark or target	2006	2007	2008	2009	2010
Women	100	82	84	85	86	88
Aboriginal people & Torres Strait Islanders	100	n/a	n/a	n/a	n/a	n/a
People whose first language was not English	100	94	92	94	107	106
People with a disability	100	92	91	94	93	92
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a	n/a

¹ A distribution index of 100 indicates that the centre of distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. An index more than 100 indicates that the EEO group is less concentrated at the lower salary levels.

² Excludes casual staff.

Senior Women

The University's regional location contributes to constraints, and historically this has been particularly so in regard to attracting and retaining women in senior, more highly-paid positions. Employment options for the partners of potential employees are comparatively limited. At 31 March 2010, the numbers of senior women reflected the lower levels evident in previous years. However, in the period April to September, three senior executive appointments have been filled by women, resulting in an increase from 25% during 2009 to 40% of executive managers being women.

Benchmarks

Universities are encouraged to adopt benchmarks which take into account the population pools from which they could reasonably expect to draw their general and academic staff. According to the 2006 Census QuickStats, the population of the Armidale-Dumaresq Local Government Area, in which UNE is situated, currently has between 4% and 5% of people who identify as being from linguistic and ethnically diverse backgrounds, substantially less than the NSW state benchmark of 19%. This is particularly pertinent

in the consideration of general staff who are more likely to be drawn from the local area, whereas academic staff are likely to be drawn from national and international pools.

The 2006 Census QuickStats figures indicate that the Armidale-Dumaresq region has a 5.4% Aboriginal & Torres Strait Islander population (considered by local Aboriginal Elders to be a very conservative figure), which is not currently reflected in the staff profile. Numbers of staff with disability and staff with disability requiring work-related adjustments are also below the NSW state benchmark.

Recruitment

Academic and General Staff Selection Policies require, *inter alia*, that 'selection must be based on merit in relation to the selection criteria. Merit appointments are made in accordance with relevant University policies (eg *Equal Employment Opportunity Policy Statement*) and on the basis of an assessment of the suitability of applicants'. Selection panels are required to be of appropriate gender mix as per the *Gender Representation on Decision-Making*

and Advisory Committees Policy, with at least two members having undertaken *Selecting the Best* recruitment training. *Selecting the Best* includes a strong equity component.

Flexibility

The University has a range of flexible and family-friendly work policies including *Flexible and Family Working Arrangements*; Family and Community Leave provisions; Parental Leave policy, which includes Maternity Leave provisions (which provide *inter alia* for 52 weeks leave – 26 weeks full pay plus 26 weeks unpaid, or 52 weeks half pay, or any combination mutually agreed); and *Carers' Responsibilities Discrimination Guidelines*. Information about these policies is specifically linked to the University's Employment Equity & Diversity website.

Head of cost centre responses to the University's 2010 annual survey on work practices show widespread accommodation of flexible hours requests from staff to cover a variety of circumstances. For example: return to part-time/flexible work arrangements after pregnancy; flexible work arrangements to take account

of responsibilities for infants, school age children, and elderly relatives; extended hours to allow flexi days to accommodate such commitments as non-custodial parents' child access visits, or other responsibilities or commitments staff have; and special working-from-home arrangements for more out of the ordinary circumstances.

Disability support

Heads of cost centres across campus report the provision of support for staff with disability as required for their specific needs – either ongoing or short term. Staff who require specialist equipment in their office are catered for. Such items as desks, chairs, saddle seats, seating balls, document holders, special mice, special keyboards, monitors, monitor holders, wrist supports, voice software and laptop computers to accommodate JAWS screen-reading software are noted as having been supplied as needed.

Promoting Equal Employment Opportunity

The University of New England is committed to a policy of equal opportunity in employment and freedom from all forms of discrimination as determined by legislation, and as outlined in its *Equal Employment Opportunity Policy*

Statement. This policy statement underpins not only the University's employment equity and diversity principles, but also ensures that 'all of its management and educational policies and practices reflect and respect the social and cultural diversity contained within the University and the community it serves'. The University is committed to this policy on the basis that it is fair and just, and contributes to the fulfilment of its Strategic Plan vision.

This commitment is reflected in the results of the *Voice Project: Staff Satisfaction Surveys* conducted in 2007 and 2010. In both surveys 90 percent of respondents agreed or strongly agreed that 'discrimination is discouraged' at UNE. This was the highest positive response to any question in both of these surveys.

Progress in improving the participation rates and career development of women again gained recognition from the Federal Government Equal Opportunity for Women in the Workplace Agency. The University was awarded the *Employer of Choice for Women* citation for 2010 and this, combined with progress noted in the 2009 compliance report, has made

UNE eligible to be waived from its compliance reporting obligations to EOWA until 2013.

The University equity committee structure was reviewed during the latter half of 2010. A proposal for a more integrated, streamlined and effective Social Justice Committee structure, incorporating appropriate allied committees, has been submitted to the Vice-Chancellor's Committee.

In 2009, the University identified key employment areas needing attention, in particular the employment rates and career development of Aboriginal & Torres Strait Islanders, staff with disability and senior academic women.

■ **Aboriginal & Torres Strait Islander employment**

During 2010, the University signed a Memorandum of Understanding with the Northern Region Forum, representing the fourteen Local Aboriginal Land Councils of the NSW Northern Region, to formalise a partnership between UNE and local Aboriginal communities. A Regional Aboriginal Higher Education Strategy is being



Future Student Adviser, Kate Pardy

developed under the MOU which it is hoped will lead, *inter alia*, to increasing numbers of student employment pathways being developed within the University. The availability of pathways into future employment also provides additional incentives for students to continue with their studies.

UNE appointed an Aboriginal & Torres Strait Islander Employment Officer in February. This officer has developed an Aboriginal & Torres Strait Islander Employment Strategy, and works across the University in terms of gaining outcomes for Aboriginal & Torres Strait Islander people in employment and training opportunities. The ATSI Employment Officer is working on the UNE Reconciliation Action Plan and co-ordinates regular meetings of the Aboriginal & Torres Strait Islander Access & Participation Committee.

■ **Staff with disability**

During 2010 the University finalised a central funding facility to assist cost centres to provide workplace adjustment for staff with disability. Policy and procedures have been developed and the fund is operational. The fund is administered by Employment Equity & Diversity, and staff and managers are able to confidentially discuss the needs of staff with disability with the Manager, Employment Equity & Diversity. A Disability Advisory Workgroup has been formed to establish the best model for student and staff disability access within UNE under the proposed Social Justice Committee structure. It will be a matter of priority for this working group to address disability access to electronic, as well as physical, learning environments.

■ **Furthering Women @ UNE Strategy**

This strategy, sponsored by the Vice-Chancellor and Deputy Vice-Chancellor, was launched on International

Women's Day, 8 March 2010.

It was initiated to address the development and progression needs of women at UNE. The strategy encompasses a range of professional development programs and initiatives for both general and academic staff women. During 2010, a series of programs, including leadership for both academic and general staff women, an academic women's shadowing program, academic pathways to promotion, and career planning for general staff women, was implemented. Throughout 2010, a series of women's forums was held which discussed such topics as career aspirations; limitations and access to opportunities; flexible work arrangements; and the right to request. Information from these forums has been used to plan further programs for 2011.

As part of its strategic direction and commitment to principles of equal employment opportunity, the University provides internal avenues for complaint resolution. These procedures include ongoing

educational programs which keep staff informed of what constitutes acceptable behaviour within the University environment, policies which cover unlawful harassment and discrimination, and avenues for speedy and confidential conflict resolution.

- As a first point of contact, a diverse team of Equal Opportunity Advisers provides confidential advice, information and assistance on all aspects of equal opportunity, including harassment and discrimination.
- *Creating Dignity & Respect in the Workplace*, and *Prevent Bullying @ UNE* programs have continued during 2010 and assist in promotion of the culture and values that create and support a workplace at UNE that is free from any form of discrimination or harassment, including workplace bullying. *Prevent Bullying @ UNE* workshops provided by an external facilitator in September were well attended. Feedback from participants indicated their thought-provoking and educative value.

- *EO Online: fair play*, the interactive web-based training program subscribed to by the University provides a means for staff to access equity training within the time constraints of their work unit and ensures consistency in the training provided. During 2010, Heads of School and supervisors incorporated *EO Online: fair play* into annual staff Performance Planning and Review development goals. It is also a mandatory component of all staff induction programs. Completion records show that senior management and Heads of School are participating in this training along with their staff.
- The University of New England completed Workplace Agreement negotiations for Academic Staff in September. Both General Staff and Academic Staff Workplace Agreements have enhanced clauses that provide clear pathways for staff to address grievances, including bullying, harassment and discrimination.

Planning the Future — Key programs planned for 2011

- **Staff Equity Advisory Group**
Pending final approval by the Vice-Chancellor's Committee, 2011 will see the establishment of a dedicated Staff Equity Advisory Group which will have a direct reporting line to the Vice-Chancellor through its Chair. This committee will provide a specialist reference group to consider issues of employment equity and social justice as they relate to the employment and career development of staff at the University. The Staff Equity Advisory Group will consider and provide advice regarding equity and social justice issues as they relate to employment practices at UNE, and will provide a mechanism by which staff equity and social justice issues can be referred to the University Social Justice Committee, the Vice-Chancellor's Committee, and to appropriate senior and executive managers. The Staff Equity Advisory Group will provide a forum to which UNE

staff, at all levels, can refer issues regarding equity and social justice as they relate to employment practices at the University. This group will also have issues referred to it from the UNE Social Justice Committee, and will develop and sponsor strategies and initiatives to enhance the University's employment practices as they relate to equity and social justice.

■ **Aboriginal & Torres Strait Islander employment**

The appointment of the Aboriginal and Torres Strait Islander Employment Officer in 2010 has provided the basis from which UNE can implement an Aboriginal and Torres Strait Islander Employment Strategy, as well as a Reconciliation Action Plan.

- *Aboriginal & Torres Strait Islander Employment Strategy* will focus on strategies around building relationships with organisations and the Aboriginal communities, specifically the communities represented

by the fourteen Local Aboriginal Land Councils of the NSW Northern Region. It will recognise the need for appropriate Aboriginal cultural awareness to inform the University's recruitment practices, and the importance of Aboriginal cultural awareness in ensuring career development and progression and the subsequent retention of Aboriginal staff. The strategy will also seek to develop pathways between education and employment for Aboriginal people of the Northern Region, and to capitalise on the University's dual role as an employer and an education provider. The Aboriginal Employment Strategy requires deliverable outcomes and the accountability of Heads of Schools, Managers and Directors, with established monitoring and review mechanisms. The strategy will assist the University

to raise its profile within Aboriginal communities and stakeholders as a preferred employer, to achieve its strategic aims of engaging Aboriginal communities as well as supporting the communities of the Northern Region to achieve outcomes in employment and education.

- *Community consultation.* The University recognises the significance of community consultation. In 2011, the draft Aboriginal and Torres Strait Islander Employment Strategy will be put out to consultation through a variety of mechanisms, including local and regional Aboriginal organisations, the Northern Regional Forum, and the University community. The consultation will ensure the longevity and the viability of the Aboriginal and Torres Strait Islander Employment Strategy at UNE.
- *Reconciliation Action Plan.* During 2011, the University will also seek community consultation for its draft Reconciliation Action Plan

(RAP). The RAP will be related to the Aboriginal and Torres Strait Islander Employment Strategy, but will also exceed it in scope. The RAP ensures that the University of New England publicly acknowledges its role as a higher education institution in overcoming some of the disadvantage arising from European occupation of Australia and the subsequent dispossession of the land of Aboriginal & Torres Strait Islander people. The RAP indicates that the University seeks to foster reconciliation and is committed to promoting the rights of Aboriginal & Torres Strait Islanders to equitable participation in the higher education sector. Once the necessary consultation rounds are completed, the RAP will be registered with Reconciliation Australia and be the subject of yearly monitoring and reporting.

■ **Staff with Disability**

- *Centralised Disability Fund.* With the implementation

of a centralised fund for workplace adjustment, Employment Equity & Diversity will undertake a program of education and information throughout the University. Specifically, EE&D will train administrative staff and academic managers in the provision of workplace adjustment, and the conduct of the centralised fund.

- *Disability Advisory Committee.* Pending approval by the Vice-Chancellor's Committee, the Equity Committee Review recommendation that a Disability Access Working Group be established will occur in 2011. The aim of this working group will be to establish a best-practice model for student and staff disability access within UNE. The working group will consider an integrated model which can provide for both staff and students, and that specifically takes into account staff and student access to electronic learning and working environments.

The working group will be asked to develop a model that incorporates universal design principles and appropriate consultative mechanisms. Once the working group recommendation has been approved by the Social Justice Committee, it will hand over to a Disability Advisory Committee which will operate as a sub-committee of the Social Justice Committee. The advisory committee will also oversee the development of the Disability Action Plan, to be lodged with the Australian Human Rights Commission, which will provide for ongoing evaluation, review and reporting.

■ **Furthering Women @ UNE Strategy**

- Building on the successful pilot Academic Women's Shadowing program run in 2010, a similar pilot General Staff Shadowing Program will be implemented during 2011 for staff at HEO level 6 and above. Members of the Executive and Directors will

be involved in this program.

- 'Pathways to Promotion' for Academic women workshops will be conducted again in 2011 in order to provide support for academic women submitting a promotion application in 2011 but also to maintain momentum for academic women's career planning. A particular focus of the program will be to assist and support academic women into senior management roles.
- A pilot General Staff Project Management Program will be initiated for staff at HEO levels 3 to 6 to enable staff to gain project management skills in collaboration with

their supervisors. Each participant will identify a project within their work unit that can be completed within one year. This will be run on similar lines as Study Leave with an allocation of two hours per week set aside to work on the project.

- One of the key successes of the *Furthering Women @ UNE* strategy in 2010 has been the series of consultative forums held with University women. In response to feedback received from the forums, a committee will be established under the auspices of the Social Justice Committee that will take over governance of the strategy. This committee will contain representatives

of women from across the University from all levels. The committee will continue the consultative role provided by the forums, will provide advice to the Social Justice Committee regarding women's employment issues at UNE and will sponsor continuing initiatives and strategies.

- Building on the success of the General Staff Career Planning workshop in 2010, staff from Employment Equity and Organisational Development will further develop career planning information and strategies for General Staff women. A particular focus will be on assisting women at the University to undertake senior management roles.

MULTICULTURAL POLICIES & SERVICES PROGRAM REPORT

The University of New England has a strong commitment to the provision of inclusive work and study practices and, as a community, values principles of diversity.

Legislation

This report is compiled annually to chart the University's progress and responsibilities under the *Community Relations Commission and Principles of Multiculturalism Act 2000*. It is compiled from heads of cost centre reports that detail the University's mainstreamed activities relating to its Multicultural Policies & Services Program Plan. The Multicultural Plan expands the University's objectives and strategies relating to cultural diversity as outlined in the *UNE Strategic Plan 2007–2010: Achieving Regional and Global Impact* and its sub-plans, the HR Development Plan 2007–2010 and EEO Management Plan 2007–2010. The strategies and targets contained in these plans reflect and acknowledge the diverse nature of Australian society.

Demographic

The University of New England is located in Armidale, a regional centre in the New England Northwest that has a demographic which has not, to date, included

significant populations of those persons from ethnic, cultural or ethno-religious minorities to which the Principles of Multiculturalism apply (some 5% as identified in the 2006 Census). This limits the University's ability to employ general staff from a minority cultural background – these staff traditionally being drawn from the local population – and also means that enrolments of students from a minority cultural background need to be drawn from further afield. However, the University has been successful in attracting staff and students from all over the world, enriching cultural diversity in the Armidale region to a degree not possible in other regional communities.

Staff Profile

The University's ongoing staff EEO data survey, with a current response rate of 88 percent, indicates that 108 members of academic staff (24%) and 47 members of general staff (7%) identify as being from cultural backgrounds (other than Aboriginal or Torres Strait Islander) which are considered racial, ethnic or ethno-religious minorities in Australia. Eighty-nine academic

staff (20%) and 24 general staff (3%) indicate their first language spoken as a child was other than English. The NSW Government benchmark for multicultural groups in the workplace (for people whose 'first language was not English') is currently 19%.

Student Profile

Of the 18,807 external and internal students enrolled in 2010 through the University of New England's Armidale campus, 3,733 (20%) were born overseas; 1,562 (8%) speak a language other than English at home. Ninety-eight different languages other than English are spoken at home across this cohort.

Eleven of these students (from Burundi, Democratic Republic of Congo, Eritrea, Germany, Pakistan, South Africa, Sudan and Zimbabwe) hold humanitarian visas.

Of the 4,153 students studying on-campus 988 (24%) were born overseas; 702 (17%) speak a language other than English at home. Seventy-two different languages other than English are spoken at home by the University's on-campus student population. Of these, speakers of Chinese languages (348, 50%) form the largest group.

Across the campus

Responses to the 2010 annual Multicultural Policies & Services Program survey from heads of cost centres and their managers and supervisors across campus include details of ongoing mainstreamed initiatives, events, and core teaching and learning practices by which the University establishes an environment supportive of a culturally-aware and inclusive University community.

Course design and delivery

Cultural and linguistic sensitivity in course design and delivery, and the use of reference material and additional readings from a culturally diverse range is incorporated where possible across all courses. In addition, an ongoing process of review which incorporates strategies for developing cultural competencies in students within an internationalised curriculum, has been implemented throughout the Schools.

UNE's Dixon Library and the Heritage Centre collect and make available primary and secondary source materials in all languages relevant to the population and interests of the University and its course offerings, and to the regional community.

Such courses as 'Islamic Studies' and 'Language and the Law' (School of Humanities); 'Race Relations in the Classroom'; 'Facilitating Cross-Cultural Communication', 'Immigrants and Society: An Introduction', 'Frameworks for Intercultural Studies and Education' (School of Education) have a multicultural focus aimed specifically at creating an awareness and understanding of the impact of cultural difference. This focus is integrated into course offerings across all Schools and not only builds cross-cultural awareness and understanding specific to Australia's multicultural experience but also provides a global perspective for students to develop skills and abilities to pursue careers in multicultural contexts.

Opportunities are available for students to further develop their intercultural skills through student exchange and other overseas programs, such as the practicum placements provided by the School of Education in South Korea and India. The School also offers programs of professional experience placement review — '*Beyond the Line*' placements in rural and remote regional areas, '*Beyond the Bridge*' placements in urban settings —

which offer many varied insights into inter-cultural acceptance and the problems faced by both teaching staff and their students.

Similar opportunities to further develop insights into intercultural skills in teaching and course design are available to staff through exchange programs and short-term placements overseas, for example, to partner universities in China.

International Scholarships

In 2010 the University awarded four Endeavour International Postgraduate Research Scholarships (Commonwealth funded — fees only) along with four stipend scholarships funded by UNE, one Australian University/Thailand Scholarship, plus some 13 stipend and fees scholarships funded variously by UNE and the Faculties/Schools. Recipients of these 2010 awards were from Bangladesh, Bhutan, Germany, Moldova, Nepal, Papua New Guinea, South Africa, Sri Lanka, Thailand and the United States of America.

Linguistic support

With well over 100 staff and 700 internal students identifying as being of non-English speaking background, UNE's Armidale campus is a genuinely multicultural

environment. Conversations and other forms of spoken communication between people of English-speaking and non-English speaking background are a daily occurrence. When carried out effectively these interactions are of great benefit. Not only do they provide important opportunities for non-English speaking staff and students to improve their English, they also help English speaking staff and students build competence in intercultural communication, a skill increasingly valued by employers. However, problems can arise and since spoken communication is a key medium of learning, they can act as a significant barrier to education.

In late 2009, the Teaching & Learning Centre conducted a web-based intercultural communication survey, *Speaking and Listening in the Multicultural University*, open to all staff and students. Results from the survey have been used during 2010 to develop workshops, materials and strategies to build on those aspects of communication that are already working well and to bring about improvement where this is needed.

Support services available to persons from non-English speaking backgrounds include:

- Dixon Library: library literacy sessions for specific cultural groups; tailored services to individuals.
- Teaching & Learning Centre, Academic Skills Office: wide range of workshops and courses on academic and research skills for staff and students from culturally diverse backgrounds, including staff mentoring; online tools to assist students, in particular, to familiarise themselves with Australian University academic practices, conventions and expectations; one-to-one consultative sessions available in person, by phone or online, requested when needed.
- Research Services: research grant writing and related assistance to staff and Higher Degree Research Students, including those from culturally diverse backgrounds.
- Individual Schools: under the University's Early Intervention Program, Schools monitor students, including International and domestic students from culturally diverse backgrounds, referring those needing assistance to the Academic Skills Office

for targeted workshops and individual consultations. Staff mentoring is also provided.

- The English Language & International Services Centre: teams Chinese-speaking students with Australian students learning Chinese for lunch time chats in both languages; provides Australian 'buddies' for Japanese students in the annual five month Chubu University program who offer support, advice, and talking companions during their stay. Efforts are made to employ staff with proficiency in languages used by UNE International students. The Centre also provides advice and assistance to other areas of the University where needed.
- Informal support: is available through the Schools and residences, and through student networks and clubs.

Staff working in these areas and others, such as postgraduate studies supervisors and staff in 'front desk' positions, receive in-house cultural diversity and intercultural communication training to assist in understanding cultural differences and in developing effective cross-cultural communication strategies

to ensure the delivery of quality services within a framework of inclusiveness, support and collegiality. This training is also open to all staff members who wish to avail themselves of it.

Admission Procedures

Student Administration & Services

Admission rules and alternative pathways to tertiary study are utilised to assist with access issues for students from culturally and linguistically diverse backgrounds and/or with overseas qualifications. Students from non-English speaking backgrounds remain at half the national average – this is not a decreasing participation trend but reflects the traditional student cohort for UNE. Engagement and retention are the major foci of the University's Equity Support Project provisions, and this will continue into 2010-2011.

Equity Group		2004	2005	2006	2007	2008
NESB	National	3.86	3.78	3.6	3.83	3.88
	UNE	1.06	1.12	1.04	1.18	1.14

Retention data for equity groups for 2008-9 are not yet available.

International Marketing & Pathways

International Marketing and Pathways provides International students with information regarding the admissions process at the University. This information includes specific advice regarding recognition of overseas-based qualifications, prior learning and arrangements for advanced standing. IMP undertake a number of information sessions in key countries every year at which the same information is made available. International students can also access information about UNE from the website, by email, in person, or by phone. IMP information packages also contain information about living and working in Australia, and specifically about living in Armidale.

Complaint-handling support

As part of its ongoing commitment to providing an environment that values and actively supports the equity and diversity principles of discrimination and harassment-

free work and study areas, the University provides internal avenues for speedy and confidential conflict resolution. Areas that can provide assistance to, or receive complaints and grievances from, students from culturally and linguistically diverse backgrounds include:

- **Student Access & Equity:** which provides policy advice and support to students and staff on student equity-related matters. It also works to ensure equitable student access to study.
- **Service Quality Unit:** where grievances may be lodged, and whose processes and procedures are compliant with the National Code arrangements. As an independent body it also formally investigates student complaints about process and service delivery when an informal resolution cannot be reached.

- **Counselling Service:** provides individual psychological counselling and support to UNE students and staff, including international and domestic students from culturally diverse backgrounds. They also provide resources, workshops, seminars and other skill-building programs. These services are free of charge.
- **International Services Office:** can provide advice and support and, if required, advocacy to international students who need to access grievance procedures.
- **Equal Opportunity Advisers:** who are trained in cross-cultural communication and include advisers from culturally diverse backgrounds, can provide personal support as well as advice.
- **English Language & International Services Centre:** briefs University officers on National Code regulatory requirements when international students are involved in a grievance process.

Where additional support is required to access complaints processes, the University can assist the student to gain access to an

interpreter. Grievance procedures are outlined during International Student Orientation sessions and included in their student hand book. Chinese-speaking students living in the UNE Residential System have access to Mandarin translations of the University's grievance procedures, and anti-racism, discrimination and harassment policies.

Staff have access to the procedures and support outlined on the Employment Equity & Diversity website and in the University Workplace Agreements.

Student Welfare Support

UNE Mosque

The University campus Mosque provides prayer facilities, halal food and Arabic and Qur'an courses for Muslim staff and students and their families, as well as for the wider Armidale Muslim community.

UNE Residential System

In 2010 the UNE Residential System colleges have continued strategies to encourage an appreciation and respect for the cultural differences amongst the members of their residences. Services provided by the colleges include:

- Cultural diversity awareness training for student residential

leaders appropriate to their interactions with students from culturally diverse backgrounds within the residential environment.

- Access to culturally appropriate food and food preparation, for example, halal or vegetarian food, when required.
- Ensuring appropriate provision for religious and other significant cultural observations; for example, observance of Ramadan, the appropriate allocation of rooms and amenities for Muslim women.
- Translation into other languages of the Residential System Rules, and UNE Equity policies covering harassment, discrimination, anti-racism and grievance procedures.
- International Officer positions in Junior Common Rooms to provide liaison and feedback between students and Residences management.
- Where appropriate, support is provided for students whose first language is not English, including an interpreter, at meetings to resolve difficulties a student may be having within the residences.

Formal dinners and other informal social occasions, such as multicultural sporting events and barbecues, are held which encourage residents to share their cultural backgrounds.

The English Language and International Services Centre

The English Language and International Services Centre is a specialist area of the University which provides English language support programs for international students prior to enrolment in UNE award-bearing courses, pastoral support to all UNE international students, monitoring of legislative compliance relating to provision of education courses to international students, and IELTS testing for anyone within or outside the University needing this certification. As well as its input into course delivery and design, and linguistic programs mentioned previously, the English Language Centre

- collaborates with the Armidale Dumaresq Council in hosting the annual 'Mayor's Welcome to Armidale' ceremony for new international students held in the Town Hall, and also with the 'Vice-Chancellor's Welcome' held at UNE;

- organises international student orientation sessions, which include, *inter alia*, information on dealing with homesickness, student safety and emergency contacts, a driver education presentation by the Armidale Road Safety Officer, and talks by Armidale police officers covering topics ranging from drinking, driving, domestic violence and personal safety;
- assists International students with accommodation, child care, health, religious requirements and personal safety issues, as well as advice on eateries;
- liaises with the Armidale International Association to provide excursions to explore the Australian bush, tradition and culture — including visits to the Aboriginal Cultural Centre & Keeping Place in Armidale, and to the Mount Yarrowyck Nature Reserve to learn about the Aboriginal rock art site protected within the reserve; and
- organises Homestay for students to introduce them to living and studying in Australia.

Throughout the year the English Language Centre staff and students

are involved in a variety of cultural events within the University and in the Armidale community, including the introduction this year of an International Fair to showcase the diversity of the international student population and for domestic students and UNE staff to be exposed to their cultures.

Yarm Gwanga Childcare Centre

The University's on-campus *Yarm Gwanga* ('Place for Children') Childcare Centre accommodates a large number of staff and students' children with English as a second language. The Centre supports these families through a variety of resources such as:

- Family information written in home languages
- Dual language children's books
- Multicultural play resources
- Multicultural teaching resources

Yarm Gwanga has access to support agencies to assist children and families in the adjustment of child care, and funding for bilingual support staff to work in the rooms with children, promoting their home languages as well as supporting their English.

Cultural Harmony Activities

The University and Armidale

communities, as a whole, enthusiastically support the many multicultural events held during the year such as the celebration of national days, music and dance festivals, film nights and visits from overseas entertainers and dignitaries.

- In 2010 cultural celebrations included the second annual Indian Cultural Festival coinciding with the *Diwali* festival of light — an evening of Indian music, dance and cuisine; the Indonesian Cultural Night — a dinner and film evening to celebrate Indonesian culture and to raise funds for victims of the disastrous earthquake in West Sumatra; and a Japanese Cultural Evening, including presentations of music, anime, calligraphy, traditional costume, martial arts and games.
- The three-day, 7th Armidale International Film Festival, showcasing thirteen foreign language films, was officially opened by the Director of the Italian Cultural Institute of Sydney. Begun in 2004 as part of UNE's 50th anniversary celebrations, and sponsored by

the University's Faculty of Arts & Sciences and the School of Arts, it celebrates – and fosters awareness of – the diversity of national cultures represented in the university city of Armidale. The members of the organising committee are current and former staff members of UNE as well as individuals from the wider Armidale community. This year's festival weekend was preceded by twelve weekly International Film evenings. The Film Festival and preceding film nights are well patronised and looked forward to across the University and Armidale communities.

The University also supports, promotes and participates in community-organised events such as Harmony Day, Ramadan Feasting Day, Mosque Management Committee fund-raising events, Armidale International Association functions, and cultural activities associated with the annual Armidale Autumn Festival.

On the national day for each country represented at the University, that country's flag is flown from 'Boooloominbah', the National Trust listed 1880s homestead which houses the

University's senior executive management and governance offices on central campus.

Going forward - 2011

Events and services detailed in this report are ongoing, and have been a feature of University and community life in Armidale for many years. They are under continual evaluation and review to ensure that services and programs are targeted, appropriate and responsive to staff and student needs. The celebrations, services and practices are integrated into the University's business and yearly schedules, or are key components of the University as a work and learning environment. The University is a major asset for the local community in that it attracts staff and students from all over the world to live and work in Armidale, enriching cultural life in the city in ways not possible for most rural and regional communities.

In addition, in 2011, Heads of School are expanding on initiatives by

- ongoing reviews of course design and delivery, resulting in internationalisation of curriculum and strategies for developing cultural competencies;

- continuation and further development of Bachelor and Graduate Certificate/ Diploma courses which involve UNE students studying with overseas partners for six to twelve months;
- providing translation services in languages other than English, eg Mandarin, Italian, French, German, Japanese and Indonesian, to members of the University and the outside community. This service is available for such purposes as grant, scholarship, and collaboration projects; translation of student documents and reports by overseas Higher Degree Research examiners; translation of business documents etc.

The English Language & International Services team is in the process of developing plans for 2011 to

- implement Staff and Student Rights & Responsibilities charters developed during 2010 which enshrine the Centre's commitment to integrity, professionalism and sensitivity

in dealings with students, and to 'an absolute belief in tolerance and the accordance of dignity and respect to people of all backgrounds';

- implement the three to five year English Language & International Services Strategic Plan, also reviewed during 2010;
- expand the Inaugural International Students working/support groups of 2010 to discuss issues and develop plans to support international students, and to be available for future consultation and feedback;
- continue and expand the International Student Orientation Weeks and International Student Fair to promote cultural diversity and cross-cultural understanding on campus.

In late December, 2010, Employment Equity & Diversity prepared to convene an inaugural University Multicultural Policies and Services Committee, which will meet regularly throughout 2011. Staff members and students from linguistically and culturally diverse backgrounds will be

asked to form this committee to assist in the development and implementation of multicultural policies and services. The committee membership will be able to bring together considerable experience and expertise of linguistic and cultural diversity and make it available to the University community for consultation and advice. This committee will be available to provide advice to Employment Equity & Diversity, as well as to Human Resource Services, Heads of Schools, and Directors regarding the development and implementation of multicultural policies and programs. The aim of having such a committee within the University will be to ensure the development of socially inclusive practices which ensure that the University maintains its engagement with staff and students from linguistically and culturally diverse backgrounds, as well as providing advice on how best to meet the challenges of the future. The Multicultural Policies and Services Committee will be able to report issues to the Social Justice Committee, but will have standing as an independent committee.

Supplementary Information

AUDIT AND RISK UNIT

The Audit & Risk Unit plays a key role in governance at UNE as part of the Chief Governance and Planning Officer & Legal Counsel Directorate. The Audit & Risk Unit comprises a Director, an Internal Audit Officer and a Risk and Compliance Coordinator.

The Unit liaises with senior executive and internal departments to identify potential risks to the University and monitor risk treatment plans. It also liaises with external auditors to complete the Audit and Risk Unit Operational Plan for programmed and un-programmed audits as approved by the Audit & Risk Committee of Council. The Unit reports regularly to this Committee on matters relating to audit and risk at UNE.

A full review of the University's risk management process was completed in 2009. This resulted in the process being streamlined to include governance, risk and compliance in a single process monitored by self-assessments and desktop audits. A team of risk co-ordinators from every area of the University have a key role in conducting the self-assessment process and in inculcating a culture of awareness of risk management and compliance at UNE. This process is governed by the new International Standard for Risk Management, ISO 3100:2009, and the AS 3806:2006 Compliance Programs.

The year also saw the approval of two new policies to supplement the Risk Management Policy, the Fraud and Corruption Prevention Policy and the Compliance Policy. The introduction of these Policies and their associated frameworks enables UNE to meet its statutory governance obligations.

INSURANCES

The primary areas of the University's insurance program were renewed through Unimutual and Austbrokers. These include Industrial Special Risks, Public and Products Liability, Professional Indemnity and Medical

Malpractice. Other classes of insurance held include, but are not limited to, Corporate Travel, Personal Accident, Marine Hull, Marine Transit and Comprehensive Motor Vehicle.

UNIVERSITY OF NEW ENGLAND PRIVACY STATEMENT

UNE Policy

The University will collect personal information, manage and use it, and disclose it in a way that complies with relevant legislation. The NSW State Information Protection Principles¹ and the National Privacy Principles² will underpin all aspects of the University's dealings with personal information. This policy shall apply to the University, its controlled entities and its affiliated bodies³.

The following statements are intended to communicate simply and clearly the University's intentions; a more comprehensive statement is found in the UNE Privacy Management Plan.

In collecting personal information the University will

- only collect information for lawful purposes related to its function;
- only collect the information that is necessary and by lawful means;
- where possible only collect personal information that is provided by the individual to whom the information relates, collecting in a way that is not personally intrusive;
- where information is provided by someone else, ensure that collection has been authorised by the individual concerned, or by someone who is legally authorised to provide it on their behalf; and
- notify the individual concerned that personal information is being collected, either at the time of collection or as soon as practicable afterwards.

The University will declare to individuals from whom information is collected and

- the purpose for collecting the personal information;
- whether or not the collection is voluntary and any consequences for not providing it;
- how the information is to be held and the intended recipients;

- the name and address of any agency used to collect information on the University's behalf; and
- how individuals can obtain access to their information, check it for accuracy and completeness, and make application to correct it.

The University will manage personal information responsibly by:

- taking reasonable steps to ensure that personal information held is relevant to the purpose for which it was collected, accurate, up to date and not misleading;
- retaining personal information for no longer than necessary; then disposing of it securely in accordance with approved methods;
- protecting it from loss or unauthorised access, use, disclosure, or misuse; and from unauthorised modification;
- taking reasonable steps to prevent its disclosure without authorisation by external service providers; and
- only disclosing personal information outside the University or its affiliated bodies where:
 - its disclosure has been consented to by the individual to whom it relates; or
 - its disclosure is required by law and requested in an authorised written form; or
 - it is reasonably believed to be necessary to prevent or lessen a serious threat to life or health of any person.

The University's Privacy Management Plan is published on the Policies and related documents pages of the UNE Web pages.

Internal Review

No internal reviews were conducted in 2009.

FOI AND GOVERNMENT INFORMATION (PUBLIC ACCESS)

Introduction

On 1 July 2010 the *Freedom of Information Act 1989* (NSW) (FOI Act) was replaced with the *Government Information (Public Access) Act 2009* (NSW) (GIPA Act).

Section 14 of the FOI Act requires UNE to publish an annual Statement of Affairs. Section 125 of the GIPA Act and Section 7 of the GIPA Regulation 2010 No 252 requires UNE to publish an annual report. Both these documents can be included in UNE's Annual Report. The first section of this report will provide information about FOI activities from 1 January to 30 June 2010. The second section will provide information about GIPA activities from 1 July 2010 to 31 December 2010.

¹ In the *Privacy and Personal Information Protection Act 1998* (NSW)

² In the *Privacy Act 1988* (Commonwealth) as amended in the *Privacy Amendment (Private Sector) Act 2000*

³ Controlled entities and affiliated bodies are listed in the UNE Privacy Management Plan

Freedom of Information Act 1989 (NSW)

1.1 Structure and functions of UNE

UNE is a statutory body established under the *University of New England Act 1993* (NSW). An organisational chart of UNE can be found at the front of the *Annual Report 2010*. There is a hierarchy of documents that prescribe how UNE is governed and managed, beginning with the following:

- Legislation – *University of New England Act 1993* (NSW) No 68 as updated 24 November 2005; *Higher Education Support Act 2003* (Commonwealth).
- By-Laws – made under authority of the *University of New England Act 1993* (NSW) and approved by the Governor of NSW.

Power is given by the Act/By Laws to the UNE Council to make rules, and to empower the Vice-Chancellor to make rules; policies are made in respect these. Management plans, guidelines and operating procedures follow at their respective levels.

As stated in section 6 of the *University of New England Act 1993* (NSW), the object of UNE 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.

To achieve this object, UNE has functions including the provision of facilities for education and research of university standard; the encouragement of the dissemination, advancement, development and application of knowledge informed by free inquiry; the provision of courses of study or instruction across a range of fields, and the carrying out of research to meet the needs of the community as well as the participation in public discourse and the conferring of awards. It develops governance, quality assurance and other processes to support this object, and exercises other commercial, cultural, sporting, and community functions as well as any other statutory functions which may be required.

1.2 How UNE's functions affect the public

UNE affects the public through its major functions such as the conferring of degrees, enrolment of students, employment of staff, the promotion of research and its involvement in the general community.

The public is defined here as the staff and students (past, present and future) of UNE, along with those people who have previously or who are presently serving on committees and any interested members of the community.

1.3 How the public may participate in UNE's policy development

Any member of the public can influence UNE's policy development by:

- (a) becoming a member of the relevant committee that is responsible for policy formulation and change; or
- (b) approaching the Chair of the relevant committee and through them seeking to change policy; or
- (c) applying to the Vice-Chancellor in writing, requesting that a certain matter be raised or a policy be changed.

Members of the University community may attend the open sessions of the meetings of Council as observers. The committees of the University are listed on the University web page and accessible at <http://www.une.edu.au/governance/council/committees/>

1.4 Kinds of documents UNE holds

Documents held by UNE are located primarily in the Records Management Office and also in central administration, faculties and schools. Many of these documents may be accessed through UNE's home web page free of charge at <http://www.une.edu.au/>. Most UNE policies are available at <http://www.une.edu.au/rmo/policies/>. UNE documents and holdings include:

- (a) University-wide plans such as the 2007-2010 Strategic Plan;
- (b) Policies relating to areas such as academic governance, research, consulting and outside earnings, equity, the library, human resources, information technology and communications, finance, facilities management, risk management and Freedom of Information;
- (c) Minutes and agendas from the University of New England Council (open sessions) and its Committees (available from the Council Services Unit), Vice-Chancellor's Committees and the Equal Employment Opportunity Committee (available through the Vice-Chancellor's Unit), the Academic Board and its Committees (available from the Academic Board Secretariat) as well as other committees.
- (d) Reports such as the *Annual Report* and reports produced by the Equity Office, Research Services, the Counselling Service, Sport UNE and various research centres. Copies of these may be obtained by approaching the relevant office or organisation.

- (e) Files. These are the major method of documentation and are held in a number of locations:
- (i) Records Management Office is the central repository of files and holds student records, records on administration, correspondence, minutes of committees (including those of the University Council and Academic Board), policy files, research grant information, legal files, lease agreements and FOI records;
 - (ii) Council Services Unit holds rules for conduct of elections for members of Council; rules for the use of the University Seal and Arms; Standing Orders for Council; Council Policies, terms of reference and membership of Council committees; minutes of Council and its committees, constitution of the Academic Board, minutes of Academic Board and its committees.
 - (iii) Faculties and Schools hold files on courses; individual departments; attendance in classes and practicals; applications for special examinations; applications for extensions for written and practical work; examination results; higher degree progress report forms; order of merit lists for prizes and scholarships; 'show cause' lists; graduation identification listings; research proposals and grants; correspondence; and information on faculty committees and their members;
 - (iv) Student Administration and Services holds records on selection criteria, academic progress of students, examination results, examination timetables, details of examination venues and supervisors, records relating to agendas and minutes of committees, biographical data of students, records of counselling sessions;
 - (v) Human Resource Services holds files on individual staff members relating to their employment history at UNE, specific policy and working files and the functions managed by Human Resource Services (Equity, Industrial Relations, Organisational Development, Personnel Services);
 - (vi) Research Services holds records relating to research grants and contracts, research ethics records relating to humans and animals, records relating to the administration of PhD candidature and postgraduate scholarships and advice to external supervisors and examiners;
 - (vii) Marketing and Public Affairs holds publicity records, marketing plans and policies, events records, records relating to alumni of UNE, fundraising and community liaison matters;
 - (viii) Financial Services holds financial records;
 - (ix) College Residences hold resident files, correspondence, financial records;
 - (x) Services UNE and Sport UNE hold records relating to their administration, membership, accounts and budget papers, constitutions and regulations, agenda and minutes and membership of committees, inventories, staff records, annual reports, correspondence, research documents and details of elections and referenda;
 - (xi) Medical Centre holds records relating to medical histories, purchasing, administration and general correspondence; and
 - (xii) Yarm Gwanga Childcare Centre holds individual client files and minutes of the Advisory Committee meetings.
- (f) Newsletters such as *UNE Experience* and *In Addition* from the Alumni Relations Office. These publications are available free of charge.
- (g) Information and advertising brochures. Marketing and Public Affairs, Student Administration & Services and some individual faculties, schools and departments have publications available which contain more specific details on courses, prerequisites and enrolment procedures for students. The Teaching and Learning Centre and the faculties hold leaflets and handouts pertaining to external students. The International Office holds comprehensive brochures on all courses available to overseas students and various publications designed to assist such students. All these are available free of charge upon application to the appropriate department.

1.5 FOI Statistical Reports 2009 – 30 June 2010

SECTION A

New FOI Applications

How many FOI applications were received, discontinued or completed?	No. of FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
A1 New	1	3	12	3	13	6
A2 Brought forward	0	0	0	1	0	1
A3 Total to be processed	1	3	12	4	13	7
A4 Completed	1	3	12	3	12	3
A5 Discontinued	0	0	0	0	0	0
A6 Total processed	1	3	12	3	12	3
A7 Unfinished (carried forward)	0	0	0	1	1	0

SECTION B

Discontinued applications

Why were FOI applications discontinued?	No. of Discontinued FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
B1 Request transferred out to other agency (s.20)	0	0	0	0	0	0
B2 Applicant withdrew request	0	0	0	0	0	0
B3 Applicant failed to pay advance deposit (s.22)	0	0	1	0	1	0
B4 Applicant failed to amend a request that would have been an unreasonable diversion of resources to complete (s.25(1)(a1))	0	0	0	0	0	0
B5 Total discontinued	0	0	1	0	1	0

SECTION C

Completed applications

What happened to completed FOI applications?	No. of Completed FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
C1 Granted or otherwise available in full	0	0	1	3	1	3
C2 Granted or otherwise available in part	1	0	9	0	10	0
C3 Refused	0	0	1	0	1	0
C4 No documents held	0	0	0	0	0	0

C5 Total completed	1	0	11	3	12	3
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SECTION D

Applications granted or otherwise available in full

What were the documents made available to the applicant?	No. of FOI Applications (granted or otherwise available in full)					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
All documents requested were:						
D1 Provided to the applicant	1	0	1	2	2	2
D2 Provided to the applicant's medical practitioner	0	0	0	0	0	0
D3 Available for inspection	0	0	0	0	0	0
D4 Available for purchase	0	0	0	0	0	0
D5 Library material	0	0	0	0	0	0
D6 Subject to deferred access	0	0	0	0	0	0
D7 Available by a combination of any of the reasons listed in D1-D6 above	0	0	0	0	0	0
D8 Total granted or otherwise available in full	1	0	1	2	2	2

SECTION E

Applications granted/available in part

What were the documents made available to the applicant?	No. of FOI Applications (granted or otherwise available in part)					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
All documents requested were:						
E1 Provided to the applicant	1	0	9	0	10	0
E2 Provided to the applicant's medical practitioner	0	0	0	0	0	0
E3 Available for inspection	0	0	0	0	0	0
E4 Available for purchase	0	0	0	0	0	0
E5 Library material	0	0	0	0	0	0
E6 Subject to deferred access	0	0	0	0	0	0
E7 Available by a combination of any of the reasons listed in E1-E6 above	0	0	0	0	0	0
E8 Total granted or otherwise available in part	1	0	9	0	10	0

SECTION F

Refused FOI applications

Why was access to the documents refused?	No. of Refused FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
F1 Exempt	0	0	0	1	0	1
F2 Deemed Refused	0	0	0	0	0	0

F3 Total refused	0	0	0	1	0	1
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SECTION G

Exempt Documents

Why were the documents classified as exempt? (identify one reason only)	No. of FOI Applications (Refused or access granted or otherwise)					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
Restricted documents:						
G1 Cabinet documents (Clause 1)	0	0	0	0	0	0
G2 Executive Council documents (Clause 2)	0	0	0	0	0	0
G3 Documents affecting law enforcement and public safety (Clause 4)	0	0	0	0	0	0
G4 Documents affecting counter terrorism measures (Clause 4A)	0	0	0	0	0	0
Documents requiring consultation:						
G5 Documents affecting intergovernmental relations (Clause 5)	0	0	0	0	0	0
G6 Documents affecting personal affairs (Clause 6)	1	0	9	0	10	0
G7 Documents affecting business affairs (Clause 7)	0	0	0	0	0	0
G8 Documents affecting the conduct of research (Clause 8)	0	0	0	0	0	0
Documents otherwise exempt:						
G9 Schedule 2 exempt agency	0	0	0	0	0	0
G10 Documents containing information confidential to Olympic Committees (Clause 22)	0	0	0	0	0	0
G11 Documents relating to threatened species, Aboriginal objects or Aboriginal places (Clause 23)	0	0	0	0	0	0
G12 Documents relating to threatened species conservation (Clause 24)	0	0	0	0	0	0
G13 Plans of management containing information of Aboriginal significance (Clause 25)	0	0	0	0	0	0
G14 Private documents in public library collections (Clause 19)	0	0	0	0	0	0
G15 Documents relating to judicial functions (Clause 11)	0	0	0	0	0	0
G16 Documents subject to contempt (Clause 17)	0	0	0	0	0	0
G17 Documents arising out of companies and securities legislation (Clause 18)	0	0	0	0	0	0
G18 Exempt documents under interstate FOI Legislation (Clause 21)	0	0	0	0	0	0
G19 Documents subject to legal professional privilege (Clause 10)	0	0	0	0	0	0
G20 Documents containing confidential material (Clause 13)	0	0	0	1	0	1
G21 Documents subject to secrecy provisions (Clause 12)	0	0	0	0	0	0
G22 Documents affecting the economy of the State (Clause 14)	0	0	0	0	0	0
G23 Documents affecting financial or property interests of the State or an agency (Clause 15)	0	0	0	0	0	0
G24 Documents concerning operations of agencies (Clause 16)	0	0	0	0	0	0
G25 Internal working documents (Clause 9)	0	0	0	0	0	0
G26 Other exemptions (eg Clauses 20, 22A and 26)	0	0	0	0	0	0
G27 Total applications including exempt documents	1	0	9	1	10	1

SECTION H

Ministerial Certificates (S-59)

How many Ministerial Certificates were issued?	No. of Ministerial Certificates	
	2009	2010
H1 Ministerial certificates issued	0	0

SECTION I

Formal consultations

How many formal consultations were conducted?	No. of Consultations	
	2009	2010
I1 Number of applications requiring formal consultation	0	0
I2 Number of persons formally consulted	0	0

SECTION J

Amendment of personal records

How many applications for amendment of personal records were agreed or refused?	No. of Applications for Amendment of Personal Records	
	2009	2010
J1 Agreed in full	0	0
J2 Agreed in part	0	0
J3 Refused	0	0
J4 Total	0	0

SECTION K

Notation of personal records

How many applications for notation of personal records were made (s.46)?	No. of Applications for Notation	
	2009	2010
K1 Agreed in full	0	0
K2 Agreed in part	0	0
K3 Refused	0	0
K4 Total	0	0

SECTION L

Fees and costs

What fees were assessed and received for FOI applications processed (excluding applications transferred out)?	Assessed Costs		Fees Received	
	2009	2010	2009	2010
L1 All completed applications	\$380	\$90	\$380	\$90

SECTION M

Fee Discounts

How many fee waivers or discounts were allowed and why?	No. of FOI Applications (where fees were waived or discounted)					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
M1 Processing fees waived in full	0	0	0	0	0	0
M2 Public interest discount	0	0	0	0	0	0
M3 Financial hardship discounts - pensioner or child	0	0	0	0	0	0
M2 Financial hardship discounts - non-profit organisation	0	0	0	0	0	0
M5 Total	0	0	0	0	0	0

SECTION N

Fee refunds

How many fee refunds were granted as a result of significant correction of personal records?	No. of Refunds	
	2009	2010
N1 Number of fee refunds granted as a result of significant correction of personal records	1	0

SECTION O

Days taken to complete request

How long did it take to process completed applications? (Note: calendar days)	No. of Completed FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
O1 0-21 days - statutory determination period	1	0	11	2	12	2
O2 22-35 days extended statutory determination period for consultation or retrieval of archived records (S.59B)	0	0	0	1	0	1
O3 Over 21 days - deemed refusal where no extended determination period applies	0	0	0	0	0	0
O4 Over 35 days - deemed refusal where extended determination period applies	0	0	0	0	0	0
O5 Total	1	0	11	3	12	3

SECTION P

Processing Time: Hours

How long did it take to process completed applications?	No. of Completed FOI Applications					
	Personal		Other		Total	
	2009	2010	2009	2010	2009	2010
P1 0-10 hours	1	0	11	3	12	3
P2 11-20 hours	0	0	0	0	0	0
P3 21-40 hours	0	0	0	0	0	0
P2 Over 40 hours	0	0	0	0	0	0
P5 Total	1	0	11	3	12	3

SECTION Q

Number of Reviews

How many reviews were finalised?	No. of Completed Reviews	
	2009	2010
Q1 Internal reviews	1	0
Q2 Ombudsman reviews	0	0
Q3 ADT reviews	1	0

SECTION R

Results of Internal Reviews

Grounds on which the internal review was requested	No. of Internal Reviews					
	Personal		Other		Total	
	Original Agency Decision Upheld	Original Agency Decision Varied	Original Agency Decision Upheld	Original Agency Decision Varied	Original Agency Decision Upheld	Original Agency Decision Varied
R1 Access refused	0	0	0	0	0	0
R2 Access deferred	0	0	0	0	0	0
R3 Exempt matter deleted from documents	0	0	0	0	0	0
R4 Unreasonable charges	0	0	0	0	0	0
R5 Failure to consult with third parties	0	0	0	0	0	0
R6 Third parties views disregarded	0	0	0	0	0	0
R7 Amendment of personal records refused	0	0	0	0	0	0
R8 Total	0	0	0	0	0	0

Government Information (Public Access) Act 2009 (NSW)

On 1 July 2010 the FOI Act was replaced by the GIPA Act.

2.1 Open Access Information

Section 6(2) of the 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.

2.2 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. As the GIPA Act only came into force on 1 July UNE has not carried out a review this year.

2.3 Statistical information about access applications from 1 July 2010 to 31 December 2010

	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								
Members of Parliament								
Private sector business								
Not for profit organisations or community groups								
Members of the public (application by legal representative)								
Members of the public (other)	3							1

¹ 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 outcome²								
	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 ²								
Access applications (other than personal information applications)	2							1
Access applications that are partly personal information applications and partly other	1							

² 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)	
Application is for excluded information of the agency (section 43 of the Act)	
Application contravenes restraint order (section 110 of the Act)	
Total number of invalid applications received	
Invalid applications that subsequently became valid applications	

Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 to Act	
Reason for invalidity	No of Times consideration used³
Overriding secrecy laws	
Cabinet information	
Executive Council information	
Contempt	
Legal professional privilege	
Excluded information	
Documents affecting law enforcement and public safety	
Transport safety	
Adoption	
Care and protection of children	
Ministerial code of conduct	
Aboriginal and environmental heritage	

³ 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	
Reason for invalidity	No of occasions when application not successful
Responsible and effective government	
Law enforcement and security	
Individual rights, judicial processes and natural justice	
Business interests of agencies and other persons	
Environment, culture, economy and general matters	
Secrecy provisions	
Exempt documents under interstate Freedom of Information legislation	

Table F: Timeliness	
Reason for invalidity	No of applications
Decided within the statutory timeframe (20 days plus any extensions)	4
Decided after 35 days (by agreement with applicant)	
Not decided within time (deemed refusal)	
Total	4

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			
Review by Information Commissioner ⁴			
Internal review following recommendation under section 93 of Act			
Review by ADT			
Total			

⁴ 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.

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

2.4 Access arrangements, procedures and points of contact

General information about UNE is contained in UNE's *Handbook* and *Annual Report*. The *Handbook* contains the University of New England Act 1993 (NSW), By-laws, a list of degrees, diplomas and certificates, principal officers and staff of UNE, members of the University Council and Academic Board and specific information about the institution. The University of New England *Handbook* can be accessed at <http://www.une.edu.au/studentcentre/handbook/>. The Annual Report lists all UNE's major activities, statistics, financial statements, services and community involvement. It can be obtained from the Dixon Library, Marketing and Public Affairs or online at <http://www.une.edu.au/mpa/communications/>

Marketing and Public Affairs is able to answer enquiries of an informal nature and provide details of UNE's

publications. The office can be contacted during normal office hours on (02) 6773 3909 or by email at director-mpa@une.edu.au

Enquiries about access to policy documents or student files should be made to the Manager, Records Management Office during normal office hours. Phone (02) 6773 2140 or email rmo@une.edu.au

Enquiries about access to staff employment files should be made to the Director, Human Resources Division during normal office hours. Phone (02) 6773 2100 or email directorofhr@une.edu.au

A GIPA Access Application is not necessary for an individual to access their own personal files except when they include documents which may be considered exempt under the GIPA Act.

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:

GIPA Access 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

Nature of Application	Application	Processing Charge
Access to records by natural person about their personal affairs	\$20 for up to 20 hours processing ¹	\$30 per hour after first 20 hours ¹
All other requests	\$20 - \$30 for up to 20 hours processing ¹	\$30 per hour after first 20 hours
Internal review	\$20 - \$40 ^{1, 2}	Nil
Amendment of records	Nil ²	Nil

Notes:

1. Subject to 50% reduction for financial hardship and public interest reasons.
2. Refunds may apply as a result of successful internal reviews and successful applications for amendment of records.
3. No application fees may be charged for internal reviews in relation to amendment of records.

CONSUMER RESPONSE

The University collects information from its students in a number of questionnaires that invite students to give their feedback on services provided and to rate their satisfaction with their courses. Soon after graduation, students are also invited to participate in the Australian Graduate Survey (AGS), a national survey facilitated by Graduate Careers Australia (GCA). Results from the AGS published in the Good Universities Guide show that, beginning in 2000, UNE has achieved a 5-star rating for student satisfaction in 11 of the 12 years, an achievement unmatched by any other university. Results from these surveys are addressed through the UNE Quality Assurance processes, which are designed to ensure that any issues raised by students are met by improvements in activities.

In addition, individual units of study are evaluated by students each and every time a unit is offered, with action plans for improvement being requested for low performing units and high performing units receiving a commendation. Lecturers and their Heads of School are responsible for considering the results of evaluation of units by students and responding to them.

A Service Quality Unit (SQU) also provides a mechanism for immediate response to specific complaints made by students, handling 236 complaints in 2010. The main complaint categories for were:

- Academic service delivery/academic process – 34.5%
- Unfounded or contact only – 25%
- Student misunderstanding of process – 10%

While online delivery, communication and feedback from academic staff members to students were very significant elements of academic service delivery complaints received at the SQU, this number is down by 8% on 2009 figures. A total of 32 overall UNE business improvement recommendations were made over 2010 as a direct result of complaint management. Individual Schools have also instigated internal procedural changes in response to the findings of SQU investigations.

In 2010 the SQU began recording and responding to requests for follow-up from students who had responded to the Customer Satisfaction Survey sent by the Student Administration and Services Directorate to all students who contacted the directorate through the SRM. This is in line with the SQU plan to ensure a pre-emptive as well as reactive response to student issues as they present. The aim of this is to address potential systemic and individual issues before they reach the complaint level wherever possible. A further 184 students were individually contacted on this basis and numbers showed a steady increase over the year.

Where a Service Quality Unit investigation outcome is not in the student's favour, the SQU advises students of the avenues open to them for further review. This is best practice procedure under the NSW Ombudsman's published guidelines and can be through external bodies or through the UNE Ombudsman's Office. The UNE Ombudsman handles complaints only after all other internal avenues have been exhausted and looks at processes and procedures – not the decision reached, although comment may be made.

Of complaints referred to the University Ombudsman for investigation during 2010, seventeen student and three staff complaints were formally accepted, investigated and reports provided to the Vice-Chancellor. The nature and number of student complaints is as follows:

Nature of Complaint	Number
Interpretation of course rules	7
Provision of advanced standing	2
Process of academic assessment	2
Professional placement	1
Expulsion or suspension from UNE	3
Selection process for restricted entry course	1
Level of fees charged	1

Investigation results in one of two types of reports: those requesting action by the Vice-Chancellor (full reports) and those not needing action by the Vice-Chancellor (brief reports). In 2010 six of the 17 student complaints were resolved by negotiation and thus resulted in the submission of Brief Reports.

Three staff complaints were also referred to the Ombudsman Service during 2010. Two were accepted and investigated by the Chief Ombudsman and reports provided.

The University Ombudsman team also provides confidential advice to staff members and students whose complaints do not fall within University Ombudsman jurisdiction, but who require assistance in determining the best way to address their problem. During 2010, advice was provided to eight individuals in this way.

Resourcing issues in 2010 resulted in a backlog of complaint investigation. However this has been essentially eliminated and additional resources now available to the Ombudsman Service should result in much shorter response times during 2011.

ENVIRONMENTAL MANAGEMENT PLAN

Throughout 2010, UNE achieved progress and recognition in the areas of environmental management and sustainability. Most notably, the University was nominated for and subsequently

won a 10-year Sustainability Achievement Award at the NSW Department of Environment, Climate Change and Water's Green Globe Awards in July. The award recognised UNE's ongoing commitment to environmental best practice and acknowledged the University's role as a leader in sustainability.

Another notable achievement of 2010 was the launch of UNE's electric bicycle initiative at Armidale's Sustainable Living Expo (SLEX). UNE's Chief Operating Officer, Mr Peter Enlund, used the official opening of SLEX to launch the new transport initiative which aims to promote sustainable living and contribute to students' healthy lifestyles while studying at UNE. The 'e-Bike' scheme will be launched to students during Orientation Week in 2011 and will provide access to a fleet of 20 state-of-the-art electric bicycles available for hire.

On a strategic level, the UNE Council approved the UNE Master Plan in 2010 – a strategic planning document that provides direction for the future development of the built environment at UNE. Environmental sustainability is a primary focus of the Master Plan which includes strategies such as the utilisation of alternate energy technologies, integration of sustainable transport networks, and improvements to biodiversity via the establishment of wildlife corridors and green-links throughout campus.

UNIVERSITY LAND SALES

During the year, the sale of a portion of land from the University to the Agricultural Business Research Institute (ABRI), a controlled entity, was finalised. This was the result of a boundary adjustment which was required in order to comply with the Building Code of Australia and Local Government regulations.

PERFORMANCE AND NUMBERS OF EXECUTIVE OFFICERS

Details of executive remuneration and performance, where reviewed in the period, appear below and in the financial statements under 'Key Management Personnel Disclosures'. The number of female executives increased from 1 in 2009 to 2 in the 2010 reporting year.

Senior Executive Service Performance Statements

Position Title	Vice-Chancellor
Name of Incumbent	Professor James Barber
Total Remuneration Package	\$472,110
Performance Pay	\$0
Period in Position	3/2/10 - 31/12/10
Position Title	Senior Deputy Vice Chancellor and DVC (Academic)
Name of Incumbent	Professor Graham Webb
Total Remuneration Package	\$347,180
Performance Pay	\$20,313
Period in Position	Full Period

Professor Webb was assessed by the former Vice-Chancellor, Professor Alan Pettigrew, as having met 100% of the performance requirements (based on his Performance Planning and Review, and the Quality Leadership Profile 360 degree feedback) for the 25% Individual Performance component of the performance bonus payment. This was supported by the UNE Remuneration Committee. It was assessed by the Vice-Chancellor and approved by the Remuneration Committee that senior executive employees would receive 75% of the 75% Corporate Performance component, which was based on Key Result Areas of: Coursework Enrolments, Higher Degree Research Enrolments, Education Experience, Student Experience, Social Inclusion, and Financial Position.

Position Title	Chief Development Officer
Name of Incumbent	Mr Chris Patton
Total Remuneration Package	\$308,368
Performance Pay	\$16,250
Period in Position	Full Period

Mr Patton was assessed by the former Vice-Chancellor, Professor Alan Pettigrew, as having met 100% of the performance requirements (based on his Performance Planning and Review, and the Quality Leadership Profile 360 degree feedback) for the 25% Individual Performance component of the performance bonus payment. This was supported by the UNE Remuneration Committee. It was assessed by the Vice-Chancellor and approved by the Remuneration Committee that senior executive employees would receive 75% of the Corporate Performance component, which was based on Key Result Areas of: Coursework Enrolments, Higher Degree Research Enrolments, Education Experience, Student Experience, Social Inclusion, and Financial Position.

Position Title	PVC & Dean (The Professions Faculty)
Name of Incumbent	Professor Victor Minichiello
Total Remuneration Package	\$272,807
Performance Pay	\$20,313
Period in Position	Full Period

Professor Minichiello was assessed by the former Vice-Chancellor, Professor Alan Pettigrew, as having met 100% of the performance requirements (based on his Performance Planning and Review, and the Quality Leadership Profile 360 degree feedback) for the 25% Individual Performance component of the performance bonus payment. This was supported by the UNE Remuneration Committee. It was assessed by the Vice-Chancellor and approved by the Remuneration Committee that senior executive employees would receive 75% of the Corporate Performance component, which was based on Key Result Areas of: Coursework Enrolments, Higher Degree Research Enrolments, Education Experience, Student Experience, Social Inclusion, and Financial Position.

Senior Executive Service Performance Statements continued

Position Title	Chief Governance & Planning Officer & Legal Counsel
Name of Incumbent	Ms Kim Cull
Total Remuneration Package	\$291,144
Performance Pay	\$0
Period in Position	Full Period

Position Title	PVC (Students and Social Inclusion)
Name of Incumbent	Evelyn Woodberry
Total Remuneration Package	\$255,183
Performance Pay	\$11,438
Period in Position	Full Period

Ms Woodberry was assessed by the former Vice-Chancellor, Professor Alan Pettigrew, as having met 80% of the performance requirements (based on her Performance Planning and Review, and the Quality Leadership Profile 360 degree feedback) for the 25% Individual Performance component of the performance bonus payment. This was supported by the UNE Remuneration Committee. It was assessed by the Vice-Chancellor and approved by the Remuneration Committee that senior executive employees would receive 75% of the 75% Corporate Performance component, which was based on Key Result Areas of: Coursework Enrolments, Higher Degree Research Enrolments, Education Experience, Student Experience, Social Inclusion, and Financial Position.

Position Title	Executive Director Infrastructure
Name of Incumbent	Michael Quinlan
Total Remuneration Package	\$134,833
Performance Pay	\$0
Period in Position	21/6/10 - 31/12/10

Position Title	PVC & Dean (Arts & Sciences Faculty)
Name of Incumbent	Jennifer Shaw
Total Remuneration Package	\$157,995
Performance Pay	\$15,000
Period in Position	27/4/10 - 31/12/10

Professor Shaw was assessed by the former Pro Vice-Chancellor and Dean (Arts and Sciences), Professor Margaret Sedgley, as having met 100% of the performance requirements (based on her Performance Planning and Review) for the performance bonus payment in her previous contract as Head of School Arts. This was supported by the Vice-Chancellor. The bonus payment was based on Key Result Areas of: Increase level of core business in teaching and learning; improve curriculum, teaching delivery and service delivery to students; increase research performance; achieve high levels of academic quality; staff management / HR; secure an improved financial position; achieve increased efficiency in administration; and on the 360 degree feedback results.

Position Title	Chief Operating Officer
Name of Incumbent	Peter Enlund
Total Remuneration Package	\$169,159
Performance Pay	\$0
Period in Position	21/6/10 - 31/12/10

Position Title	PVC (Research)
Name of Incumbent	Professor Ray Cooksey
Total Remuneration Package	\$157,972
Performance Pay	\$0
Period in Position	1/1/10 - 3/9/10

Statistics

STUDENTS IN 2010¹

	External	Armidale Internal	Other Centres	Total
Course Type				
Higher Degree Research	395	338	-	733
Postgraduate Coursework	4,651	276	252	5,179
Undergraduate	8,579	3,358	8	11,945
Non-award and other	580	15	-	595
Funding Source				
Research Training Scheme	364	198	-	562
Commonwealth supported	11,884	3,118	-	15,002
Domestic Fee	1,595	2	-	1,597
International Fee	286	666	260	1,212
Other	76	3	-	79
Attendance				
Full-time	3,024	3,449	237	6,710
Part-time	11,181	538	23	11,742
Students who commenced an award course				
	5,521	1,514	174	7,209
Gender				
Female	9,347	2,239	121	11,707
Male	4,858	1,748	139	6,745
Residency Status				
Domestic Resident	13,919	3,321	-	17,240
International Student	286	666	260	1,212
Source of Students (home address at enrolment)				
New England and NW NSW	1,322	1,267	-	2,589
NSW North Coast	1,324	730	-	2,054
Sydney	3,141	253	-	3,394
Remainder of NSW	3,695	775	-	4,470
Southern Queensland	781	87	-	868
Brisbane	686	36	-	722
Remainder of Queensland	326	37	-	363
Other States and Territories	2,332	115	-	2,447
Overseas (Domestic)	314	21	-	335
Overseas (International)	284	666	260	1,210
Age Profile				
Under 21	359	1,209	1	1,569
21-24	1,613	1,765	83	3,461
25 and Over	12,233	1,013	176	13,422
Total Students at 31 December, 2010	14,205	3,987	260	18,452
Total Students at 31 December, 2009	14,253	3,629	323	18,205

¹ Reporting year January 1, 2010 to December 31, 2010

LOAD BY SCHOOL AND DISCIPLINE AT 31 DECEMBER 2010

	Undergraduate	Coursework Postgraduate	Higher Degree Research	Total
Faculty of Arts and Sciences				
Arts				
Arts	7.9	2.4	-	10.3
Chinese	28.6	7.4	0.3	36.3
Communication	191.6	19.5	3.9	215.0
English	80.5	10.8	7.1	98.3
French	74.0	5.4	2.0	81.4
German	28.5	1.8	0.1	30.4
Indonesian	21.9	0.6	1.5	24.0
Italian	35.1	1.8	-	36.9
Japanese	43.9	2.1	-	46.0
Music	61.8	0.8	9.6	72.1
Non-discipline load	1.8	0.4	-	2.1
Theatre Studies	41.4	7.9	0.6	49.8
School Total	616.9	60.6	25.0	702.5
Behavioural, Cognitive and Social Sciences				
Geography and Planning	193.1	57.8	8.0	259.0
Linguistics	69.1	64.0	6.0	139.1
Psychology	405.8	106.1	10.6	522.5
Non-discipline load	0.8	0.1	-	0.9
Sociology	254.8	7.1	6.7	268.6
School Total	923.5	235.2	31.4	1,190.0
Environmental and Rural Science				
Agronomy and Soil Science	68.3	13.5	24.2	106.0
Animal Science	73.5	19.5	29.1	122.2
Botany	59.1	6.1	5.7	70.9
Earth Sciences	45.1	0.9	0.7	46.8
Ecosystem Management	73.3	30.1	18.8	122.1
Environmental Engineering	40.6	10.8	4.5	55.8
Genetics	22.1	1.8	4.9	28.8
Marine Science and Management	0.5	-	0.1	0.6
Non-discipline load	1.0	0.1	-	1.1
Zoology	44.9	1.9	10.9	57.6
School Total	428.5	84.6	98.9	611.9
Humanities				
Archaeology and Palaeoanthropology	98.4	10.3	3.0	111.6
Classics and Ancient History	108.3	18.9	5.5	132.6
History	193.5	53.3	15.4	262.2
Humanities	18.1	10.9	0.1	29.1
Indigenous Studies	30.4	2.0	0.0	32.4
Peace Studies	30.0	3.6	12.5	46.1
Philosophy	68.1	9.6	4.6	82.4
Political and International Studies	109.8	12.0	5.5	127.3
Non-discipline load	1.0	0.3	-	1.3
Religion	47.1	6.6	0.6	54.4
School Total	704.6	127.4	47.2	879.2
Science and Technology				
Chemistry	113.5	9.6	5.9	129.0
Computer Science	136.5	46.4	3.2	186.1
Human Biology and Physiology	156.6	5.9	16.0	178.5
Mathematics	131.4	8.8	1.3	141.5
Molecular and Cellular Biology	60.7	2.5	2.2	65.5
Physics and Electronics	47.4	1.7	3.4	52.5
Non-discipline load	0.6	-	-	0.6
Statistics	45.5	4.6	1.4	51.5
School Total	692.3	79.5	33.4	805.2
Faculty Total	3,365.7	587.3	235.9	4,188.9

	Undergraduate	Coursework Postgraduate	Higher Degree Research	Total
Faculty of The Professions				
Business, Economics and Public Policy				
Accounting and Finance	238.4	222.6	8.9	469.9
Agricultural Economics	5.5	1.4	-	6.9
Economics	332.1	94.4	20.5	447.0
Management	231.5	253.1	19.6	504.2
Public Sector Policy and Administration	-	0.1	0.3	0.4
Non-discipline load	0.8	0.1	2.3	3.1
School Total	808.3	571.8	51.5	1,431.6
Education				
Contextual Studies	165.7	131.5	9.5	306.7
Early Childhood	159.5	0.3	9.9	169.7
Humanities Education	264.8	150.3	18.4	433.4
Learning and Teaching	289.4	149.5	15.6	454.5
School Experience Practicum	103.6	0.8	-	104.4
Science Education	297.1	126.1	8.1	431.4
School Total	1,280.1	558.4	61.6	1,900.0
Health				
Complementary and Allied Health	7.3	18.8	2.6	28.6
Counselling and Social Work	42.8	29.8	9.0	81.5
Health Management and Gerontology	58.5	24.3	14.5	97.3
Nursing	273.8	43.1	9.3	326.2
School Total	382.3	115.9	35.5	533.6
Law				
Law	787.1	176.3	8.7	972.1
Rural Medicine				
Medicine	183.0	6.0	4.1	193.1
Faculty Total	3,440.7	1,428.3	161.3	5,030.3
Load outside faculties				
Oorala Aboriginal Centre	14.4	-	-	14.4
Teaching and Learning Centre	82.9	0.3	-	83.1
Total	97.3	0.3	0.0	97.5
Load by funding source				
Research Training Scheme	-	-	280.0	280.0
Commonwealth funded	6,545.2	1,162.4	-	7,707.6
Domestic fee	20.8	471.3	-	492.0
International fee	322.0	382.3	117.1	821.4
Non-award and other	15.8	-	-	15.8
Total load at 31 December, 2010	6,903.7	2,015.9	397.2	9,316.8
Total Load at 31 December, 2009	6,838.1	1,858.6	363.4	9,060.2

STAFF AT 31 MARCH 2010

Staff in faculties and centres

	Female	Male	Total
Professor (E)	8	41	49
Associate Professor (D)	20	44	64
Senior Lecturer (C)	50	73	123
Lecturer (B)	104	88	192
Tutor (A)	25	22	47
Total academic in faculties and centres	207	268	475
Senior administrative/technical	15	18	33
Administrative/technical	93	37	130
Total in faculties and centres	315	323	638

Staff in management, administration and support sections

	Female	Male	Total
Senior Executive and Deans	3	5	8
Managers and Senior staff	11	15	26
Academic	17	15	33
Senior administrative and technical	61	69	158
Administrative and technical	256	149	405
Total	348	253	601

UNE Total at 31 March, 2010	663	576	1,239
UNE Total at 31 March, 2009	653	565	1,218

FINANCIAL SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2010

	2010	2009
	\$m	\$m
Total revenue (excluding controlled entities)	208.7	203.2
Australian Government grants		
Commonwealth grant scheme	70.5	62.5
Research block funding	12.5	12.6
Learning and teaching performance fund	-	1.0
Capital development pool	0.3	5.5
Scholarships	2.3	4.4
Voluntary student unionism	-	0.2
Other capital funding (TLCF 2009)	-	7.9
Research program grants	13.0	12.0
Other operating income	8.2	5.0
Subtotal Australian Government grants	106.8	111.1
Australian Government grants as a percentage of total revenue	51.2%	54.7%
Other income		
HECS and contributions by students	44.7	42.2
Domestic student tuition fees	7.8	8.0
International student fees	11.7	10.4
External income for research purposes	4.9	3.6
Consultancies	0.4	0.7
Subtotal other income	69.5	64.9
All other sources*	32.4	27.2

* Income from all other sources includes student residences fees, other fees for services and other income not directly derived from academic activities.

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