





## Contents

|                                                  |     |
|--------------------------------------------------|-----|
| Vice-Chancellor's Preface .....                  | 5   |
| University Mission and Statement of Values ..... | 7   |
| The Charles Sturt University Graduate .....      | 9   |
| The Year in Review - Highlights .....            | 10  |
| Governance of the University                     |     |
| Overview .....                                   | 12  |
| University Management .....                      | 13  |
| Academic Governance .....                        | 14  |
| Management Structure .....                       | 16  |
| Committee Structure .....                        | 18  |
| Committee Memberships .....                      | 21  |
| Learning and Teaching .....                      | 29  |
| Research .....                                   | 38  |
| Regional Engagement .....                        | 48  |
| Resource Generation and Management .....         | 57  |
| Statutory Reporting                              |     |
| Student Charter .....                            | 64  |
| Code of Conduct for Staff .....                  | 65  |
| Freedom of Information .....                     | 74  |
| Privacy .....                                    | 74  |
| Equal Employment Opportunity .....               | 74  |
| Ethnic Affairs Statement .....                   | 76  |
| Publications .....                               | 79  |
| Indicators .....                                 | 80  |
| Budgeting .....                                  | 104 |
| Financial Statements .....                       | 108 |



Over the next five years Charles Sturt University will operate within a social and economic environment that is undergoing rapid change, and in which higher education is likely to be characterised by:

- robust competition for Australian and international students;
- diminishing levels of public funding for which there will be increased competition;
- continuing rapid growth in knowledge, particularly in inter-disciplinary fields;
- strong demand for continuing professional education;
- increasing numbers of mature age learners;
- an expectation of flexible access to, and delivery of, educational services;
- an acceptance of the need for balance in economic development, social justice and environmental sustainability;
- increased emphasis on regulation, legislative compliance and personal rights; and
- ongoing pressure for workplace renewal.

The four key drivers of the University strategy and operation within this context are:

- Learning and Teaching
- Research
- Regional Engagement
- Resource Generation and Management

To strengthen its position as a leading provider of higher education, the University must plan not merely to survive but to thrive. The future direction of the University must be continuous enhancement and renewal of its academic activities and administrative and support services. This will require disciplined commitment to our values and plans and, at the same time, the courage to act on opportunities and challenges with creativity and boldness.



Professor Ian Goulter  
December 2002

University Mission





## University Mission

Charles Sturt University will be a bold and innovative leader in providing an accessible, adaptable and challenging learning environment to develop graduates and research that meet the needs of its regional, national and international communities.

## Goals

The University seeks to achieve this mission by committing itself to, and being accountable for:

- providing a student-centred educational environment to develop highly employable graduates who will be able to contribute to the economic, social and cultural life of their University and wider communities and have the capacity for, and commitment to, continued personal and professional development;
- producing high quality research of significance to its regions and the professions, and of national and international distinction;
- undertaking dynamic and sustainable regional engagement; and
- ensuring effective resource management and generation.

## Values

The key values relevant to Charles Sturt University achieving its mission are:

- the discovery, preservation, refinement, and dissemination of knowledge through teaching, research and scholarly inquiry, which draw strength from each other;
- social justice - equity of opportunity, tolerance, ethical conduct, accountability;
- intellectual independence and freedom of enquiry;
- personal, regional, national and international enrichment;
- economic, social and environmental sustainability; and
- participation, cooperation and collaboration.







### The Charles Sturt University Graduate

Graduates of Charles Sturt University are expected to have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their award, complemented by the ability to:

- apply this knowledge in the workplace;
- learn and work both independently and collaboratively;
- write and speak effectively;
- exercise reflective and critical judgement;
- use appropriate information and communication technologies effectively; and
- demonstrate a national and international perspective.

Charles Sturt University graduates will also demonstrate:

- a willingness to contribute to their community and wider society;
- an understanding of, and commitment to, open inquiry, ethical practice, social justice, tolerance and cultural diversity;
- a capacity for, and commitment to, continuing personal and professional development; and
- an appreciation of the need for balance between economic development and environmental sustainability.

## The Year In Review - Highlights



### CAPPE'S LEADING RESEARCH POSITION CONFIRMED

The Centre for Applied Philosophy and Public Ethics (CAPPE) has had funding of almost \$2.7 million over three years confirmed for 2003 – 2005, after a review by the Australian Research Council found the centre to be performing "exceptionally well". CAPPE is a joint venture between CSU and the University of Melbourne.

### STUDENTS WIN SPIRIT OF THE GAMES

The 90-strong CSU team of students from the Bathurst Campus competing at the Australian University Games in September were awarded the overall Spirit of the Games trophy. The award capped off a successful games campaign for the team, winning six medals overall.

### ADVERTISING ON TOP OF THE WORLD

Lecturer from the School of Communication, Brett Van Heekeren, won the International Advertising Association's Harrison Award of Academics in May. This success was followed in September by a team from CSU's student advertising agency, Kajulu Communications, who were named world champions in the International Advertising Association's InterAd award. It is the second time CSU has been named world champion.

### CSU'S WINERY A MODEL FOR HIGHER EDUCATION

The University's new state-of-the-art \$2.5 million wine production facility was opened in April by Federal Minister for Education, the Honourable Dr Brendan Nelson. Dr Nelson said the University's achievements in wine production – its courses are among the most significant in the world - are a model for the future of higher education.

(Top l-r) Winemaker Greg Gallagher, Head of Wagga Wagga Campus David Green, former Chancellor David Asimus, Minister for Education Dr Brendan Nelson, Member for the Riverina Kay Hull and Vice-Chancellor Ian Goulter toast the opening of CSU's new wine production facility. (Centre) CSU's Albury City Campus celebrates 30 years. (Bottom l-r) Deputy Vice-Chancellor (Academic) Ross Chambers with CSU's new Chancellor Lawrie Willet AO. (Opposite page) CSU's award winning Dubbo Campus.



#### EDUCATING POLICE THROUGHOUT AUSTRALIA AND NEW ZEALAND

Australia and New Zealand's most senior police officers are able to undertake higher degrees designed for their profession as part of an agreement between CSU and the Australian Institute of Police Management (AIPM), the body responsible for strategic management and leadership among senior officers. CSU is the provider of the NSW Police recruit education program, the Diploma of Policing Practice.

#### NEW CHANCELLOR APPOINTED

One of the country's top former public servants, Lawrence (Lawrie) Willett, AO, was appointed new Chancellor of CSU in December, following the retirement of inaugural Chancellor David Asimus, AO. Mr Willett is a longstanding company director and former Director General, Commonwealth Department of Health and former Chair, National Health and Medical Research Council.

#### \$1.2 MILLION IN FUNDING FOR CSU RESEARCH PROJECTS

Research projects that work towards securing sustainable futures for CSU's regions formed the bulk of projects that received \$1.2 million in funding from the Australian Research Council (ARC). The successful researchers were from the environmental, agricultural, wine science and cultural studies areas.

#### CSU CELEBRATES 30 YEARS IN ALBURY-WODONGA

The University hosted celebrations in February to mark 30 years of higher education in the Albury-Wodonga region by CSU and its predecessor institution, the Riverina College of Advanced

Education. From just 90 students in its first days, the University now provides higher education to over 3000 students from the region.

#### MEETING DEMAND FOR HEALTH CAREERS

The University's strength in pharmacy was recognised when NSW Premier, the Honourable Bob Carr, announced CSU would be awarded the first Professorial Chair in Rural Pharmacy. Also in Health, the University's physiotherapy course became one of the first programs in Australia to receive full accreditation by the Australian Council of Physiotherapy Regulating Authorities.

#### DEVELOPMENT DOLLARS FOR THURGOONA

A School of Rural Health and an Interactive Learning Centre are to be developed on the Thurgoona Campus after the University received a \$2 million special capital and infrastructure grant from the Department of Education, Science and Training.

#### ENVIRONMENT AWARD FOR 'CLEVER' CAMPUS

The University's Dubbo Campus won the Royal Australian Institute of Architects (NSW Branch) Environment Prize. The Interactive Learning Centre is the first stage of the University's 'clever campus' on a 70 hectare site in Dubbo. The distinctive building is a landmark for integrating state-of-the-art environmental technologies.

#### DELIVERING RESULTS FOR HSC STUDENTS

This year the University's joint initiative with the NSW Department of Education and Training, the NSW HSC Online website, expanded significantly to include resources and sound files for 44 subjects online. NSW HSC Online has delivered over 20 million pages to visitors since it was initiated in 1997.

## Governance of the University



### Overview

The Charles Sturt University Act 1989 (NSW) established Charles Sturt University as Australia's 26th university on 19 July 1989. The Act brought together the Mitchell College of Advanced Education in Bathurst and the Riverina-Murray Institute of Higher Education in Wagga Wagga and Albury-Wodonga.

The University was created as a federated, network university with semi-independent member campuses and a central administration. Amendments to the Act in 1998 now encapsulate in the legislation the structure of the University that evolved during the University's first ten years of operation.

The new structure may be described as an integrated, multi-campus structure in which the major academic units, the Faculties, are represented on at least three campuses of the University and the administrative divisions have University-wide rather than campus-specific responsibilities.

As required by the Act, the University operates main campuses in Albury-Wodonga, Bathurst, Dubbo and Wagga Wagga. The University operates from other locations also including Manly, Goulburn, Canberra, Morpeth and Broken Hill. The University's headquarters, located on the Bathurst Campus and known as The Grange, houses the Vice-Chancellor's Office.

### THE COUNCIL

The Council is the governing body of the University. The Council oversees the application of the University's resources and the development of broad policies relating to the teaching, research, administration and other activities of the University. The Council was established on 1 July 1999 following amendments to the Charles Sturt University Act 1989. The Council replaced the Board of Governors.

### STANDING COMMITTEE

The Standing Committee serves as an executive body of the Council to whom it reports. It acts on behalf of the Council on matters where the Council, by resolution, empowers the Standing Committee to act specifically on its behalf. It also acts on matters requiring immediate decision on behalf of the Council, subject to reporting to the next meeting of the Council details of the exercising of this authority.

### PERSONNEL COMMITTEE

The Personnel Committee recommends to the Council on the University's personnel policies. It also provides advice on personnel matters referred to it by the Council and its committees or the Vice-Chancellor and it exercises other functions on personnel matters that may be assigned to it by the Council.

### FINANCE COMMITTEE

The Finance Committee reviews the University's draft budget with respect to capital and recurrent spending, the University's financial reports and duly audited statement of accounts and transactions for transmission with advice to the Council. It advises the Council on fees, charges and fines and considers and advises on any other financial matter referred to it by the Council, its committees or the Vice-Chancellor. It exercises other functions in relation to financial matters as may be assigned to it by the Council.

### AUDIT COMMITTEE

The Audit Committee is responsible for:

- reviewing the audit plan of the internal and external auditors;
- evaluating the overall effectiveness of both the internal and external audit through regular meetings with each group;
- determining that no management restrictions are placed upon either the internal or external auditors;
- evaluating the adequacy and effectiveness of the University's administrative, operating and accounting policies through communication with operating management, internal audit and the external auditors;
- evaluating the adequacy of the University's accounting control system by reviewing written reports from the internal and external auditors and monitoring management's responses and actions to correct any noted deficiencies;
- reviewing all financial reports to be made to the public prior to their release;
- reviewing any regulatory reports submitted to the University and monitoring management's response to them;
- evaluating the University's exposure to fraud;
- taking an active interest in ethical considerations of the University's administrative and financial policies and practices;
- monitoring the standard of corporate conduct in areas such as arm's length dealings and likely conflicts of interest;
- requiring reports from management, the internal and external auditors on any significant regulatory, accounting or reporting issue, and assessing the potential impact upon the University's financial reporting process;
- reviewing and approving all significant accounting policy changes;
- reviewing annual financial statements with the Executive Director, Division of Financial Services and, where appropriate, with a nominee of the Auditor General of New South Wales;
- identifying and directing any special projects or investigations deemed necessary; and
- preparing a report to the Council summarising the Committee's work during the year.



### HONORARY AWARDS COMMITTEE

The Honorary Awards Committee is responsible for considering all nominations for an honorary award and recommending to the Council person(s) upon whom the University would wish to bestow an award honoris causa.

### VICE-CHANCELLOR

The Vice-Chancellor is the chief executive officer of the University and is responsible to the Council for the good management of the University.

### HEADS OF CAMPUS

Each of the four main campuses has a Head of Campus who has University-wide accountabilities as well as being responsible for representing and promoting a particular campus.

### CAMPUS ADVISORY COMMITTEES

Each main campus has an advisory committee with particular responsibility for campus services and facilities and for establishing and enhancing links between the campus and the communities it serves. Campus advisory committees comprise representatives of the communities served by the campus.

### SUPPORT DIVISIONS AND DEPARTMENTS

Administrative and academic support services are provided by the Divisions and Departments of the University, each headed by an Executive Director or Director who has University-wide responsibilities. These divisions and departments are co-ordinated, and integrated with the academic activities, by the Deputy Vice-Chancellors and Pro-Vice-Chancellors.

The Divisions include: Human Resources; Financial Services; University Properties; Information Technology; Library Services; Planning and Development; Research and Graduate Training; and Marketing and Communications. The Departments include: Student Administration; the International Office; Student Services; Centre for Enhancement of Learning and Teaching; the University Secretary; Academic Secretariat; and the Maldahan Gilanna Indigenous Education Centre.

### ACADEMIC SENATE

The Academic Senate is the principal academic body of the University. It has delegated authority from the Council to make and monitor academic policy. The Senate meets five times each year and is assisted in its work by seven committees.

### ACADEMIC PROGRAMS COMMITTEE

The Academic Programs Committee advises the Senate on matters relating to undergraduate programs, postgraduate coursework programs and professional doctorates, and has delegated authority from the Senate to approve new and revised programs submitted to it by the Faculties.

### BOARD OF GRADUATE STUDIES

The Board of Graduate Studies advises the Senate on matters relating to higher degree research programs, and has delegated authority from the Senate to administer these programs.

### RESEARCH MANAGEMENT COMMITTEE

The Research Management Committee advises the Senate on research development and management. The Committee also allocates research grants.

### OTHER COMMITTEES OF THE SENATE

The Senate has a number of other committees to perform specialist functions. These include: the Academic Appeals Committee which decides student appeals against exclusion and other academic decisions; the Academic Awards Committee which certifies that students have met the requirements of their courses and are eligible to graduate; and the University Medals Committee which awards University Medals to academically outstanding students.

## FACULTIES AND SCHOOLS

The University's academic activities (teaching, research and consultancy) are the province of the five Faculties of the University: Arts; Commerce; Education; Health Studies; and Science and Agriculture. Each Faculty is headed by a Dean who is responsible to the Vice-Chancellor for the management of the Faculty.

The Faculties, which are multi-campus, comprise campus-based Schools and, in a few cases, campus-based academic units. A Head of School or a Head of Unit manages each school or unit respectively and is responsible to the Dean.

Faculties are responsible for the development and delivery of courses, whereas Schools and Units are responsible for the curriculum and the teaching of the subjects that comprise courses.

## FACULTY BOARDS

Each Faculty has a Faculty Board, chaired by the Dean, which is responsible for the quality of the Faculty's courses, research, consultancy and other academic activities. Each School and Unit of the Faculty is represented on the Faculty Board.

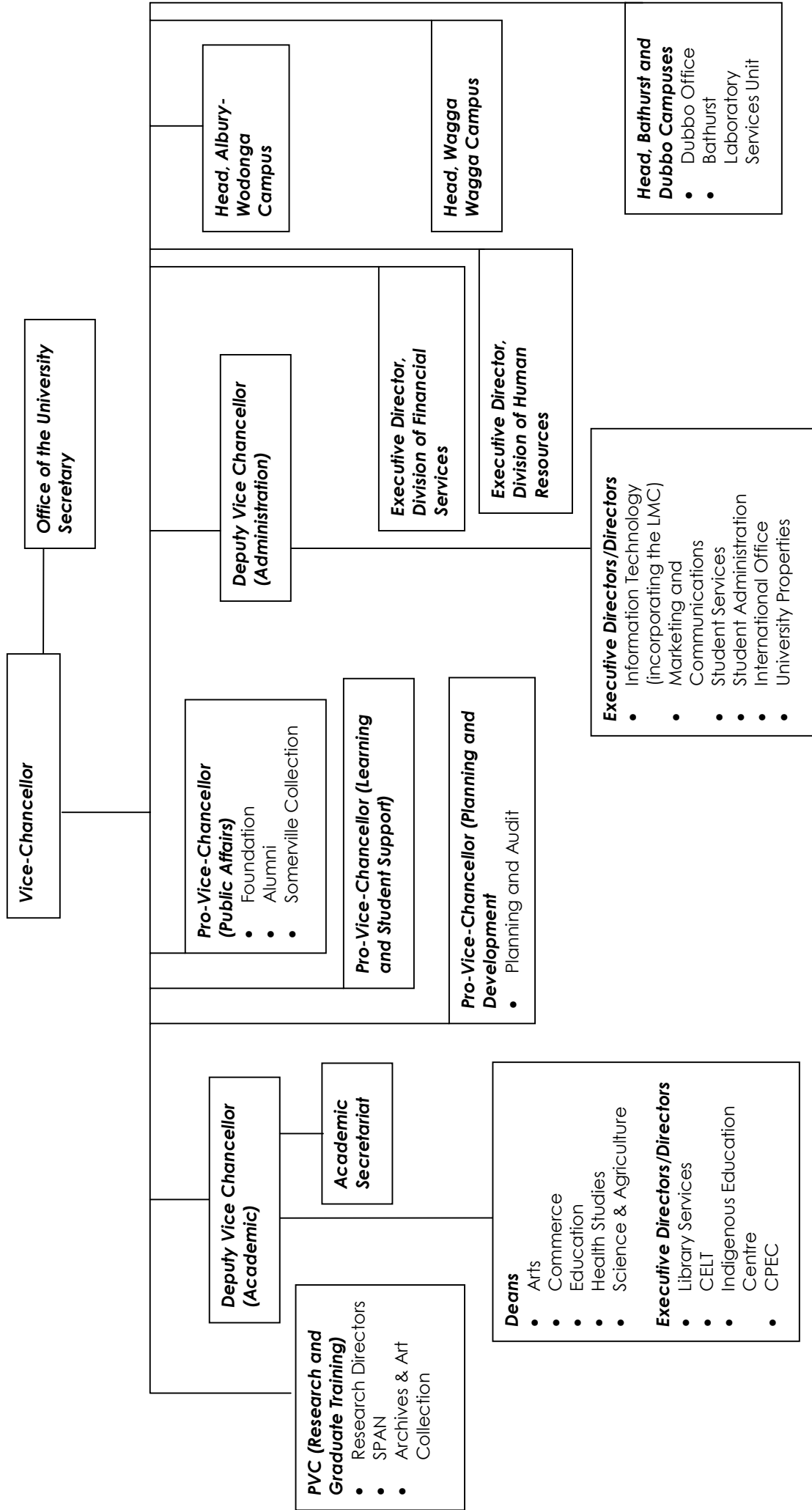
## COMMITTEES OF THE FACULTY BOARDS

The Faculty Boards have a number of committees to perform specialist functions on behalf of the Board. These typically include: a Courses Committee which advises the Board on new and revised course proposals; an Assessment Committee which approves the awarding of grades; a Graduate Studies Committee which monitors the Faculty's higher degree research students; a Research Committee which monitors the Faculty's research and consultancy endeavours; and a Standing Committee of the Faculty Board to handle urgent matters.

## SCHOOL BOARDS

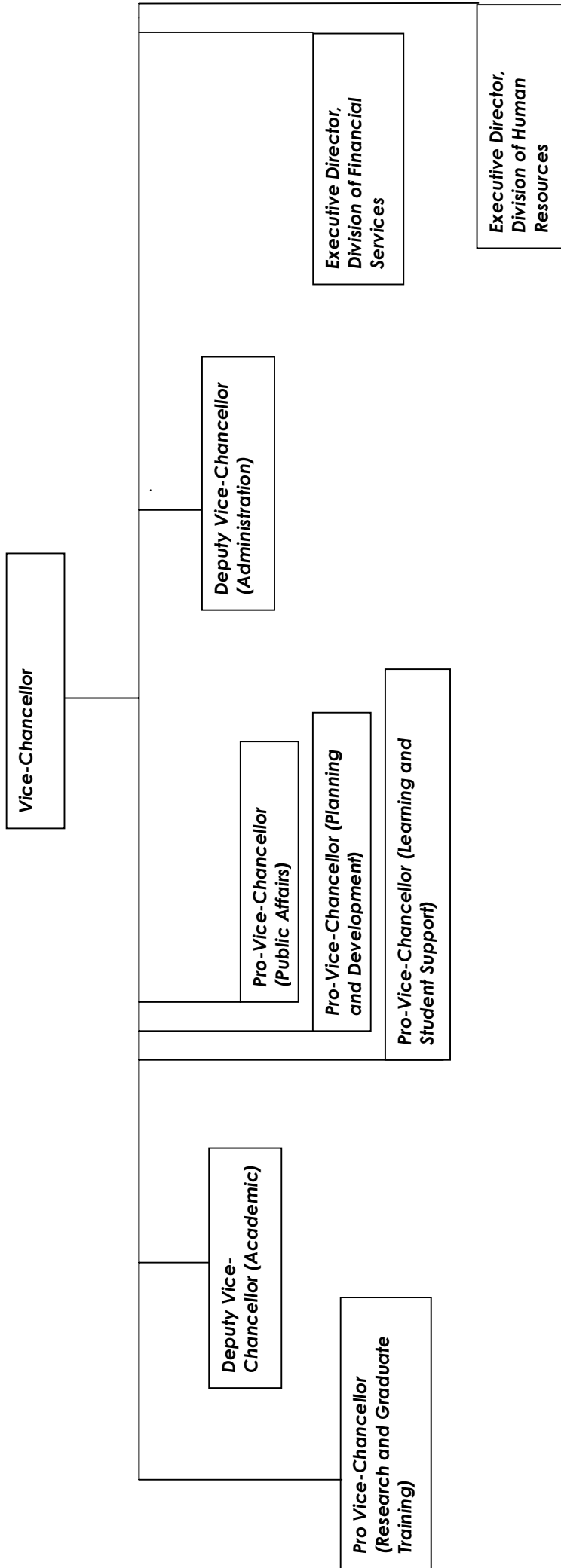
Each School has a School Board, chaired by the Head of School, which is responsible for the quality of the teaching and assessment of the School's subjects and the other academic activities of the School.

# Management Structure from July 2002

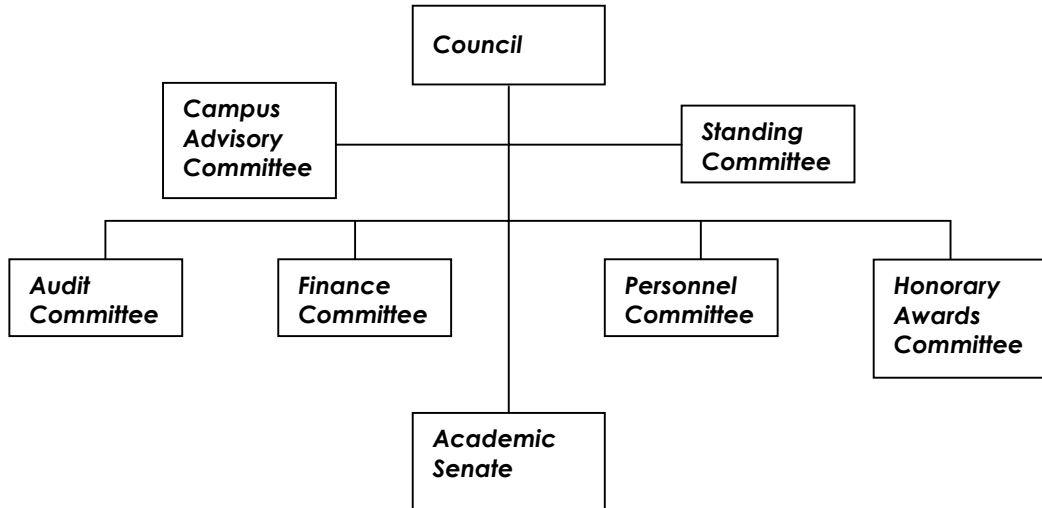




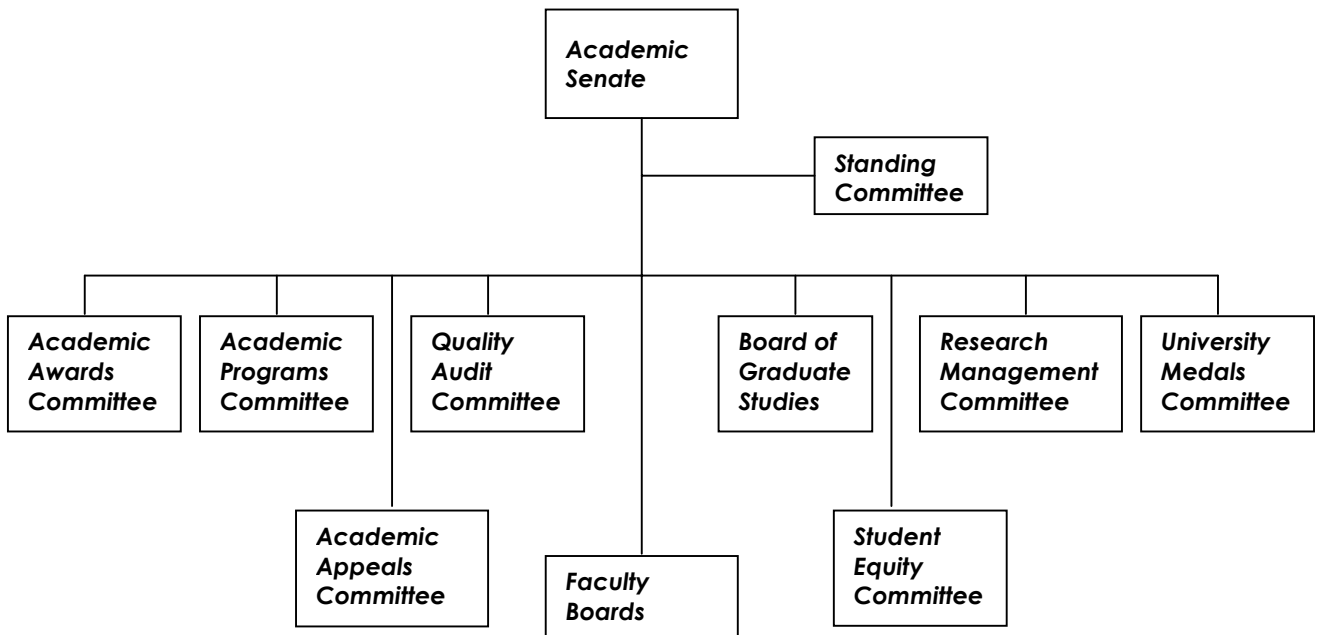
## Senior Executive Group from July 2002



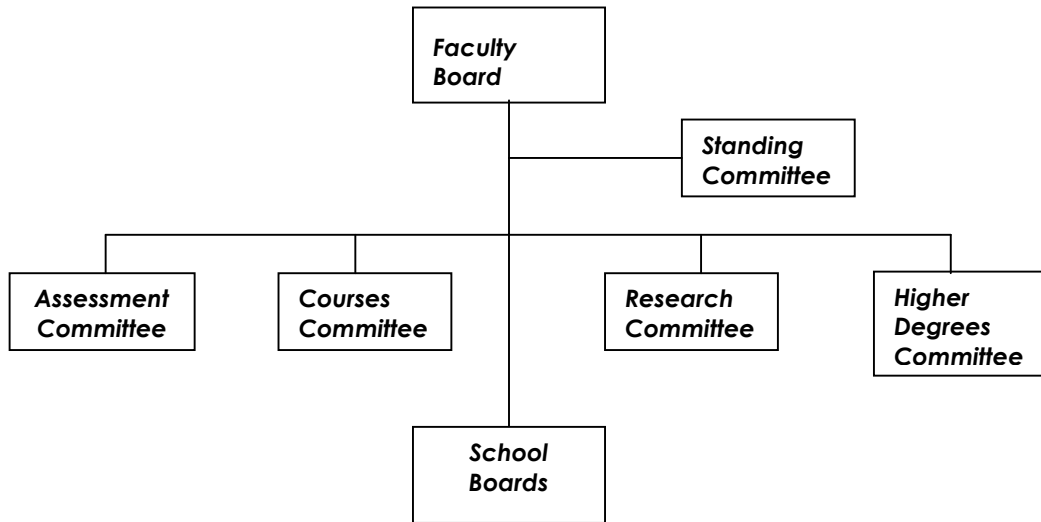
Council and its committees:



Academic Senate and its committees:



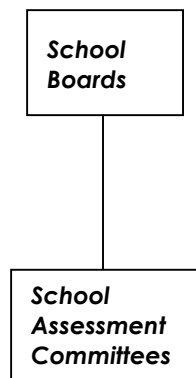
Faculty Boards and their committees:



Note 1: The Research and Higher Degrees Committees are combined as one committee in some faculties.

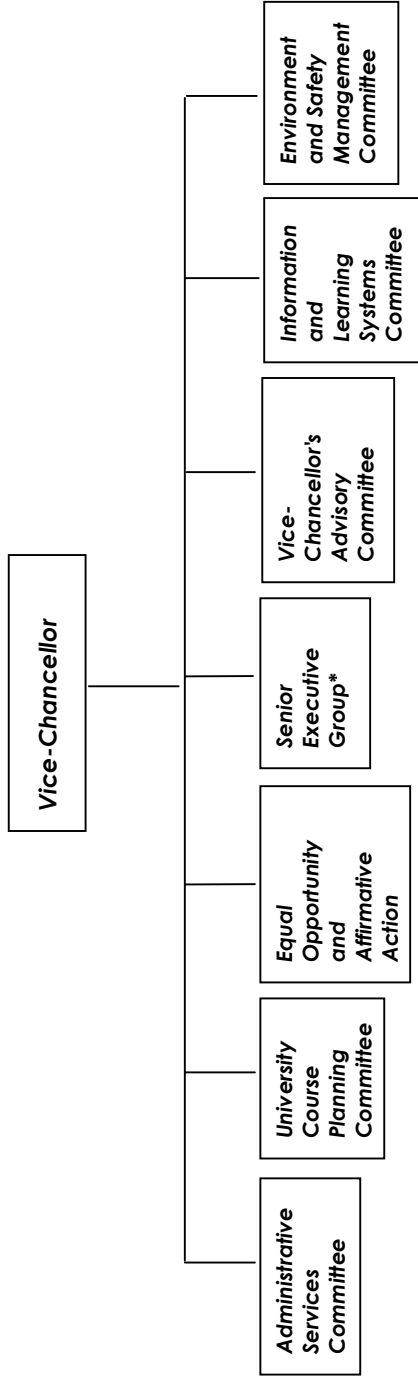
Note 2: The above committees are the only committees that Academic Senate requires Faculty Boards to establish. Faculty Boards may establish other committees.

School Boards and their committees:



Note 1: School Assessment Committees are the only committees that Academic Senate requires School Boards to establish. School Boards may establish other committees.

Committees reporting to the Vice-Chancellor:



\* Note.

1. The Senior Executive Group also meets as the Budget Committee with additional members having the right of audience and debate. These additional members include: Director, Financial Services; Finance Manager (Business); and Human Resources Manager.
2. The Vice-Chancellor receives advice on Indigenous education issues from the Vice-Chancellor's Indigenous Education Advisory Committee (VCIEAC).

## Committee Memberships

### THE COUNCIL

#### OFFICIAL MEMBERS

##### **Chancellor** (term to 2 December 2002)

Asimus, David J, AO

(term to 3 December 2006)

Willett, Lawrence J, AO

##### **Vice-Chancellor**

Goulter, Professor Ian C, BE Cant, MSc, PhD III

#### HEAD OF CAMPUS

##### **The Heads of Campus serve on a rotational basis for a one-year term ending 30 June.**

Hodgson, P G, BSc UED Natal, BA Essex, MEdAdmin NE, PhD NUI (from 1 July 2001)

Battersby, Professor David A, MEd NSW, PhD Waik (from 1 July 2002)

##### **Presiding Officer, Academic Senate** (term to 30 June 2003)

Green, Professor David L, NDD DesRCA Lond

#### PARLIAMENTARY MEMBERS

##### **One member of the Legislative Council elected by that Council**

Macdonald, The Honourable Ian, BA LaTrobe, MLC

##### **One member of the Legislative Assembly elected by that Assembly**

Martin, Gerard F, MP

#### COMMUNITY MEMBERS

##### **Four members nominated by the NSW Minister for Education and Training**

McMorrow, James, BEc DipEd Syd, MEd PhD Qld (until 31 January 2002)

(term to 30 June 2003)

Brassil, Anne, BA DipEd Syd (Deputy Chancellor)

Macintosh, A Ian, BA ANU

Wise, Geoffrey A, BVSc Syd

Pitkin, Kathryn, BA Newc DipEd UNE (from 26 November 2002)

### GRADUATE MEMBERS

##### **Four graduates of the University or its predecessor institutions nominated by the Council and appointed by the NSW Minister for Education and Training**

Beavan, Gordon R, BA Riverina-MurrayIHE, MLitt NE (until 8 March 2002)

(term to 30 June 2003)

Benedyka, Susan E, GradDipBus CSturt

Mahon, John K J, DipAgr WaggaAgrColl

Treloar, John N, DipTeach(Prim) RiverinaCAE, BEd

Deakin, GradDipEd(CompEd) Riverina-MurrayIHE

Frangopoulos, Angelos M, BA(Comm) MitchellCAE (from 26 November 2002)

### ELECTED MEMBERS

##### **Two members of the academic staff** (term to 30 June 2004)

Allen, Robert D, MA CalifState, EdPsychD SanFrancisco

Brennan, Roslin E, AM DipReadLang RiverinaCAE, BA Macq

##### **One member of the general staff** (term to 30 June 2004)

Lawrence, Barbara J, BA NE, GradDipPubPol Deakin, GradCertMgt CSturt, PGDipCnflctMgt Macq

##### **One postgraduate student** (term to 30 June 2002)

Macdonald, Ian S, BMus Adel, GradDipEd Canb, MA CSturt

(term to June 2004)

Wright, Natasha, BEd(Prim)(Hons) CSturt

##### **One undergraduate student** (term to 30 June 2002)

MacLean, Trevor

(term to 30 June 2004)

Moon, Luke I

## Attendances – Council meetings

During 2002 there were five ordinary meetings of the Council.

| Member                     | Council |          |
|----------------------------|---------|----------|
|                            | Maximum | Attended |
| Mr David Asimus, AO        | 5       | 5        |
| Mr Lawrence Willett, AO    | 0       | 0        |
| Professor I C Goulter      | 5       | 5        |
| Professor David Battersby  | 3       | 3        |
| Professor David Green      | 5       | 5        |
| Mr Gerard Martin, MP       | 5       | 3(2)     |
| The Hon Ian Macdonald, MLC | 5       | 2(3)     |
| Dr Peter Hodgson           | 2       | 2        |
| Mrs Anne Brassil           | 5       | 5        |
| Mr Gordon Beavan           | 1       | 1        |
| Mr Angelos Frangopoulos    | 1       | 1        |
| Mrs Kathryn Pitkin         | 1       | 1        |
| Dr Geoff Wise              | 5       | 3(2)     |
| Mr Ian Macintosh           | 5       | 4(1)     |
| Ms Susan Benedyka          | 5       | 4(1)     |
| Mr John Mahon              | 5       | 5        |
| Dr Rob Allen               | 5       | 5        |
| Mr John Treloar            | 5       | 3(2)     |
| Ms Roslin Brennan, AM      | 5       | 4(1)     |
| Mr Luke Moon               | 3       | 3        |
| Ms Natasha Wright          | 3       | 3        |
| Mr Trevor MacLean          | 2       | 2        |
| Mr Ian Macdonald           | 2       | 2        |
| Ms Barbara Lawrence        | 5       | 4(1)     |

"Maximum" refers to the number of meetings the member was eligible to attend.

"Attended" refers to the number of meetings the member attended with the number in parentheses being the number of meetings for which apologies were received.

## STANDING COMMITTEE OF THE COUNCIL

### Chancellor

Mr David Asimus, AO (*until 2 December 2002*)  
Mr Lawrence Willett, AO (*from 3 December 2002*)

### Deputy Chancellor

Mrs Anne Brassil

### Vice-Chancellor

Professor Ian C Goulter

### Presiding Officer, Finance Committee

Mr Ian Macintosh

### Presiding Officer, Personnel Committee

Mrs Anne Brassil

## AUDIT COMMITTEE

### Five members of the Council, who are not staff of the University, appointed by the Council

Mr David Asimus, AO (*until 2 December 2002*)  
Mr Lawrence Willett, AO (*from 3 December 2002*)  
Mr Ian Macintosh  
Mr John Mahon  
One vacant position (*community member*)  
One vacant position (*graduate member*)

## FINANCE COMMITTEE

### Deputy Chancellor

Mrs Anne Brassil

### Vice-Chancellor

Professor Ian C Goulter

### Head of Campus

Dr P G Hodgson (*until 30 June 2002*)  
Professor David Battersby (*from 1 July 2002*)

### Six members of the Council appointed by the Council

Dr Robert Allen  
Ms Susan Benedyka  
Mr Ian Macintosh  
Mr John Treloar  
Dr Geoffrey Wise  
One vacant position

## PERSONNEL COMMITTEE

### Deputy Chancellor

Mrs Anne Brassil

### Vice-Chancellor

Professor Ian C Goulter

### Head of Campus

Dr P G Hodgson (*until 30 June 2002*)  
Professor David Battersby (*from 1 July 2002*)

**Six members of the Council appointed by the Council**

Mr John Mahon  
Mr John Treloar  
Ms Roslin Brennan  
Ms Barbara Lawrence  
Two vacant positions

HONORARY AWARDS COMMITTEE

**Chancellor**

Mr David Asimus, AO (*until 2 December 2002*)  
Mr Lawrence Willet, AO (*from 3 December 2002*)

**Deputy Chancellor**

Mrs Anne Brassil

**Vice-Chancellor**

Professor Ian C Goulter

**Presiding Officer, Academic Senate**

Professor David Green

**Head of Campus**

Dr P G Hodgson (*until 30 June 2002*)  
Professor David Battersby (*from 1 July 2002*)

**Two members of the Council appointed by the Council**

Dr Geoffrey Wise  
Mr Ian Macintosh

ACADEMIC SENATE

**Elected Member of the Professoriate (Presiding Officer)**

Professor David Green

**Elected Member of the Professoriate (Deputy Presiding Officer)**

Associate Professor Sally Ruston

**Vice-Chancellor**

Professor Ian C Goulter

**Deputy Vice-Chancellors**

Professor David Battersby (Administration) (*from 1 August 2002*)  
Professor Ross Chambers (Academic) (*from 1 August 2002*)

**Four Pro-Vice-Chancellors Appointed by the Council**

Dr Ian Barnard (*Until 11 December 2002*)  
Dr Peter Hodgson  
Mr Bernie O'Donnell  
Professor Paul Burnett

**Deans of Faculty**

Dr Lyn Gorman (Arts)  
Professor John Hicks (Commerce)  
Professor Bob Meyenn (Education)  
Professor Mark Burton (Health Studies)  
Professor Jim Pratley (Science & Agriculture)

**Executive Director, Library Services**

Ms Shirley Oakley (*from 11 December 2002*)

**Director, Maldahan Gilanna Indigenous Education Unit**

Mr John Williams-Mozley

**One Academic Staff Member of a Faculty elected by the Faculty Board**

Dr Leonora Ritter (Arts)  
Associate Professor Greg Walker (Commerce)  
Associate Professor Jo-Anne Reid (Education)  
Dr Geoff McKenzie (Health Studies)  
Dr David Tien (Science & Agriculture)

**Two Students Nominated by the Student Associations**

Mr Jack Cannon (Postgraduate)  
Mr David Dorman (Undergraduate)

ACADEMIC PROGRAMS COMMITTEE

**Presiding Officer (Deputy Vice-Chancellor, Academic)**

Professor Ross Chambers (*position established 4 September 2002*)

**Presiding Officer, Academic Senate**

Professor David Green

**Deputy Presiding Officer, Academic Senate**

Associate Professor Sally Ruston (*position established 4 September 2002*)

**Pro-Vice-Chancellor (Learning and Student Support)**

Dr Ian Barnard (*position disestablished 4 September 2002*)

**Pro-Vice-Chancellor (Planning and Development)**

Mr Bernie O'Donnell (*position disestablished 4 September 2002*)

**Member of the Professoriate nominated by the Academic Senate**

Vacant (*position disestablished 4 September 2002*)

**Two Academic Members of Academic Senate Nominated by Senate**

Dr Leonora Ritter (*position established 4 September 2002*)  
Dr Geoff McKenzie (*position established 4 September 2002*)

BOARD OF GRADUATE STUDIES

**Pro-Vice-Chancellor (Research and Graduate Training) (Presiding Officer)**

Professor Paul Burnett

**Presiding Officer, Academic Senate**

Professor David Green

**Sub-Dean for Graduate Studies of each Faculty**

Associate Professor Ian Gray (Arts)  
Associate Professor Denise Jarratt (Commerce)  
Associate Professor Rod Francis (Education)  
Dr Phil Towers (Health Studies)  
Associate Professor Scott Black (Science and Agriculture)

**Director, International Office**

Dr Philip Towers (acting)

**Nominees of the Vice-Chancellor**

Professor Ross Harvey  
Professor Jim Pratley  
Dr Lyn Gorman  
Associate Professor Greg Walker

**One Professional Doctorate or Research Higher Degree Student nominated by the Student Associations**

Ms Angela Chittick

## RESEARCH MANAGEMENT COMMITTEE

**Pro-Vice-Chancellor (Research and Graduate Training) (Presiding Officer)**

Professor Paul Burnett

**Presiding Officer, Academic Senate**

Professor David Green

**Sub-Dean for Research of each Faculty**

Dr Frank Molloy (Arts)  
Associate Professor Denise Jarratt (Commerce)  
Dr John Retallick (Education)  
Associate Professor Peter Lloyd (Health Studies)  
Associate Professor Nick Klomp (Science and Agriculture)

**Three Nominees of the Vice-Chancellor**

Professor Ben Bradley  
Professor Alistar Robertson  
Associate Professor Gail Whiteford

## ARTS FACULTY BOARD

**Dean and Presiding Officer**

Dr Lyn Gorman

**Head, School of Social Science & Liberal Studies**

Dr Leonora Ritter (acting)

**Head, School of Humanities & Social Sciences**

Mr Michael Collingridge (acting)

**Head, School of Communication**

Dr Marian Tulloch (acting)

**Head, School of Visual & Performing Arts**

Professor David Green (acting)

**Head, School of Theology**

Associate Professor Stephen Pickard

**Head, School of Policing Studies**

Associate Professor Tracey Green

**Head, Australian Graduate School of Policing**

Associate Professor Gordon Elliot

**Members of Professoriate**

Professor David L Green  
Associate Professor Graham Tyson  
Professor Ben Bradley  
Associate Professor Margaret Alston  
Professor Don Thomson  
Associate Professor Anthony Thompson (*Sub-Dean, Research*)  
Professor John Painter  
Professor Julie Marcus  
Professor John Tulloch  
Associate Professor Catherine Layton  
Associate Professor John Carroll  
Associate Professor Ian Gray (*Sub-Dean, Higher Degrees*)  
Associate Professor Bill Fitzwater  
Associate Professor Michael Kiernan  
Associate Professor Deborah Lupton (*part-time until the end of 2002*)

**Sub-Deans**

Associate Professor Anthony Thompson (*Sub Dean, Research*)  
Associate Professor Ian Gray (*Sub-Dean, Higher Degrees*)  
Ms Frances Hagon (*Sub Dean, International Relations*)

**Nominee of Information Learning Systems Committee (ILSC)**

Dr Petrina Quinn

**Nominee of the Director, Maladan Gilanna Indigenous Education Unit**

Ms Donna Murray

**Elected Staff Member, School of Visual & Performing Arts**

Mr Ray Goodlass

**Elected Staff Member, School of Humanities & Social Sciences**

Ms Sue Wood

**Elected Staff Member, School of Social Sciences & Liberal Studies**

Vacant

**Elected Staff Member, School of Communication**

Mr Peter Simmons

**Elected Staff Member, School of Policing Studies**

Mr Phillip Walsh

**Elected Staff Member, School of Theology**

Reverend Dr Graeme Garrett



**Elected Staff Member, Australian Graduate School of Policing**

Dr John Casey

**Undergraduate Student Representatives**

Ms Anna Painting

**Postgraduate Student Representative**

Ms Karen Linton

**Commerce Faculty Board  
Dean and Presiding Officer**

Professor John Hicks

**Sub-Dean (Research)**

Associate Professor Denise Jarratt

**Head, School of International Business**

Professor Terry Heazlewood

**Head, School of Business**

Dr Michael O'Mullane

**Head, School of Accounting**

Professor Reg Matthews

**Head, School of Marketing & Management**

Associate Professor Greg Walker

**Head, School of Management**

Associate Professor Andy Smith (on leave)

Associate Professor Alan Fish (*acting Head from 19 August 2002*)

**Head, School of Financial Studies**

Associate Professor John Williams

**Head, Asia Pacific Graduate School of Management**

Associate Professor Mark Farrell (*from 15 July 2002*)

**Members of Professoriate**

Professor Geoff Bamberry

Associate Professor Alan Fish

Associate Professor Mark Farrell

Professor Terry Heazlewood

Associate Professor Denise Jarratt

Professor Martin (Reg) Mathews

Associate Professor Eddie Ozcowski

Associate Professor Norm Philp

Associate Professor Andy Smith (*on leave*)

Associate Professor Greg Walker

Associate Professor John Williams

**Nominee of the Information Systems Learning Group**

Mr Colin Sharp

**Director, Maldahan Gilanna Indigenous Education Unit**

Mr John Williams-Mozley

**Up to three Nominees of the Dean**

Vacant

**Elected Academic Member, School of Marketing & Management**

Ms Deirdre Keogh

**Elected Academic Member, School of Financial Studies**

Ms Jenny Kent

**Elected Academic Member, School of Management**

Ms Michele Fromholtz

**Elected Academic Member, School of Business**

Ms Mary Callaway

**Elected Academic Member, School of Accounting**

Mr Craig Latham

**Elected Academic Member, International School of Business**

Mr Frank Rossi

**Nominated Student Member (Undergraduate)**

Mr Steven Watson

**Nominated Student Member (Postgraduate)**

Vacant

**EDUCATION FACULTY BOARD**

**Dean and Presiding Officer**

Professor Bob Meyenn

**Head, School of Teacher Education**

Associate Professor Jo-anne Reid (*from 11 February 2002*)

**Head, School of Education**

Associate Professor Tom Lowrie (*from April 2002*)

**Head, Murray Education Unit**

Ms L Hard

**Head, Human Movement Studies Unit**

Dr Frank Marino

**Program Co-ordinator, SOTE, Dubbo Campus**

Ms Julie Arthur (*from 3 April 2002*)

**Sub-Dean for Graduate Studies**

Associate Professor Tom Lowrie

**Sub-Dean for Research and Scholarship**

Professor William Green (*from March 2002*)

**Sub-Dean for Quality Assurance**

Mr Terry Norwood

**Member, Professoriate**

Associate Professor David McKinnon

**Associate Professor Rod Francis**

Professor Stephen Kemmis

**Up to three Nominees of the Dean**

Ms Louise Hard  
Ms Ros Brennan  
Ms Pauline Jones  
Dr Kennece Coombe (*from 5 December 2001*)

**Nominee of the Information Learning Systems Group**

Ms Mary Macaulay

**Nominee of Director, Maldahan Gilanna Indigenous Education Unit**

Mr John Williams-Mozley

**Elected Academic Member, School of Teacher Education**

Ms Robyn Bentley-Williams (*until 31 December 2002*)  
Dr Noel Thomas (*from 1 January 2003*)

**Elected Academic Member, School of Education**

Associate Professor Tom Lowrie (*until 31 December 2001*)  
Mr Paul Williams (*from 5 March 2002*)

**Nominated Student Member (Postgraduate)**

Ms Vickie Vance

**Nominated Student Member (Undergraduate)**

Ms B Jeffries

**Health Studies Faculty Board**

Dean and Presiding Officer  
Professor David Battersby (*until August 2002*)  
Professor Mark Burton (*from August 2002*)

**Head, School of Nursing & Health Science**

Ms Jan Allan

**Head, School of Clinical Sciences**

Associate Professor Karen Francis

**Head, School of Public Health**

Associate Professor Charles Fogliani (*acting Head*)

**Head, School of Biomedical Studies**

Mrs Lyndall Angel

**Head, School of Community Health**

Associate Professor Gail Whiteford

**Head, Orana Health Unit**

Ms Louise Lawler

**Sub-Deans**

Dr Philip Towers (Graduate Studies)  
Ms Jenni Brackenreg (Learning and Teaching)  
Dr Geoff McKenzie (Courses and Quality Assurance)  
Dr Rober Trevethan (Students)  
Up to three Nominees of the Dean  
Vacant  
Vacant  
Vacant  
Ms Lorraine Holland

**Members of Professoriate**

Professor Heather Gibb  
Associate Professor Sally Ruston

**Nominee of the Information Learning Systems Group**

Mr Peter Dunn (*until March 2002*)  
Mr Brian Leis (*from March 2002*)

**Nominee of the Director, Maldahan Gilanna Indigenous Education Unit**

Ms Deidre Naden (*until May 2002*)  
Ms Rebecca Jacobs (*from May 2002*)

**Elected Academic Member, School of Biomedical Sciences**

Mr Todd Walker

**Elected Academic Members, School of Clinical Sciences**

Mr Ron Kerr

**Elected Academic Member, School of Nursing & Health Science**

Mr Charles Fogliani (*until May 2002*)  
Vacant (*from May 2002*)

**Elected Academic Member, School of Public Health**

Mr John Lunn

**Elected Member, School of Community Health**

Ms Jodi Sita

**Undergraduate Student Member**

Vacant (*until October 2002*)  
Ms Heidi Varis (*from October 2002*)

**Postgraduate Student Member**

Vacant

**Science & Agriculture Faculty Board Dean and Presiding Officer**

Professor Jim Pratley

**Head, School of Information Studies**

Mr Ken Dillon

**Head, School of Information Technology**

Ms Susan Moffatt

**Head, School of Agriculture**

Mr Peter Cregan

**Head, School of Environmental & Information Sciences**

Associate Professor Nick Klomp

**Head, School of Science & Technology**

Professor Kevin Robards

**Head, School of Wine & Food Sciences**

Professor Geoff Scollary

### **Members of the Professoriate**

Associate Professor Malcolm Allen  
Associate Professor Scott Black (*also Sub-Dean, Graduate Studies*)  
Professor Martin Sillence  
Professor David G Green  
Professor Alistar Robertson  
Associate Professor Terry Harden  
Associate Professor John Weckert  
Professor Graeme Batten  
Professor Ross Harvey  
Associate Professor Dirk Spennemann  
Associate Professor Irfan Altas  
Professor Terry Bossamaier  
Professor Simpson Poon  
Associate Professor Chris Steel  
Associate Professor Gavin Ash

### **Up to three Nominees of the Dean**

Dr David Lindley (*to Dec 2002*) (*also Sub-Dean, International Information*)  
Mr Jonathon Howard  
Dr Gayner Eyre

### **Sub-Deans**

Dr Wayne Moore (*to Dec 2002*) (*Information Technology*)  
Dr Michael Lockwood (*to Dec 2002*) (*Research*)  
Dr John Messing (*Information Technology – International*)

### **Nominee of the Information Learning Systems Group**

Ms Kerry Amery

### **Nominee of Director, Maldahan Gilanna Indigenous Education Unit**

Ms Diann Witney

### **Elected Academic Member, School of Environmental and Information Science**

Dr Neil Lipscombe

### **Elected Academic Member, School of Agriculture**

Dr Nigel Urwin

### **Elected Academic Member, School of Information Studies**

Mr Stuart Ferguson

### **Elected Academic Member, School of Science & Technology**

Dr Terry Haig

### **Elected Academic Members, School of Wine & Food Sciences**

Dr Jian Zhao

### **Elected Member, School of Information Technology**

Mr David Tien

### **Undergraduate Student Member**

Mr James Nalder

### **Postgraduate Student Member**

Ms Gail Fuller

### **CAMPUS ADVISORY COMMITTEES**

#### **Albury-Wodonga Campus**

##### **Acting Presiding Officer**

Battersby, Professor D, MEd NSW, PhD Waik

##### **Head of Campus**

Battersby, Professor D, MEd NSW, PhD Waik

#### **Community Members**

Hanrahan, W T, BBus RiverinaCAE, BLegSt Macq  
Mitchell, D S, BSc UED CapeT, PhD Lond  
Stocker, F J, DipT MAdEd UTS, BEd HawthornIE  
Henderson, M

#### **Elected Members**

Alexander, K, BSc NE  
Coghlan, I A, BCom NSW, MAgSc Melb  
Klomp, N I, BAppSc Curtin, BSc Murd, PhD Glas

#### **Student Representatives**

Vacant  
Vacant

### **BATHURST CAMPUS**

#### **Nominee of the Council (Presiding Officer)**

Macintosh, A I, BA ANU

#### **Head, Bathurst Campus**

Hodgson, P G, BSc UED Natal, BA Essex, MEdAdmin NE, PhD NUI

#### **Community Members**

Ewin, Reverend A  
Grant, D  
Hudson, J  
Jones, I, RN, BHA NSW, UNE Armidale

#### **Elected Members**

Cooper, M, BA CSturt  
Norwood, T G, MEdAdmin NE  
Tyson, G A, MSc Natal, PhD Witw

### **DUBBO CAMPUS**

#### **Nominee of the Council (Presiding Officer)**

Wise, G A, BVSc Syd

#### **Head, Dubbo Campus**

Hodgson, P G, BSc UED Natal, BA Essex, MEdAdmin NE, PhD NUI

#### **Ex-officio Members**

Lawler, L, RN, BHlthSc CSturt  
Wood, J M, BBus MitchellCAE, BBus MCom CSturt

### **Community Members**

Feddersen, M, BMEchEng *Melb*  
Jane, J, BA Macquarie, Dip Teaching *SydneyCAE*  
Kennedy, M, BCom *Syd*  
Lawson, L  
McCann, J  
Riley-Mundine, L, GdipEd *ArmidaleCAE*

### **Elected Members**

Lee, J  
Moon, L

### **WAGGA WAGGA CAMPUS**

#### **Nominee of the Council (Presiding Officer)**

Mahon, J K J, DipAgr *WaggaAgrColl*

#### **Head, Wagga Wagga Campus**

Green, Professor D L, NDD DesRCA *Lond*

### **Community Members**

Andrews, B, PSM, GDipLocalGovMgt *MitchellCAE*  
Braid, Y  
Gorrel, G  
Hart, A  
Jarratt, B, CSC, RFD, DipLaw *SAB*, DipCrim *Syd*,  
GDipTaxLaw *Riverina-MurrayIHE*  
Briggs, J, MBA *CSturt*  
Rogers, W, BSc *ANU*, BA *UNE*, DipEd *CCA*

### **Elected Members**

Pollard, K, ADipDMR *NewcastleCAE*, MHed *NSW*,  
MIR, GradCertUnivTeach&Learn *CSturt*  
Fish, A, BBus *KCAE*, MComm *UNSW*, PhD *Syd*  
Ansell, S, HND *EalingCAE*, MBA *CSturt*

### **Postgraduate Student Representative**

Vanderaa, P, BAgSc (Hons), *CSturt*

### **Undergraduate Student Representative**

Dorman, D

### **Secretary**

Jamieson, K, BAppSc (Env Hort) *CSturt*



Goal 1 – The University will enhance the alignment of its courses with the professional and developmental needs of students.

Goal 2 – The University will provide exemplary academic service to students.

Goal 3 – The University will ensure appropriate and focussed administrative and support services for students.

## Faculty of Arts

[www.csu.edu.au/faculty/arts](http://www.csu.edu.au/faculty/arts)

In 2002 the Faculty of Arts continued to offer an extensive and diverse range of courses through its seven schools – the Australian Graduate School of Policing and the Schools of Communication, Humanities and Social Sciences, Policing Studies, Social Sciences and Liberal Studies, Theology, and Visual and Performing Arts. On campus and distance education courses provide both traditional and generalist options and courses tailored to meet professional and industry requirements.

Courses have been reviewed and redeveloped in 2002 to meet the needs of emerging professions. For example, in close collaboration with the NSW Police Service, the Faculty and School of Policing Studies undertook a review of the Diploma of Policing Practice, introducing a revised course in May 2002. This provides for a quicker transition to the status of probationary constable in the NSW Police Service for students enrolled in this program. To cater to the large numbers of students enrolling in this policing course, the Diploma was offered in 2002 not only from Goulburn but also from the Hawkesbury campus of the University of Western Sydney. Record numbers of students were present at successive attestation parades in Goulburn in September and December 2002. At the December parade, 685 students from the Diploma of Policing Practice attested as probationary constables and entered the NSW Police Service.

A major review of the Faculty's Manly-based Australian Graduate School of Policing in 2002 has resulted in recommendations to enhance the relevance of its programs and to develop its research capability in line with contemporary policing and law enforcement agency needs. The review included extensive consultation with federal and state police jurisdictions. Other policing programs, including those in prosecutions and investigations, were reviewed in 2002.

Postgraduate courses have been developed to meet other emerging and changing professional needs. From the School of Communication these have included graduate diploma and graduate certificate courses in cultural event management as well as a masters course in journalism that articulates with a graduate certificate; from the School of Social Sciences and Liberal Studies, postgraduate programs in forced migration, refugees and asylum seekers; from the School of Policing Studies, courses in fire investigation, fraud

investigation and compliance; from the School of Theology a range of programs in theology, youth ministry, theology and social policy, religion and values education. A new undergraduate course, developed in close collaboration and with some industry resourcing, is the School of Visual and Performing Arts Bachelor of Arts (Jewellery). The Schools of Communication and Visual and Performing Arts in 2002 also offered short courses in photography and public relations for Australian Defence Force journalists, cameramen and public affairs officers.

Course reviews have been undertaken to ensure quality, currency and alignment with professional and industry needs. The Faculty's psychology courses were re-accredited by the Australian Psychological Society in 2002. A review of criminology courses led to proposals for specialisations in corrections, juvenile justice and refugee studies. In the School of Communication a major curriculum review included consultation with industry representatives from the various media and communication areas catered to by the School's courses. Such industry advice ensures that courses in advertising, commercial radio, journalism, public relations and corporate communication, and theatre media are tailored to evolving industry requirements, taking into account the impact of new media and technological change.

The success of such courses was illustrated in 2002 when School of Communication Advertising students won the International Advertising Association (IAA) InterAd World Championship trophy. The winning student team, who competed against over 100 universities and tertiary institutions world-wide in this international advertising competition, were congratulated for the professional quality of their work, and the strength of CSU's advertising course was highlighted at the award ceremony.

The Faculty has continued to foster international linkages in its teaching. Collaborative institutional arrangements are in place in Malaysia and Singapore for courses in advertising, graphic design, public relations and corporate communication, and psychology; policing and law enforcement linkages with China and Hong Kong have been explored and developed. Students of the Faculty graduated in Kuala Lumpur and Singapore in 2002 with undergraduate and postgraduate awards in advertising, corporate communication, and public relations and organisational communication.

## Faculty of Commerce

[www.csu.edu.au/faculty/commerce](http://www.csu.edu.au/faculty/commerce)

The priority of the Faculty of Commerce is to deliver quality programs that are readily accessible, flexible and tailored to the needs of a diverse client base. The Faculty established the Asia Pacific Graduate School of Management as a School within the University. The name 'The Asia Pacific Graduate School of Management' (APGSM) clearly identifies the primary region in which Charles Sturt University is aiming to deliver postgraduate management education. Currently, Charles Sturt University is offering (either directly or through our partners) postgraduate business courses in the following countries: Australia, Cambodia, China, Hong Kong (SAR), India, Malaysia, New Zealand, Singapore, Thailand, Taiwan and the United Kingdom. The term 'management' encompasses both private and public sector organisations.

Part of the strategy in establishing APGSM is to develop a closer relationship with our partners; to develop improved systems for managing our postgraduate courses - particularly our postgraduate courses that are taught overseas; and to develop options for students to undertake part of their postgraduate studies at any of the Charles Sturt University campuses at Albury, Bathurst and Wagga Wagga.

Faculty staff have recently returned from extensive tours to promote postgraduate courses to Switzerland, the USA, India and Bangladesh. As a result, the Faculty expects to see a significant increase in high quality students to the on campus MBA. The Faculty and the Asia Pacific Graduate School of Management are in the process of investigating international accreditation for the teaching programs under the European Foundation for Management Development's (EFMD) European Quality Improvement System (EQUIS). The reputation of the MBA and the postgraduate programs is already strong in Australia and the countries in which they are offered through the Faculty's partners, and international accreditation of the programs would give a greater international acceptance to the already successful programs.

The Faculty approved a major revision of the Master of Human Resource Management which included new specialisations and the revision of current specialisations. The revision was the direct result of a survey undertaken to assess the HR professional role changes and the need to reflect consultative practices and to develop

a strong portfolio of capabilities appropriate for business enhancement in an increasingly complex environment. The revision ensures CSU continues to offer a postgraduate Human Resource Management program and subject opportunities that reflect industry expectations and student needs. It is important to reinforce and maintain the academic rigour that has been established by CSU in its postgraduate coursework programs and to meet the demands of associated professional bodies.

The Faculty continues to develop effective networks to enhance professional and industry interaction. The Master of Strategic Marketing is a joint program offered by the Faculty and the International Marketing Institute of Australia (IMIA). The course has been revised to meet the needs of the industry and to incorporate innovative online teaching of the subjects. Enrolment in the joint programs offered by IMIA have increased substantially as students take the opportunity to complete courses which offer flexibility of learning.

Enrolment in courses developed by the Faculty which cater for industry cohorts, such as the Commonwealth Bank, continue to increase. Bachelor of Business Studies, the flexible, generalist, open learning undergraduate degree in business designed to meet the professional and vocational needs of all business environments, has continued to grow in popularity with over 1000 students enrolled in the program in 2002. The Faculty has ongoing consultation with professional bodies to ensure that courses meet their accreditation requirements.

The Faculty approved a specialisation in Educational Leadership in the MBA program with the first intake in 2003. During the past decade there has been a trend within educational settings (e.g. schools, TAFE institutes and private training colleges) for educational leaders to be more business-oriented and, as a consequence, to display both management and entrepreneurial skills. The Educational Leadership specialisation in the Master of Business Administration intends to capture a niche market of these educational leaders and aspiring leaders, including preschool directors, executive teachers, educational consultants and managers of training organisations. The Master of Business Administration (Educational Leadership) is a unique composite of business and education subjects offering participants a breadth of study not normally available individually in a traditional Master of Business Administration or Master of Education. Educators holding a

three-year trained credential from Australia and countries such as Canada, China, New Zealand, and Thailand have already expressed interest in following the Master of Business Administration track. The specialisation in Educational Leadership also enhances the range of specialisations developed by the Faculty for the Master of Business Administration, which is now one of the largest programs offered in Australia for both Australian and offshore-based students.

The Faculty of Commerce was the first to introduce "Validation Surveys" for all Partner Institutions to assess and approve teaching staff and the suitability of teaching sites. Staff in the International School of Business have developed Subject Outline proformas which incorporate the University regulations and requirements and Faculty specific policies. These proformas were developed to assist in the moderation process and provide students with certainty as to subject coverage and assessment in both Australia and overseas. These initiatives ensure that appropriate and rigorous quality assurance processes are adopted within the Faculty.

## Faculty of Education

[www.csu.edu.au/faculty/educat](http://www.csu.edu.au/faculty/educat)

The Faculty of Education's strong reputation in an array of in-service and pre-service courses continued in 2002. The combined resources of the School of Teacher Education, School of Education, Human Movement Studies Unit and the Murray Education Unit now represent one of the largest and most diverse Faculties of Education in Australia.

The Faculty has maintained its commitment to curriculum development in 2002. During the past decade there has been a trend within educational settings (e.g. schools, TAFE institutes, and private training colleges) for educational leaders to be more business-oriented and, as a consequence, to display both management and entrepreneurial skills. Consequently, the Faculty has introduced an Educational Leadership specialisation in the Master of Business Administration to capture a niche market of these educational leaders and aspiring leaders, such as preschool directors, executive teachers, educational consultants and managers of training organisations. The Master of Business Administration (Educational Leadership) is a unique composite of business and education subjects offering participants a breadth of study not normally available individually in a traditional

Master of Business Administration or Master of Education. It is expected that this course will attract students from both Australia and overseas.

In keeping with the existing primary and secondary teacher education double degree programs, the Bachelor of Teaching (Secondary)/Bachelor of Arts has been developed in discussion with the NSW Department of Education and Training and the Victorian Department of Education to meet the emerging shortages of secondary English teachers in both states. This program allows students to train as a specialist secondary teacher in English and a second area of specialisation in Human Society and its Environment or Drama and is to be offered from the Wagga Wagga Campus from the beginning of 2003.

The Human Movement Studies Unit has introduced an Exercise Rehabilitation specialisation to its Human Movement degree. This is an important step in the development of the course and complements the existing specialisations in Exercise Science, Sport Studies and Personal Development, Health and Physical Education.

Demand for the Faculty's courses has remained very strong during 2002. On campus undergraduate programs met their quota with noticeable growth and there is still an increasing interest in the range of double degrees offered by the Faculty. In distance education, courses such as the Graduate Diploma of Education (Secondary), the Bachelor of Primary Education Studies and the Bachelor of Teaching (Birth to 5 Years) are once again experiencing unprecedented demand. In some instances, applications exceeded quota places by a ratio of almost 7 to 1.

In 2002, the Faculty successfully tendered for another cohort in the Accelerated Teacher Training Program (ATTP) in Technology and Applied Studies and Mathematics. These students are fully sponsored by the Department of Education and Training and complete their degrees over an 18-month period. Innovative delivery has been a major factor in the success of these courses as has the ability to respond to the demands of employers. These programs are helping alleviate the critical shortage of technology and maths teachers in NSW. Importantly, the Faculty has also successfully tendered for teacher retraining programs in Special Education, Teaching English to Speakers of Other Languages, and English, to commence in 2003.



With an emerging teacher shortage worldwide, the Faculty has increased its efforts to market our programs offshore. In Canada, for example, negotiations have continued with the Ministry of Education and the Ontario College of Teachers for the establishment of an on campus offering of the Bachelor of Primary Education Studies in southern Ontario. Charles Sturt University and the Faculty of Education would have sole responsibility for offering the program and support is to be received from the Halton District School Board who will make available their range of library and information technology services, accommodation and teaching facilities, office and administration space, and lecture rooms. In addition, Halton will work with the Faculty in placing students on teaching practice as well as making available the expertise of their staff for lecturing and tutoring as required.

Over the last few years the Faculty has been involved in international aid projects and this has been sustained in 2002. The most significant of these is the Primary and Secondary Teacher Education Project in Papua New Guinea. This year several staff from the University of Goroka in Papua New Guinea visited Charles Sturt University on short term attachments. The visits were highly successful and will continue during 2003. The exchanges of both academic and administrative staff are part of a Twinning Arrangement being developed between the two Universities.

There have been several key and strategic appointments during 2002, which will further boost the quality and significance of the Faculty's profile. Professor Bill Green, one of Australia's leading educational researchers, joined the Faculty at the commencement of 2002. Associate Professor Jo-Anne Reid was appointed as Head of the School of Teacher Education, and Ms Julie Arthur was appointed as program coordinator in Dubbo. Finally, Professor Stephen Kemmis joined the staff in October 2002 - an exciting and strategic appointment for the Faculty.

## Faculty of Health Studies

[www.csu.edu.au/faculty/health](http://www.csu.edu.au/faculty/health)

Acceptances for on campus HECS courses were up 9% while the Faculty experienced an 87% increase in enrolments in fee paying courses. This was partly due to the Faculty accepting fee paying domestic students into some of its undergraduate distance education courses for the first time.

The Faculty graduated its first Bachelor of Physiotherapy and Bachelor of Health Science (Speech Pathology) students in April. Full accreditation was awarded by Speech Pathology Australia to the Bachelor of Health Science (Speech Pathology) as it received its first graduates. Full accreditation was also granted to the Bachelor of Physiotherapy by the Australian Council of Physiotherapy Regulating Authorities.

The School of Public Health was involved in a strategic review of its profile and future directions. This culminated in the production of a detailed report with a number of recommendations to enhance the undergraduate and postgraduate profile of the School.

The Faculty has continued to maintain a broad course profile to meet the needs and interests of future student intakes. The Faculty produced a total of six course approval documents for presentation to the University in 2002.

Significant course reviews were conducted of the Bachelor of Health Science (Mental Health) and the Bachelor of Nursing. The Bachelor of Health Science (Mental Health) is a course for Aboriginal and Torres Strait Islander people who are working or intending to work in the area of mental health. This review led to a new course structure and created a new exit point of University Certificate in Health Science (Mental Health), after successful completion of the first year of study. Amongst its new subjects, the Bachelor of Nursing review led to the addition of the subject IKC100 Indigenous Histories and Cultures in the on campus and distance versions of the course as well as in the new Bachelor of Nursing/Bachelor of Midwifery double degree, which was approved for introduction in 2003. Submitted to the Nurses Registration Board (NRB), the review also procured the accreditation of the restructured Bachelor of Nursing courses and the new Bachelor of Nursing/Bachelor of Midwifery by the NRB until 2009. This double degree is the first program of its nature to be offered in Australia.

Effective links between the University, its students and alumni, the pharmacy profession and the pharmaceutical industry will be enhanced with the establishment of the Pharmacy Trust within the Charles Sturt University Foundation. Mr Richard Marris is the Foundation President of the Pharmacy Trust and Presiding Member of the Trust's Management and Development Committee.

New initiatives commenced in 2002 in Nursing and Medical and Applied Biotechnology in Malaysia. The success and interest shown in these programs is going to see them expanded in the offshore setting in the future.

The Dean of the Faculty attended the graduation ceremonies in Kuala Lumpur, Singapore, Hong Kong and Toronto. Students received their awards in Medical Imaging, Nursing, Medical and Applied Biotechnology, Nuclear Medicine Technology, Health Services Management, Emergency Management and Pre-Hospital Care.

The number of active online forums for distance education subjects increased to 80% baseline by December 2002 and the Faculty experienced high course satisfaction results in course experience questionnaires. An achievement of 90% 'overall course satisfaction' in CEQ data was attained for undergraduate internal, undergraduate distance education and all postgraduate courses in 2002. Latest CEQ data on field of study shows every course in the Faculty is higher than the national average.

The Faculty provides its academic service to students from a variety of sources through normal University processes. In addition, the Faculty has utilised the services of a Sub-Dean for students to facilitate the development of appropriate information that is prepared for students. Mail package format for distance education students has been improved to be more user-friendly and to contain the most appropriate content. The role of the Sub-Dean for Teaching and Learning has facilitated processes and opportunities for students.

The Performance Management Scheme has been implemented for all general staff in 2002. For the first time, a professional development allocation was made to general staff of the Faculty in addition to academic staff.

The Sub-Dean for Students devised equity policy as part of the equity enhancement projects identifying equity schemes to be implemented by academics. This policy was adopted as the University's Student Equity Policy.

Student mentoring processes were utilised in the Schools of Clinical Sciences and Biomedical Sciences.

## Faculty of Science and Agriculture

[www.csu.edu.au/faculty/sciagr](http://www.csu.edu.au/faculty/sciagr)

To further ensure that the Faculty's courses are providing students with the skills, knowledge and attitudes expected by industry and relevant professional groups, comprehensive reviews of a number of undergraduate courses were undertaken. Courses reviewed were the Bachelor of Information Technology, Bachelor of Applied Science (Ecotourism), Bachelor of Applied Science (Parks, Recreation and Heritage) and the Bachelor of Computer Science (Games Technology), Bachelor of Applied Science (Agriculture) and the Bachelor of Applied Science (Irrigation). Business and industry representatives have had considerable input into these reviews and, as a result, graduates will now be far better equipped to join the workforce in their chosen profession. It should be noted that the Bachelor of Computer Science (Games Technology) continues to be the premier course in this field within Australia. As part of the review process a CSU staff member visited a leading Scottish institution to obtain an overview of their Games Technology programs.

Building on the success of fee paying Graduate Certificate courses in both Ecotourism and Karst Management, the Faculty prepared for the introduction in 2003 of articulated Graduate Diplomas and Master level courses in these areas. A number of students undertaking the Graduate Certificate programs have expressed a desire for avenues of further study and these new courses will provide such an opportunity.

Although recent world events have resulted in a downturn in the tourism industry, it is still expected to be an area of long-term growth and an area of increasing demand for tertiary education. In response to calls from the Ecotourism sector for a course which combines academic study with relevant vocational training, the Faculty developed the Bachelor of Applied Science (Adventure Ecotourism). CSU students will concurrently attend the Wodonga TAFE, where they will undertake vocational training in adventure activities such as bush walking, rock climbing, ski touring and kayaking. The course will be made available for the first time in 2003 and is another example of the University's commitment to work collaboratively with the TAFE sector.

The maintenance of a high standard of academic staff continued to be a priority for the Faculty in 2002. Despite the limited resources available the Faculty continued to provide teaching relief to those staff undertaking post-doctorate studies. Several staff completed their Doctorate during the year. The quality of the Faculty's teaching staff was highlighted with Dr Barney Dalgarno winning the Vice-Chancellor's Award for Teaching Excellence.

In June Dr Joy McGregor commenced duty as a Senior Lecturer in Teacher Librarianship. Dr McGregor comes to CSU from the Texas Woman's University in the USA. Dr McGregor is a high profile researcher in the area of Teacher Librarianship, being the recipient of a number of awards for her work. Dr McGregor's appointment is an example of the Faculty's attempts to appoint high quality staff, link teaching and research and to increase the number of senior female academic staff.

## Division of Library Services

[www.csu.edu.au/division/library](http://www.csu.edu.au/division/library)

The Library conducted ProCite training for staff and higher degree students at all campuses including Goulburn, Dubbo and St Mark's in Canberra. ProCite contacts at each major campus provided continuing advice, training and assistance to Procite users.

Library materials were relocated from Bathurst to Wagga and Albury to support courses which transferred to those sites, notably ornithology, environmental science and captive vertebrate management. The map collection was also relocated from the Bathurst Campus.

Support for the Dubbo Campus continued with the purchase and processing of \$25,000 worth of required materials and the provision of orientation sessions on site for 177 students and staff. Information literacy training was provided on site or by interactive video session throughout the year. Distance Education postal services to Dubbo students augmented the core on campus collection.

As part of its commitment to ensuring the Library is an attractive place to work and study, a number of single carrels were replaced by tables and clusters of easy chairs to facilitate student group work. Students were given access to the computers in the training rooms when not required for classes. Public print stations and access to multi-functional workstations made the Library a popular place to study. Students indicate that they prefer working

in the Library because it is friendly and secure and staff are helpful and available after hours.

The introduction of Ex Libris's Aleph library management computer system in January 2002 was the culmination of several months of planning and training for the Library and UNILINC. All parts of the Library administration – loans, catalogue, serials control, acquisitions and cataloguing – now operate in a Windows environment, with considerable benefits for users and Library staff. Preparations were underway to provide seamless links to online full text titles through the Library's catalogue and website with the introduction of the SFX and Metalib linking mechanisms in early 2003. Use of portable scanners in association with Aleph allows improved effectiveness in stocktaking and collection management.

The dream of instant information access any time, anywhere, came closer to reality with the introduction of Web Document Delivery. The purchase of new scanners and software allowed the Library to provide very rapid document delivery, often the same day as requested. Students and staff now receive requested journal articles electronically, with the Library scanning and dispatching requests via the Web.

In August a major survey of satisfaction with Library services was undertaken in conjunction with Rodski Behavioural Research Group. It was pleasing to see that CSU Library performed well in comparison with other Australian universities, ranking in the top 25% of most benchmark categories. Respondents perceived performance as highest in the category of "Library staff", setting a new high in the benchmark database. Survey results are available from the Library website and will be analysed, problem areas further assessed and remedial action taken.

## Centre For Enhancing Learning and Teaching (CELT)

[www.csu.edu.au/division/celt](http://www.csu.edu.au/division/celt)

CELT continues to play a key role in the development of learning and teaching in the university. During the last year, CELT has facilitated the introduction of the new university policy on assessment and the development of the university's learning and teaching policy. Together these policies will change the face of learning and teaching in the university in the coming years.

The Learning Media Laboratories (LMLs) established in 2001, got into full stride in 2002. Located on

each of the major campuses at Bathurst, Wagga and Albury, the LMLs provide academic staff with access to technological hardware and software as well as the design expertise of CELT specialists, so they can devise and produce sophisticated multimedia and online learning resources for their courses and subjects. Among the multimedia resources developed through the LMLs are a leisure and health visual and audio tool for CD-ROM delivery. Academics from Albury's School of Community Health and CELT staff incorporated a range of audio-visual technologies for learning experiences for first year DE students who are non-recent school leavers. The 'Assessment Mapping System', developed in conjunction with the School of Biomedical Sciences, is a tool which synthesises data such as timetabling, number, type, weighting and subject area to allow for a range of queries to support assessment. LMLs are providing the university with the means to develop and pilot new ways of learning and teaching which will have the potential to radically enhance CSU's pedagogical approaches in the future.

Interactive Video Teaching (IVT) is a technology that has already considerably changed the learning and teaching philosophy of the university. Developed for the CSU's Dubbo Campus operation, IVT enables academic staff to teach groups of students located on one campus from another campus remotely. CELT supported the development of IVT by conducting four IVT Forums in June and September, the purpose of which was to disseminate relevant research findings in order to highlight and share current IVT practices, and to provide pedagogical assistance to staff teaching through this new medium.

During 2002 CELT managed a major project from the Australian Universities Teaching Committee entitled 'Flexible modes of delivery'. The project aims to provide guidance to universities in Australia about ways to increase flexibility in educational services for students in relation to when and where they learn. The project specifically seeks to help universities create flexible arrangements in relation to time, place and methods of communication between university staff and their students.

Evaluation of teaching is a critical element in the ongoing improvement of learning and teaching at the university. The Evaluation Unit recorded a rise in requests for voluntary surveys and an increased demand for customised instruments that seek feedback from students on aspects of subjects and teaching not covered by the standard suite of CSU survey instruments. To support the University's

quality teaching drive, the Evaluation Unit initiated a new program, 'Enhancing Classroom Teaching Dynamics' that offers academic staff the opportunity to have their classroom teaching observed and documented by selected academic and CELT staff, in a developmental exercise.

CELT played a major role in other learning and teaching developments at CSU this year. A report prepared by CELT staff on examination technologies has formed the basis for the formation of a Senate Working Party to consider alternatives to examinations. CELT has made a major contribution to the efforts of the university to address the difficult issue of copyright in the digital age and the establishment of a learning resource database. CELT has also developed new ways of measuring the university's performance in the area of learning and teaching.

CELT sponsored several international and interstate visitors, beginning with a group from the European Union comprising delegates from the United Kingdom, Belgium and the Netherlands. The Vice-Chancellor of St Gallen, University of Applied Sciences, Switzerland, and Professor Hans Jaeger, were particularly interested in CSU's Dubbo operation. The presentation by Professor Erno Lehtinen from the University of Turku, Finland, on "European innovations in the use of tertiary educational technology" and "Linking with EU Research" was the first of many jointly sponsored events between CELT and the newly established Research Institute for Professional Practice, Learning and Education.

## Division of Information Technology

[www.csu.edu.au/division/dit](http://www.csu.edu.au/division/dit)

The University continued its commitment to the support of students learning in an e-environment. In 2002 it provided online support to over 2000 distance education students and was rewarded by the continued growth in the numbers of students accessing CSU Online. It is estimated that more than 90% of all students that are in a position to obtain reasonable internet access now regularly use the services available to them through CSU Online.

Consistent with its objective of using the online environment to enhance services to students, the University introduced what is believed to be the world's first electronic communications system specifically designed to accommodate official communications between a university and its students. The system known as the e-Box has

been designed to overcome the deficiencies and unreliability of conventional e-mail systems. It is accessible through the new my.csu portal and acts as an auditable and quality-assured mechanism for official communications. For the first time, students anywhere in the world can confidently send and receive official messages without the time delays and uncertainties of the conventional postal system. In 2002 CSU sent out over 2000 different official electronic messages to its students.

## Student Services

[www.csu.edu.au/division/studserv](http://www.csu.edu.au/division/studserv)

The STUDY LINK program continues to expand with more than 3,700 students undertaking subjects in 2002. Two new subjects were instigated in 2002. English Skills for Academic Writing, and, Transition to Nursing Studies (to be trialled in 2003) were introduced as a result of an identified need for new students from disadvantaged backgrounds. Transition to Nursing Studies, like Transition to Policing Studies, provides an entry pathway for educationally disadvantaged students.

PASS (peer assisted study sessions) and SI (supplemental instruction) programs were made available to teaching staff for use with those subjects with high failure rates. These study enhancement programs are run by Student Services, alongside the teaching of the Course subject, to improve student success and retention rates.

The International Student Advisers joined the Student Services team as a result of a review of the International Office in 2002. Their presence will be particularly valued in the areas of student orientation, first-year experience, equity and diversity programs, and learning skills enhancements.

In 2002, Student Services commenced a contract through CPEC with the University of Papua New Guinea to provide distance education-packaged Pre-enrichment subjects based on the present success of the STUDY LINK program. Staff in Student Services are involved in writing subjects in areas such as: listening skills; reading for enjoyment; mathematics; basic banking and budgeting; stress management; self-esteem; and basic health and hygiene. The development of further subjects will most likely occur in 2003.

The CSU Careers Service has commenced moving the majority of services online to meet the growing demand from students (in particular, distance

education students) and employers, to access information, employment, and human resources through this conduit. Career Hub was purchased to facilitate the online Careers development and will be fully operational in early 2003.

In 2002, Student Services enhanced the academic services provided to students through greater integration of the Learning Skills staff (including academic, mathematics, statistics, ESL and online) and PASS (peer assisted study sessions) into the teaching program; as well as by providing services to students in the Library, at Study Centres, face-to-face and online.

An expanded Orientation Program, including considerable online training for students, has created an environment of efficient and effective integration by students into their academic studies. The STUDY LINK program continues to play a substantive role in preparing educationally disadvantaged students for the rigours of academic studies and University life, as does the development of the Tertiary Adjustment Program.

Student Services provide a student-centred environment through innovative developments in the Orientation sessions (both online and on campus), including PASS and SI and student forums (monitored and facilitated by Student Services).

The implementation of Quantum software in 2002 to the Student Services Help Desk allows quality assurance monitoring and reporting of the more than 40,000 telephone enquiries received each year by the Student Services Help Desk. The enquiries are predominantly from distance education students and cover a wide variety of topics.

Student Services have been instrumental in the education of students in regard to my.csu and access and use of the CSU resources available online. In addition, the very active Student Services home page provides current information and query facilities for students resulting in the home page receiving the highest number of 'hits' of any CSU site, each month of the year.

In 2002, Student Services staff from all campuses came together for two days in Wagga Wagga to develop a Student Services Marketing Plan. The aim of the Plan is to streamline service promotion and development whilst addressing resource allocation limitations and professional development needs essential to providing appropriate and focussed administrative and support services for students.



## Research



Goal 1 – The University will enhance the quality of its research.

Goal 2 – The University will enhance its research profile and ranking.

Goal 3 – The University will ensure its research is of regional and professional significance.

Goal 4 – The University will ensure its research receives appropriate national and international recognition.

## Faculty of Arts

[www.csu.edu.au/faculty/arts](http://www.csu.edu.au/faculty/arts)

The Faculty has a strong research culture. It has close links with, and has continued to provide resource support to, one of the University's key research centres, the Centre for Applied Philosophy and Public Ethics in Canberra (CAPPE). Faculty staff were involved in the Centre's re-accreditation in 2002. This resulted in the very satisfactory outcome of re-accreditation and continuation over the next three years of ARC funding for the Centre. Shared appointments between CAPPE and Schools of the Faculty continue to lead to productive integration of teaching and research in pure and applied philosophy and ethics.

Other accredited research centres of the University located in the Faculty, the Centre for Rural Social Research (CRSR) and the Centre for Cultural Risk Research (CCR), have continued to provide leadership in research. Members of the CRSR have been well placed recently to provide policy advice on issues relevant to rural sustainability and on social implications of severe drought conditions. Faculty staff have contributed to Centre publications such as the special issue of the journal, *Rural Society*, on information and communication technologies.

The newly established Research into Professional Practice, Learning and Education (RIPPLE) centre includes members of the Faculty of Arts. Other Faculty staff are involved in areas of research concentration such as forensic psychology. Finally, all academic staff of the Faculty are encouraged as active researchers who integrate their teaching and research. The Faculty has a strong record in terms of CSU's research indicators. In 2002 more than thirty Faculty of Arts staff qualified as 'research productive' under the new criteria adopted by the University. On the basis of reporting during 2002 Faculty staff gained a total of 85.65 DEST points for 2001 (up from 74.99 in 2000).

Members of the Faculty were successful in being nominated as key researchers in 2002 and in being awarded competitive and early researcher grants.

Faculty staff continue to be involved in the supervision of a large number of higher-degree students. They provide individual support through supervision and associate supervision, foster group and peer support through activities such as the PhD days arranged in Canberra and Sydney venues. These provide groups of doctoral students with

opportunities to meet high-profile academics, subject specialists, politicians and policy-makers.

Completion rates among the Faculty's higher-degree research students have been very satisfactory: five PhDs and one Masters by research degrees were completed in 2002, with another seven PhD and two Masters candidates' theses under examination at the end of the year.

## Faculty of Commerce

[www.csu.edu.au/faculty/commerce](http://www.csu.edu.au/faculty/commerce)

The Faculty has either appointed new staff with PhDs or actively encouraged staff to undertake higher degree studies. The number of on campus research students at Honours and Doctoral level (non-staff and staff) has increased. The Faculty awarded three scholarships of \$5000 to Bachelor of Business (Honours) students in 2002 - the number of scholarships will increase to five in 2003. The added incentive has already seen an increase of 100% in the number of applications for Bachelor of Business (Honours). In addition, the Faculty is experimenting with fractional appointments at level A for students enrolled full-time in CSU research degrees with a view to increasing the pool of research-trained staff.

The Faculty has continued to support and enhance research quality and research profile by incorporating research productive criteria into Performance Management Plans. Heads of Schools have established research production and publication objectives for each staff member. Experienced researchers mentor novice researchers on research projects and advise on the publication potential of work. Staff organised and conducted workshops in Asia and in Australia; attended supervision training and qualitative research design and analysis workshops; and attended meetings held in Commerce-approved areas (marketing, management, economics and accounting) to identify opportunities for collaborative research across campus. Research seminar series on all campuses have been well co-ordinated and attended.

Faculty allocated \$60,000 to support research activities. These activities included doctoral workshops, training programs and seed funding, with financial support provided for non full-fee paying research students. In addition to funds allocated to support the Western Research Institute (WRI) and the Australian Centre for Co-operative Research and Development (ACCoRD) (\$25,000

per annum), the Faculty supports the director of the WRI (full time position on secondment) and the co-director of ACCoRD (two days per week). Staff were funded to attend and present papers at national and international conferences such as the 9th World Congress of Accounting Historians in Melbourne and the Fifth World International Association for Accounting Education and Research in Hong Kong. The Faculty of Commerce Working Paper series has had a successful year with wide distribution to Universities across Australia. Staff are also on the editorial boards of several journals.

Although DEST publication performance in the Faculty overall did not grow significantly in 2002, several staff performed exceptionally well. The Faculty anticipates strong growth in 2003.

The Faculty Research Home Page, which will provide a wide range of information for staff and students, will be operational shortly.

Strong regional links have been established through the two research centres of the Faculty (WRI and ACCoRD).

During 2002 ACCoRD secured funding from the NSW Department of Fair Trading for an additional three-year period, including \$420,000 direct cash and \$480,000 staff in-kind funding. Major achievements include a series of publications and presentations cumulating in the highly successful regional seminar/workshop: Co-operative Initiatives to Strengthen Regional Communities.

Numerous regional consultancies were performed, further strengthening the relationship with rural communities and organisations. Clients included: Walgett No 1 Co-operative, a grain-marketing organisation from the NSW Central West; the Comboyne co-operative; and the Hunter community renewal scheme.

ACCoRD produced major reports in the following areas: agricultural co-operatives; the co-operative structure for business activity in NSW; and the state of the co-operative sector in NSW. Formal submissions were made to various government inquiries including the regional business inquiry and the inquiry into regional banking.

The WRI has established itself as a credible provider of economic and social research and has achieved a significant national and local profile. During 2002 the WRI attracted consultancy fees of over \$300,000.

During 2002 major research areas included: Regional Community Research – prepared for Delta Electricity; Market Assessment Study – New Forbes Midstate Livestock Exchange Project – prepared for Forbes Shire Council; Evaluation – Macquarie Marshes Land and Water Management Plan – prepared for the Macquarie Marshes Management Committee; Economic Zone Indicators – prepared for the Barwon Darling Alliance; Creating a Safer Community – Survey of Crime and Safety in Orange – prepared for Orange City Council; The Walgett Community Employment and Training Project – prepared for the Western Institute of TAFE; Regional Review – prepared for the Inland Marketing Corporation; Socio-Economic Impacts of the Pork Industry – prepared for Australian Pork Limited; Decentralisation Policy and Management Policy – prepared as subject units for the University of Papua New Guinea under an Aus-Aid project; Innovation in Western NSW – currently being prepared for the NSW Department of State and Regional Development; and Advancing the Securitisation of Australian Agriculture – currently being prepared for the Rural Industries Research and Development Corporation.

WRI also developed subjects for a cohort of students from the Commonwealth Bank enrolled in the Graduate Certificate in Commerce (Banking Research). Industry studies were conducted in areas such as business services, road freight transport, health services, plastics, machinery and equipment engineering.

The WRI also provides a range of market research in Western NSW to identify business trends and will release a retail survey in 2003.

## Faculty of Education

[www.csu.edu.au/faculty/educat](http://www.csu.edu.au/faculty/educat)

The University Council approved the establishment of Research Into Professional Practice, Learning and Education (RIPPLE) in April 2002, a multi-disciplinary research centre that conducts high quality applied research and consultation in the field of professional practice. This is a significant development for the Faculty that emerged from the amalgamation of two research groups - Group for Research in Employment and Training (GREAT) and the Teacher Education Research Group (TERG). Importantly, RIPPLE is a cross-Faculty Centre with strong representation from Education, Commerce, Health Studies and the Faculty of Arts. The Centre focuses strongly on professional practice such as nursing, pharmacy, social work,



education, communications, speech therapy, physiotherapy, policing, psychology, accountancy, and emergency services management. It provides a focus for research endeavours in professional learning, professional practice and professional education.

The Faculty of Education has significantly boosted publication rates in 2002. The Human Movement Studies Unit has had a four-fold increase in publications in less than 12 months. This year the Human Movement Studies Unit has also made significant progress in research towards unlocking some of the secrets related to fatigue processes, and the very practical applications of resistance training for the maintenance of quality of life for aged women. The findings of these studies will be published in 2003.

In 2002 the Faculty of Education funded two research scholarships in order for doctoral students to undertake full-time study within the Faculty in one of the Schools/Units. Di Jonasson (School of Education) and Natasha Wright (School of Teacher Education) received scholarships and are also working within the respective Schools to gain some experience in a range of academic roles. The Faculty is proposing to continue this initiative for a new cohort of students in 2003.

## Faculty of Health Studies

[www.csu.edu.au/faculty/health](http://www.csu.edu.au/faculty/health)

Eight out of ten applications for Faculty seed grant funding in 2002 were successful in being awarded funds from a total of nearly \$21,000 for the Faculty.

A database of all Faculty research publications (DEST and non-DEST eligible) from 1999-2001 was made available on the Faculty's website.

The Acting Sub-Dean for Research visited all Schools of the Faculty during 2002 to discuss research activities and encourage research mentoring.

Dr Heather Cavanagh, recipient of the 2001 Faculty Research Excellence Award, presented a seminar to the School of Community Health about her experiences of establishing a research focus at CSU.

Professor Gail Whiteford from the School of Community Health was contracted through the University Department of Rural Health (UDRH) in conjunction with the University of Tasmania to facilitate research strategic planning sessions and

education forums for allied health managers and staff at nominated sites within Tasmania, as part of the Allied Health Researcher Support Program.

More students of the Faculty now have the opportunity to develop a research career following approval of the addition of Honours available to Bachelor of Health Science (Podiatry) students from 2003.

The Faculty received support from the State Government in the form of funding for the position of Chair in Rural Pharmacy.

Faculty publications output is likely to increase for 2002 in terms of number of publications and in DEST points (complete data not yet available).

In August 2002, School of Biomedical Science academics Jennifer Wilkinson and Heather Cavanagh, together with PhD student Leath Sheales, were successful in obtaining just over \$420,000 over a three-year period to fund the development of new novel anti-fungal antibiotics. Funded by Biotech Ventures Pty Ltd (BTV), the research agreement between CSU and BTV began in August 2002 and stemmed from a PhD research project supervised by the School of Biomedical Sciences. The PhD project involved the isolation and characterisation of anti-fungal substances being produced by bacteria that had been isolated in a previous CSU PhD project. The promising data stemming from this project engaged BTV's interest and they began negotiations to fund the final stages of the PhD and to start a post-doctoral research project to develop commercial products. The value of the grant is independent of BTV's commitment to market and licence any products developed.

With the near completion of the PhD project (thesis submitted November 2002, currently under examination), the success of the data to date and the receipt of the post-doctoral funding, Leath Sheales was nominated as a candidate for the inaugural "Professor Mike King Award for Research Excellence" (an award open to all CSU postgraduate research students). Mr Sheales received the award in October 2002.

A Faculty Research designated area was established on the Faculty's web page. The web page is designed to illustrate and promote research activity within the Faculty's five schools and the Orana Health Unit, and also capture something of the diverse research culture characteristic of multi-disciplinary academic

teams. It also contains information on becoming a researcher, how to apply for grants and a forum whereby staff and research students of the Faculty can exchange ideas.

The Faculty conferred an honorary Doctor of Health Studies degree on Mr Bill Atkinson at the Albury-Wodonga graduation in recognition of his contribution to physiotherapy. Offered in cooperation with the Australian Association of Orthopaedic Manipulative Therapists (AAOMT), Dr Atkinson was instrumental in establishing and teaching in the Master of Health Science (Orthopaedic Manipulative Therapy). This also led to the introduction of the Master of Health Science (Orthopaedic Manipulative Therapy) Conversion course - the first of its type offered by distance education in the world - for graduates from the AAOMT.

At the University's Dubbo graduation in May, former Dubbo doctor David Palmer was awarded an honorary Doctor of Health Science. An aged care specialist, Dr Palmer's award recognised the significant contribution he has made to aged care, the medical profession and the Dubbo community.

Rural nursing received further commitment to and leadership in teaching, scholarship and research with the establishment of an Associate Professorship in Rural Nursing, appointed to Dr Karen Francis. The profile of Occupational Therapy and Speech Pathology was enhanced with the appointment of Associate Professor Gail Whiteford as Professor of Occupational Therapy and the appointment of Dr Lindy McAllister as Associate Professor in Speech Pathology.

A total of almost \$72,500 was awarded to Schools of the Faculty to be used by academic staff towards attendance at national and international conferences.

## Faculty of Science and Agriculture

[www.csu.edu.au/faculty/sciagr](http://www.csu.edu.au/faculty/sciagr)

Many of the Faculty's researchers undertake research work in the University's Research Centres. Further details of this research may be found in the reports from these Centres.

Dr Wayne Moore and Dr Jim Tulip completed a three-year project for the Sugar Research and Development Corporation (SRDC). This project investigated a new method of measuring the amount of extraneous matter in cane supplies to sugar mills using image processing techniques.

The SRDC commended the investigators for their 'innovative use of advanced technology in the search for a low-cost automated system of measuring extraneous matter content' and congratulated them for 'defining the parameters and techniques useful for classifying and measuring the proportions of billets, leaves and tops'.

CSU will be participants in the following new CRCs which were announced recently:

CRC for Irrigation Futures

CRC for Spatial Information

CRC for Desert Knowledge (minor participant)

CSU will also continue its participation in the following CRCs which have been granted extensions:

CRC for Viticulture

CRC for Plant-Based Management of Dryland Salinity

The Faculty of Science and Agriculture were active participants in the preparation of the bids for the new CRCs. The Faculty also provides the majority of the University's in-kind contribution to the CRCs, both new and continuing. Membership of these CRCs will see increased research funding and activity for the Faculty and University.

Dr Gavin Ash was promoted to Associate Professor and Associate Professor Kevin Robards was promoted to Professor, recognising their contribution to the Faculty and University and in particular the conduct of high quality research work.

## Centre For Research and Graduate Training

[www.csu.edu.au/research](http://www.csu.edu.au/research)

In 2002 Charles Sturt University produced high quality research of significance to its regions and the professions and of national and international distinction. In achieving this goal we enhanced the quality of the research activities undertaken by:

- **Focusing our resources on our areas of strength.** Research centres and groups were accredited by Council for the triennium 2002-2004. After an external review process two Centres of Research Excellence, five Designated Research Centres and three Research Groups were approved by the Council. These ten entities can be grouped under three major areas of research strength.

The first of our major research strengths is Rural Sustainability. Charles Sturt University has a strong history of agricultural, environmental, rural social research and rural education by way of its links to its predecessor Agricultural Colleges, Colleges of Advanced Education and its geographical location. The University is a full member of three Cooperative Research Centres whose research focus and activities relate to this history and location. These are CRC for Viticulture, CRC for Sustainable Rice Production and CRC for Plant-Based Management for Dryland Salinity. Also, the University has a Designated Centre of Research Excellence in the National Wine and Grape Industry Centre and we have Designated Research Centres in Sustainable Food and Fibre Production (Farrer Centre), Natural Resources and Society (Johnstone Centre) and Rural Social Research. Additionally, the University has become affiliated with the Centre for Application of Molecular Biology to International Agriculture (CAMBIA) which has been approved through University Council as a Research Group. This affiliation provides excellent synergies for our research interests in agriculture and for the advancement of collaborative research projects and postgraduate supervision opportunities. Our second major research strength is in the Application of Theory to Critical Societal Issues. The University leads an ARC Special Research Centre in the Centre for Applied Philosophy and Public Ethics (CAPPE) in partnership with the University of Melbourne. This Centre has been recognised by the University as a Designated Centre of Research Excellence. The purpose of CAPPE is to conduct path-breaking research, provide policy input and promote community discussion and professional dialogue in relation to critical issues within the public and political domain. The Centre's research is organised around thirteen integrated research programs, namely: Police Ethics; Correctional Ethics; Welfare Ethics; Social Ethics and Religion; Environmental Ethics; Presuppositions of Public Morality: The Australian/Asian Context; Ethical Issues in Political Violence; Computer Ethics; Ethics in the Professions; Media Ethics; Business Ethics; Ethics of Reproductive Technology; and Public Sector Ethics. Additionally, the University has a related Designated Centre for Cultural Research into Risk. This Centre operates within a multi-disciplinary intellectual environment in which activity is focused on research germane to current public debate on culturally produced risk. Its aim is to investigate socio-cultural bases for differences in individual and institutional

perceptions of what constitutes 'Risk'. Risk theory drives its activities in a similar fashion. The Centre for Rural Social Research uses sociological theories to investigate a variety of issues impacting on rural society. The research conducted by this Centre recognises the multi-disciplinary nature of research that is required to tap into the complexity of many social issues, and connects the activity to the other major focus on rural sustainability.

Our third area of research strength relates to Applied Research for the Professions. We currently have professional research doctorates in Education, Business Administration and Public Health and professional education programs in a variety of areas. A new centre titled Research Into Professional Practice, Learning and Education (RIPPLE) was established in 2002 as a multi-disciplinary Designated Research Centre to conduct high quality applied research and consultation in the field of professional practice. The Centre provides research outcomes that contribute to the advancement of world-class knowledge about the professions and professional practice. The Centre's focus is explicitly on learning and practice in the range of professions represented at CSU.

Emerging areas of strength are in Complex Systems and Theology. The University recognises Research Groups each comprising 8 -10 key researchers led by professorial staff. The research program undertaken by the Complex Systems Group focuses on intelligent information systems. Such systems comprise numerous agents with the capacity to learn, adapt to and modify their environment. The mission of the Public and Contextual Theology Research Group is to promote research and public discourse in contextual theology and to foster engagement between theology and the values and sense of identity of the Australian community.

- **Enhancing collaboration within the University and with leading national and international researcher and agencies.**

In 2002 the University approved an affiliate agreement with the Centre for Application of Molecular Biology to International Agriculture (CAMBIA) based in Canberra. A number of key researchers at CAMBIA have been approved as Adjunct Academic Staff and are able to supervise Higher Degree Research Students. Research Staff from the School of Agriculture discussed ideas for joint projects with staff from CAMBIA. Strong relationships continued with CSIRO and the NSW Department of Agriculture throughout 2002.

- **Attracting high quality staff and students.**  
During 2002, CSU attracted high quality academic staff and research students. In 2002 we allocated our eight Australian Postgraduate Awards and five University Scholarships to an exceptional group of research higher degree students who were undertaking research projects predominantly in our areas of research strength. High quality academic staff continued to be employed by the university.

- **Giving priority to research that is or has the potential to be of national and international standard.**

CSU continued to focus support on its designated areas of research excellence within the University. During 2002, Research Centres and Groups continued to a) pursue research in areas of national prominence due to the development of accumulated expertise and infrastructure, b) pursue research topics of rural and regional significance within a cross-disciplinary research framework and c) pursue and develop synergies both within and between Centres, Groups, Faculties and Higher Degree Research Students. The University's ongoing commitment to its three Cooperative Research Centres was maintained and may expand given our involvement in four new bids and two supplemental bids in 2002.

- **Increasing Student retention, progression and completions.**

CSU aims to increase the number of Higher Degree Research Students, both fee paying and government-funded positions, as well as the completion rates and decrease attrition. The number of government-funded Research Training Scheme positions for 2002 was 132. We attracted and held high quality students in our three areas of research strength by providing financial support for Distance Education (DE) students to visit their supervisors once per session and where possible attend training sessions. Additionally in 2002 we assisted students by running workshops in Thesis Writing Skills, Statistics and Thesis Examination, and Generic skills such as Project Management, Presentation Skills, Planning, Organisation and Time Management.

- **Boosting publication rates and increasing grant income.**

In 2002 CSU's researchers attracted over \$5 million of external research grant income. The Centre for Research and Graduate Training provided information, support, mentoring and critical review for our researchers. Through individual tuition and critiquing of grant applications (Discovery, Linkage and others), we

increased both the number of staff applying and their success rate. Further, successful external grant applicants received financial support to buy-out teaching/administrative tasks to free up time to conduct their projects. Through the Research Publication Grant Scheme we offered incentives for our researchers to publish their results and papers in DEST-accredited publications and this resulted in an increase from 218 (2000) to 278 (2001) publication points.

- **Including research outcomes into resource allocation and performance management.**

CSU is currently supporting our Centres and Groups through base and performance funding. In 2002 we allocated \$200,000 to Research Centres and Groups on the basis of research income and publications points per Centre member. In 2002 the University's Academic Senate approved a set of criteria to classify staff that are research productive which will be used to determine resource allocation and research performance targets across Schools and Centres.

- **Fostering inter-disciplinary approaches to research amongst staff and students.**

In 2002 the Research Management Committee introduced a multi-disciplinary grants scheme as a strategic initiative to enhance collaboration across research centres and groups. The aim of this grant scheme was to support multi-disciplinary research conducted by researchers from two or more of the University's designated Research Centres, Affiliated Research Centres, Research Groups or identified areas of collaborative research strength. A total of \$160,000 was distributed during 2002.

- **Promoting commercialisation of its research outcomes.**

In 2002 the University adopted a four-phase Commercialisation strategy that involved the following:

a) An information awareness phase – all research students were appraised of the University's intellectual property policy implications during their induction seminars. Other staff attend regular seminars on intellectual property conducted by the University's Commercialisation Officer. In addition the University hosts a half-day seminar conducted by IPAustralia.

b) Process and procedure – when completing research proposals, staff were required to assess the commercial potential of the research outcomes and notify the University's

Commercialisation Officer. Research teams are brought together to discuss the merit of patent, collaboration with an industry partner and exclusive licensing.

c) Evaluation and feedback – the University's Commercialisation Officer prepares an evaluation on a project-by-project basis for discussion at the University's Outside Professional Activity /Intellectual Property Committee. Should more direct action be required, the Pro-Vice-Chancellor (Research and Graduate Training) convenes a Commercialisation group consisting of Deans, Heads of School and key researchers. The University utilises the services of IPAustralia and industry partners to conduct market analysis to identify a market opportunity.

d) Commercialisation – the research team comes together for discussions with an industry partner to negotiate the venture. The University has a rich history of research partnerships with industry as a result of engaging in pilot collaborative research as well as more advanced and applied collaborative research.

- **Placing priority on research that has regional and professional importance.**

The University recognises that CSU is located in one of the most important agricultural, environmental and economic areas in Australia - the Murray-Darling Basin. The CSU Act, reconfirmed in the new Strategic Plan, indicates the University's clear mandate to undertake research that contributes to the development of western and south-western New South Wales. The University therefore believes that one of the significant outcomes of research across CSU should be the development of strategies that focus on the effective and sustainable management of the region. Over 80% of all research grants undertaken in 2002 collected data from rural and regional Australia. Further the University has developed strategic alliances with the Wagga Wagga City Council together with local businesses as industry partners with the aim of commercialising research endeavours, particularly products subject to patent.

- **Promoting links between teaching and research programs.**

We are concentrating on creating a closer nexus between research and teaching in our areas of research strength. Strategic appointments of academic staff are made in our areas of strength in order to develop a critical mass

of researchers who are actively involved in teaching in relevant undergraduate and postgraduate programs.

- **Supporting staff and student participation in national and international conferences.**

During 2002 staff and students were encouraged to attend conferences and seminars that will be helpful in their research. Many of the research grants administered through the Centre for Research and Graduate Training have made provision for operating expenses that will cover travel and accommodation costs for conference attendance. Centres and Schools support staff financially to attend conferences and present their research findings.

- **Systematically strengthening networks with national and international research bodies.**

The University is internationally competitive and known for its research endeavours in the applied philosophy and public ethics area and in the viticulture/wine research area. The University's Special Research Centre in Applied Philosophy and Public Ethics (run in conjunction with the University of Melbourne) was reviewed and re-accredited for a further three-year period during 2002. The three CRCs to which the University belongs all produced international-quality research. Additionally, CSU adopted a national leadership position in the rural sustainability area in 2002 via the integrated and collaborative research activities of three of its Designated Research Centres (Farrer Centre for Sustainable Food and Fibre Production, Johnstone Centre for Natural Resources and Society, and the Centre for Rural Social Research. All of the University's research centres have developed strategic international links with respected overseas universities in the University's areas of research strength.

- **Communicating effectively with the media and stakeholders.**

In 2002 the Communication and International Relations Division at CSU ensured, through its links with the local media as well as national and international publications, that all successful research carried out was widely reported. In 2002 a notable increase in media interest in the University's research endeavours was noted and media coverage increased from 2001.

## RIPPLE (Centre For Research Into Professional Practice, Learning And Education)

[www.csu.edu.au/research/ripple](http://www.csu.edu.au/research/ripple)

The Centre was established in 2002, incorporating the research groups of GREAT and TERG. It is a multi-Faculty, cross-disciplinary Research Centre. Membership of the Centre currently stands at 85, all of whom are existing staff members of the University. Planning is underway for RIPPLE to stage the Continuing Professional Education Conference 2003 with presenters from within CSU as well as professional agencies, mostly from the health industry.

RIPPLE seed grants to be offered in 2003 will comprise seven \$3,000 grants and one \$10,000 grant. Successful research activity for 2002 included a publication grant to Will Letts (\$1,200) and two multi-disciplinary projects: Acquiring Professional Knowledge in Cross Cultural Fieldwork: A Qualitative Study (\$37,308) and Youth in Rural Australia (\$38,542).

A recently announced CSU Competitive Grant has been awarded to Jo-Anne Reid and Myra Dunn (\$12,000): On Track: Pathways To Literacy. This project seeks to provide culturally appropriate, on-the-ground needs-based instruction of basic literacy to indigenous adults with family members enrolled at two Dubbo schools during 2002 and 2003.

## Division of Library Services

[www.csu.edu.au/division/library](http://www.csu.edu.au/division/library)

Library staff provided seminars and training sessions for higher degree students, and Liaison Librarians provided individual assistance and advice to higher degree students in their respective Schools.

There was a significant increase in the range of electronic material available with the addition of ISI World of Science, Factiva, CCH, Oxford Reference Online, CABI, Online Currents, and Science Direct. These subscriptions reflect the Library's commitment to making available high quality online research tools and full text resources to CSU staff and students wherever they are located. The poor exchange rate for Australian dollars and annual price increases of 6% or greater limits the ability of the electronic collection to keep up with demand.

## Division of Information Technology

[www.csu.edu.au/division/dit](http://www.csu.edu.au/division/dit)

The interconnection of the University data network with the AC3 supercomputing facilities located in the Land and Properties Information Centre in Bathurst enabled research staff at CSU to join the national supercomputing community thereby enhancing collaboration between the CSU and leading national and international researchers.

## SPAN (Spatial Data Analysis Network)

[www.csu.edu.au/research/span](http://www.csu.edu.au/research/span)


Charles Sturt University's Multispectral Airborne Digital Imaging System (MADIS) became fully operational in 2002. The University has been working on low cost airborne imaging systems for agriculture since 1991. In addition to being an active area of research, and used in support of other research projects, MADIS is now being leased to Terrabyte Services. This is a mutually beneficial relationship adding an income stream to a small business in Wagga Wagga. Leasing fees are channelled back into the ongoing development of MADIS.

## National Wine and Grape Industry Centre

[www.csu.edu.au/nwgic](http://www.csu.edu.au/nwgic)

The National Wine and Grape Industry Centre (NWGIC) is an unincorporated joint venture between CSU, NSW Agriculture and the NSW Wine Industry Association. Staff of the University and NSW Agriculture are co-located at the Ron Potter Centre of the Wagga Wagga Campus of CSU, with nodes at Dareton, Griffith, Mudgee, Orange and the Hunter Valley. The geographic distribution of staff ensures that the wine industry in regional NSW is supported by quality research and extension services.

The NWGIC is one of two CSU centres of research excellence. The NWGIC's function is to drive best practice adoption by the Australian wine industry through the integration of research, education, extension and training. The NWGIC provides excellence in wine industry research, education, extension and training utilising the skills and enthusiasm of its staff. The NWGIC functions as a key reference point for the Australian wine industry to achieve its Strategy 2025 and it aims to develop an environment that inspires creativity and innovation in Australia's grape-growers and winemakers.



Funding for research is provided by CSU, NSW Agriculture, the ARC, the Grape and Wine Research and Development Corporation and the CRC for Viticulture. In financial year 2001-2002, external research income totalled \$632,000, with \$102,000 from internal competitive CSU funding and \$200,000 from NSW Agriculture.

The NWGIC, with funding from the CRC for Viticulture, continues a program of "on-farm trials" that develops grape-grower skills for the establishment of R&D trials on the grower's property. Field sites are located in Griffith, Gundagai, Wagga Wagga and the Hunter Valley. The NWGIC also has research sites at several regional locations in NSW including the Riverina, Central Highlands, Hunter Valley, Hastings River and the Central West.

The NWGIC's Director represents CSU on the Council of the Australian Wine Research Institute. The NWGIC Director also sits on the Board of the CRC for Viticulture and on the Executive Committee of WINETAC.

## CRC for Viticulture

[www.crcv.com.au](http://www.crcv.com.au)

The CRC for Viticulture (CRCV) focuses Australia's collective research, extension, education and training activities in viticulture to accelerate quality viticultural management, so that the economic and environmental sustainability of Australia's grape-growing industries can be ensured.

The NWGIC is a core participant in the CRCV, holding significant equity share in the outcomes of the CRCV.

The NWGIC manages research projects in Program 1, Viticulture Management, and Program 2, Sustainable Vineyard Systems. Two PhD students are currently funded by the CRCV through Program 3, and the NWGIC contributes to Program 5, Viticare. The Director of the NWGIC represents research and education providers in NSW on the Board of Governance of the CRCV.

The Director of the NWGIC also sits on the Boards of CRCV Pty Ltd and CRCV Technologies Pty Ltd, and by invitation, on the Executive Committee of the Wine Industry National Education and Training Advisory Council (WINETAC). WINETAC was established by the wine industry to coordinate its Vocational Education and Training activities, and coordinates the education and training program of the CRCV.



## Regional Engagement



Goal 1 – The University will make a major contribution to the sustainable economic development of its regions and communities.

Goal 2 – The University will contribute to the social and cultural fabric of its communities.

Goal 3 – The University will prepare its communities to participate in a globalised society.



## The Somerville Collection

The University's leading role in the establishment of the National Museum of Fossils and Minerals as a home for the Somerville Collection has been recognised as best practice in regional engagement by the compilers of a review on universities' engagement with their communities, conducted by the Department of Transport and Regional Services. The Somerville Collection is an internationally significant collection of over 10,000 dinosaur, fossil and mineral specimens from throughout Australia and from overseas, put together by a resident of the Central West of New South Wales. The goal is to house and display this unique Collection in a world-class museum within heritage buildings located in the Bathurst central business district. The project will significantly change the nature of the shopping district of the city by revitalising a prominent vacant building into an educational and tourist resource for the region.

The project has involved all three levels of government, national bodies, regional business and local identities. A not-for-profit company has been established, heritage buildings acquired with the support of the NSW Premier and funding commitments achieved for over \$3 million, including over \$1 million from a local fund-raising campaign conducted by the Office of the Head of Campus.

The project has provided an opportunity for students of the University to gain real-life experience by promoting the Collection and the new museum. The Company is using Kajulu, the student advertising agency and Promulgators, the equivalent public relations agency within the School of Communication, to promote the Collection and assist with fundraising.

Similarly, the Faculties of Education and of Science and Agriculture are exploring ways in which the Collection might enhance the educational experience of our students.

## Community Partnerships Program

The NSW Minister for Regional Development and Minister for Rural Affairs, the Hon Harry Woods MP, chose the University to lead his pilot Community Partnerships Program which will involve the communities of Parkes and Blayney.

The program has two goals. First it seeks to encourage regional universities to engage more fully with their communities, and second to enhance the skills of regional communities and

their key stakeholders in economic development. The flexible program is being driven by a facilitator appointed by the Western Research Institute (WRI) on the Bathurst Campus with input from the NSW Department of State and Regional Development to work with the communities in the development of their local economies.

## Campus Environment

During 2002 the Bathurst Campus Environmental Committee, established by the Head of Campus and comprising representatives of all stakeholder groups, has implemented two programs, viz: stabilisation of the local creek; and recycling of paper on campus.

In the first of these the Committee has overseen a project by the Department of Buildings and Grounds to clear the local creek running through the campus of willows and to monitor water quality through the Laboratory Services Unit. In the second project the Committee has negotiated the implementation of a paper recycling scheme. In the first four weeks of operation in late 2002 over four tonnes of paper were sold to the contractor and the project has drawn widespread support from all sectors of the campus population.

Dining room extensions to the Centre for Professional Development were also completed on the Bathurst Campus in 2002.

The focus of construction work on the Dubbo Campus has been student accommodation and infrastructure. Both student accommodation and the caretaker's cottage have been substantially progressed and are due for completion in February 2003. The supporting infrastructure has been tendered and construction will commence in January 2003.

The design and documentation of Stage II of the Dubbo Campus has been completed and is ready for construction to commence in 2003. The design of the Interactive Learning Centre received two design awards in 2002: a commendation in the MBA National Energy Efficiency and Environment Awards; and an Environment Award as part of the RAI (NSW Chapter) Architecture Awards.

The Production Winery was completed at the Wagga Wagga Campus during 2002. The Winery was substantially completed in time for the 2002 vintage. Other significant projects included utilising a \$200,000 Science Lectureship grant to upgrade the Engineering Building, refurbishment of the Performing Arts Studios including provision

of disabled access, and commencement of the upgrade of fire services to a number of buildings across the campus.

Plans have been finalised for the construction of the new School of Business office building on the Thurgoona Campus. Construction of the new Student Association Building also on the Thurgoona Campus is approximately 70% complete, and is due for completion in June 2003. Refurbishment of the Adams Building on the City Campus has commenced to create a Podiatry Clinic, due for completion in January 2003.

The Wagga Wagga Campus Advisory Committee formed a number of subcommittees during the year. The aims of these subcommittees were to: improve disability access for students; investigate the feasibility of constructing a 1000-seat convention/theatre facility in the city; and strengthen links between the Committee and the Riverina Trust of the Charles Sturt Foundation, with a view to increasing the number of available scholarships.

### Public Lectures

A total of 18 public lectures were held during 2002. The outreach program, which commenced in 2001, was further expanded in 2002 with public lectures being held in Albury, Bathurst, Canberra, Coonabarabran, Cowra, Dubbo, Goulburn, Griffith, Orange, Tumbarumba, Tumut and Wagga Wagga.

A diverse range of topics was covered including teaching in Japan, wine tourism, natural products, organophosphate-based pesticides, rural health, petrol prices, education, the Old Testament, biological control, changes in child rearing, HSC Online, human rights, the student practitioner, water sharing, a musical composer's biography, mistletoe, rural communities in transition and essential oils.

The lectures were generally very well attended and it is planned to continue with the Outreach Program in 2003.

### Scholarships

A total of 169 scholarships was awarded to students from all campuses during 2002. The scholarships had a value of \$442,375, and represent both the aptitude and achievements of students and the generosity and engagement with CSU of local communities.

The Albury-Wodonga Management and Development Committee has continued to pursue

avenues to obtain further donations to be used for Scholarships to students at this campus. As a result extra scholarships were awarded and additional scholarships will be available in 2003.

### Visitors to the Campuses

Notable visitors to the Wagga Wagga Campus during the year included the Governor of NSW, Professor Marie Bashir, the French Ambassador and the Consul General of the Peoples Republic of China, who also visited the Bathurst Campus. Other visitors of note to the Wagga Wagga Campus were: the Hungarian Ambassador, Dr Istvan Byurk, who attended an Agricultural Engineering Conference at the campus; Executive Education Officers from the Chinese Embassy, who studied CSU teaching practices; the Federal Minister for Science, Peter McGauran, who opened the Certified Australian Angus Beef Workshop; the French Ambassador, Monsieur Pierre Viaux, attended the annual School of Management Ambassadors Dinner; and delegates from many countries attended the International Straw Bail Builders Conference.

The Thurgoona Campus has continued to receive a number of visits by distinguished groups, including parliamentary members, the Ambassador for Iraq and delegations from China, all of whom have been most impressed by CSU achievements. Gyuto Monks from Tibet visited the Albury-Wodonga Campus in May and performed a ceremonial chant.

Other visitors of note to the Albury-Wodonga Campus were: Hon Brendon Nelson, Minister for Education, Science and Training in October. Dr Nelson met with the Vice-Chancellor to discuss developments at CSU, and also opened the new CSU \$2.5 million commercial winery at the Wagga Wagga Campus; and Dr David Kirk MBE, Australasian Regional Manager of Norske Skog, who delivered the 2002 Henry Nowik Lecture.

CEO of Telstra, Dr Ziggy Switkowski, and the Telstra Countrywide Advisory Board, visited the Bathurst Campus and discussed the University's online activities.

### Community Events

In October, 112 local dignitaries and guests attended the fourth University Dinner to celebrate the University's presence in the Albury-Wodonga region. The guest speaker for the evening was James Reeson, well-known television presenter and chef, who selected the menu choosing ingredients

of the region. Guests were entertained by two renowned local sopranos.

2002 marked the 30<sup>th</sup> anniversary of Charles Sturt University being involved in tertiary education in the Albury-Wodonga region. A series of events were held to celebrate this event with local community, CSU staff and graduates of the Campus, including an Alumni Dinner.

As part of Seniors Week, each year the University conducts a guided bus tour of the Wagga Wagga Campus for all interested senior citizens. The tour encompasses the Equine Centre, Winery and Cheese Factory, and this year included a lecture by Professor David Green, Head of Wagga Wagga Campus and Professor of Visual Arts.

In conjunction with other higher education institutions in the Albury-Wodonga border region, the University participated in an Open Day during August highlighting its contribution to the region. Open Day events, such as lectures and demonstrations, were well attended with over 1000 people participating in tours of both the City and Thurgoona campuses.

The Albury-Wodonga Campus continued to hold several conferences/exhibitions during 2002, including co-hosting the National Conference on Agriculture for the Australian Environment with the Federal Bureau of Rural Sciences.

Local shire councils and community groups such as Rotary, etc. were hosted in the form of dinners and tours of the Albury-Wodonga Campus. Local Hothouse Theatre group as well as other organisations received CSU sponsorship. Cultural events such as chanting by the Gyuto Monks of Tibet were very well received by staff, students and the community.

## Provision of Tertiary Education on the Border

The four institutions on the border providing tertiary education: Charles Sturt University, La Trobe University, Riverina Institute of TAFE and Wodonga Institute of TAFE, have continued to liaise throughout the year to highlight the educational, financial, and cultural contribution that the local higher education institutions make to the community.

## Murray Conservatorium

The University continued its close association with the Murray Conservatorium during 2002. Several

musical events were held at the University or a number of local venues.

Kindermusik – an exciting new concept in music education for the very young is being run in conjunction with CSU's Murray Education Unit.

## Faculties and Divisions

### Faculty of Arts

[www.csu.edu.au/faculty/arts](http://www.csu.edu.au/faculty/arts)

The Faculty of Arts has maintained and extended its regional engagement through relevant teaching and course development, research and professional activities, and contributions to the community and cultural life of the various communities where its staff are located (Albury, Bathurst, Canberra, Dubbo, Goulburn, Wagga Wagga and Sydney).

Shared appointments contribute to regional engagement; examples include the joint appointment in social work of the Department of Community Services and the School of Humanities and Social Sciences in Wagga Wagga, and the joint appointment in clinical psychology of the Mid Western Area Health Service and the School of Social Sciences and Liberal Studies in Bathurst. The Faculty commitment to the Dubbo region has continued with the BSocSci (Social Welfare) being offered in on campus mode at the University's Dubbo Campus.

Students in School of Communication courses engage with companies and organisations in their region through a range of activities. These include: advertising students working through the on campus agency, Kajulu, to develop campaigns for regional (and national) companies; public relations consultancy services delivered by the student group, the Promulgators, to local organisations; broadcast journalism students' contribution to the daily National Radio News bulletins delivered widely to community radio stations; print journalism students' work with editors of local newspapers; and commercial radio students preparing radio commercials for regional broadcasters in New South Wales as well as operating a radio station to cover the inaugural Bathurst 24-hour motor race in November 2002. Practicum placements for students in subjects in psychology, social welfare and social work courses strengthen the University's links with rural areas, as do regional industry internships and placements for students in courses such as those offered by the Schools of Communication and Visual and Performing Arts.

There are various examples of regionally-relevant research including the analysis of higher education needs in the Griffith/Murrumbidgee Irrigation Area in response to an approach to the University for such a study, and research on opportunities to integrate psychological services into rural general practices.

Courses introduced in 2002 with regional relevance included the Certificate and Diploma of Human Services (Working with Indigenous Communities). These have been designed to meet the needs of Indigenous staff in rural and regional branches of agencies such as Centrelink and the Department of Community Services. In addition to offering exit points with a certificate or diploma qualification, these courses provide a pathway to a degree program in social work. There has been strong demand for these programs. Faculty involvement in matters relevant to Aboriginal and Torres Strait Islander students will increase with the new arrangement introduced in 2002 whereby the Indigenous Education Centre is to be associated with the Faculty of Arts.

Various activities provide opportunities for links between the Faculty and secondary schools. These include: English staff involvement in HSC Study Days and the NSW Board of Studies; theatre media staff links with the Department of Education and Training through annual Theatre for Young People tours and workshops in schools as well as involvement with the NSW Board of Studies; and continuing Faculty involvement in the NSW HSC Online project.

Staff and students of the Faculty continue to make significant contributions to the cultural life of their communities through activities such as public lectures, photographic exhibitions, live theatre productions, and exhibitions of staff and student work in public venues.

Staff have taken initiatives to address the needs of refugees on Temporary Protection Visas, particularly those in regional areas, in relation to accessing pathways to tertiary study.

## Faculty of Commerce

[www.csu.edu.au/faculty/commerce](http://www.csu.edu.au/faculty/commerce)

One of the objectives of the Faculty is to make a major contribution to the sustainable economic development of the region through teaching, learning and research activities. The Faculty actively promotes consultancies and entrepreneurial activities in the region and its communities. The School of Business at

the Thurgoona Campus makes a significant contribution in processes that promote regional development. The significance of the Tourism Management courses offered through the School are recognised by business, industry and government through the School of Business Regional Consultative Group. The School or the University are represented in the following regional bodies: Murray Region Economic Alliance (continuing participants regional forum of NSW Department of State and Regional Development, local councils and community groups which complements the Murray Development Board); Investment Albury Wodonga; Australian Business Ltd; Australian Industry Group (research support and sponsor); Murray Conservatorium of Music (member on Board of Management); Albury High School (member of School Council); Albury Wodonga Area Consultative Committee (member of Commonwealth authority which funds regional growth and related research); Learning Cities Committee (member); Tourism Albury Wodonga Task Force (member); Murray Conservatorium Choir (sponsor); Albury Wodonga Development Corporation (research services). The School regularly conducts public lectures and community lectures for service organisations and special interest groups (e.g. Rotary Clubs).

Staff members of the Faculty provide financial advice to North East Riverina Rural Counselling Service. Regional accounting firms sponsor traineeships and provide time release for students to enable them to attend classes. Internship subjects which provide students with the opportunity to gain practical experience in a professional setting are strongly supported by regional accounting firms and by regional businesses and public authorities. The Faculty graduates comprise a large proportion of the workforce for these regional businesses.

Strong regional links have also been established through the activities of WRI and ACCoRD. Both Centres place priority on research that has regional and professional significance. WRI has been involved in promoting links between teaching and research as evidenced by the submission of subjects for the graduate courses.

The Faculty of Commerce has successfully incorporated a national and international dimension to its courses. The Faculty was successful in receiving \$45,000.00 from the Australian Government under the University Mobility in Asia and the Pacific (UMAP) program. The objectives of the program are to promote credit transfer

arrangements, increase cooperation between higher education institutions in Australia and the Asia Pacific and to increase the number of Australian graduates with cultural, language and professional experience relevant to the region. The Faculty developed a Joint Study in Business Chinese to enable CSU students to undertake a portion of their CSU program at a university in China, which would provide them with foreign language skills and expose them to a foreign culture. The Joint Study was designed to involve the students in an environment that would facilitate the rapid acquisition of language skills and raise their awareness of the importance of understanding cultural differences. The Australian Government and the University wished to encourage CSU students to study overseas and to acquire skills which will enhance their ability to contribute to Australia's participation in the process of globalisation.

As a result five CSU Commerce students studied four Business Chinese subjects in Autumn Session 2002 at Shanghai Finance College and Yangzhou University in China. Two students enrolled in a CSU program at partner institution, Changchun Taxation College in China, studied at Bathurst Campus in Spring Session. This exchange program has been very successful, with ten CSU Commerce students preparing to study at various partner institutions in China in Autumn Session next year. Seven students from China will study at CSU in Autumn Session 2003.

The Australian Vice-Chancellors' Committee (AVCC) is contracted to manage a DEST- funded student exchange program with China. As a result of this ongoing program two students from Shanghai University of Engineering Science will enrol in the MBA program in Autumn Session 2003.

As part of the strategy of the Faculty and the Asia Pacific Graduate School of Management to ensure the quality assurance of its programs, the Faculty has developed a staff development exchange program whereby teaching staff from our offshore partners have been invited to teach on a CSU campus for a session. This provides such staff with an opportunity to experience the Faculty courses 'first-hand', and to develop an improved understanding of the overall nature and quality of the programs. The objectives of this exchange program are to: enable visiting scholars from Chinese partner institutions to acquire the requisite knowledge and teaching skills to teach CSU subjects at our partner institutions in China; study the content and delivery of CSU subjects;

extend their teaching skills to enable effective delivery of CSU subjects in China by studying CSU teaching methods (including assessment methods and standards and assessment regulations); gather teaching resources for use in China; gain understanding of CSU administrative systems and resources; establish professional links with CSU staff; and gain an understanding of the wide range of CSU activities contributing to the CSU culture, such as research.

The exchange program has been very successful. The visiting scholars not only learn about CSU activities but the program also fosters and promotes awareness of cultures and customs.

The Faculty recognises and rewards excellence in performance through the Dean's Awards and the Faculty of Commerce Prize to students in year 11 or year 12 in the high schools in the region. In 2002, 76 high school students received the Prize and were awarded a certificate and a cheque for \$100 in recognition of excellence in the Business Studies subject.

## Faculty of Education

[www.csu.edu.au/faculty/educat](http://www.csu.edu.au/faculty/educat)

The Faculty of Education places a special emphasis in all its undergraduate and postgraduate courses on meeting the needs of teachers in rural and isolated areas of the State. 2002 saw an increase in the number of practicum placements in remote and difficult to staff areas of our regions. This has been maintained through a number of co-operative arrangements with the NSW Department of Education and Training (DET), including obtaining support funding for students undertaking practical experience in rural areas, funding for the training of school counsellors for rural and regional schools, and the provision of scholarships to final year students willing to seek employment in the more isolated regions of the state.

Additionally, in order to promote an awareness and appreciation for indigenous knowledge and culture, the Faculty has initiated a compulsory indigenous studies subject in all undergraduate courses.

The Faculty has also continued to offer educational and research opportunities which support the aspirations of indigenous communities by maintaining a link and supporting the Koori Admissions Program (KAP) and the Indigenous Tertiary Education Program (ITEP) administered by the Maldahan Gilanna Indigenous Education Unit.



## Faculty of Health Studies

[www.csu.edu.au/faculty/health](http://www.csu.edu.au/faculty/health)

The University was awarded two million dollars from the Commonwealth Government's Capital Development Pool for 2005, to assist in building a School of Rural Health and other facilities at the Thurgoona Campus in Albury. The School of Rural Health is recognition of CSU's leading achievements in developing rural health training programs and is to be an umbrella for a number of our highly respected health related programs.

The Faculty received funding from the State Government for a Chair in Rural Pharmacy. This appointment was official recognition by the State Government of the University's success in streaming pharmacists to meet regional and rural needs.

School of Biomedical Sciences staff were involved in the Australian Innovation Festival held in Wagga Wagga in early April, profiling the Faculty's involvement in biotechnology.

The Faculty's indigenous student profile will increase with the approval of the offering of the Master of Indigenous Health in 2003 together with two exit points at Postgraduate Diploma and Postgraduate Certificate level. The Graduate Certificate in Indigenous Mental Health Nursing was also approved with its first intake to occur in 2003. This course aims to produce graduates who have expertise in the field of indigenous mental health and to address the chronic shortage of nurses in rural and remote areas.

The Faculty was involved with and sponsored the first Koori Health Expo held in April in conjunction with the Greater Murray Area Health Service and CSU's Indigenous Education Unit. Attended by the Minister of Education, Science and Technology, Mr Brendan Nelson, the four-day expo provided regional indigenous high school students from Wagga Wagga and surrounding areas with access to information from academics, current health professionals and current health studies students and to information regarding the support services available. Staying in on campus accommodation and engaging in laboratory activities, the students experienced life as a prospective university student and it is hoped that such an experience will encourage indigenous students to continue their studies on to University health courses.

Students from the Bachelor of Health Science (Occupational Therapy) and Bachelor of Health

Science (Speech Pathology) participated in clinical placements in Vietnam.

The Faculty has a continued involvement in student exchange with the US and Canada.

The Faculty is also developing a program whereby Malaysian students complete their Medical and Applied Biotechnology undergraduate degree in Australia at the Wagga Wagga Campus of the University.

## Faculty of Science and Agriculture

[www.csu.edu.au/faculty/sciagr](http://www.csu.edu.au/faculty/sciagr)

The ReCITE research group located within the School of Information Studies won a tender to develop an Information Services Strategic Plan for the Wagga Wagga City Council. This project, worth some \$20,000, is an excellent example of the University's regional engagement.

The First International Conference on Information Technology and Applications was held at the Bathurst Campus. This four-day conference was a most successful event, attracting 160 delegates, 140 of whom were from overseas, and saw the presentation of 153 papers. Staff from the School of Information Technology in Bathurst played a major role in the planning, organisation and running of the conference. David Tien, a member of the Faculty's IT staff, was the conference chair. It is estimated that the conference generated some \$250,000 in additional income for the Bathurst township.

## Maldahan Gilanna (Indigenous Education Centre)

[www.csu.edu.au/division/ieu](http://www.csu.edu.au/division/ieu)

CSU continues to promote the relevance of its courses, services and learning environment to Indigenous communities within its immediate campus environments and also nationally. In this regard, much has been done to reconstitute and reaffirm the membership and role of the Vice-Chancellor's Indigenous Education Advisory Committee in accordance with Indigenous community advice. The introduction of local Campus Aboriginal Advisory Boards at each of the four major campuses provides a consultative mechanism between CSU, indigenous students, staff and communities with respect to Indigenous higher education.

## Division of Library Services

[www.csu.edu.au/division/library](http://www.csu.edu.au/division/library)

Library patrons and community members have access to cultural, artistic and intellectual resources that are not often available in rural Australia. Regular exhibitions of significant international, national and regional art were held in the Library in 2002. Students and community borrowers have utilised the valuable regional resources held in the Margaret Carnegie Collection at Wagga.

Significant indigenous art was exhibited in the Library early in 2002. Resources such as documentaries, feature films and books are featured in display stands in the Library foyer. Loan rates from these display stands are high. The Library hosted an exhibition of HSC major projects for Aboriginal Studies in conjunction with the NSW Department of Education and Training. The exhibition ran for two weeks in August.

The Library has a range of resources that promote an awareness of cultures and customs. These include novels from different cultures, foreign language feature films, documentaries and works of history. These resources are regularly featured in display stands in the Library foyer and loan rates of featured materials are high. Particular interest was shown in feature films from Asia and India. Displays during the year were designed to raise awareness of other cultures including a display on southern Africa and the current famine. Information from Community Aid Abroad was included in the display.

## Division of Information Technology

[www.csu.edu.au/division/dit](http://www.csu.edu.au/division/dit)

The experience of key information technology staff in the development and operation of large scale broadband networks continues to be made available to the local communities in Wagga Wagga, Albury-Wodonga and Bathurst through their membership of local government-driven communications and technology advisory committees.

## International Office

[www.csu.edu.au/division/internat](http://www.csu.edu.au/division/internat)

The International Office was subject to external review during the first few months of 2002. As a result of the review the Office is in the process of being restructured and various activities previously undertaken are now to be the responsibility of other divisions of the University. In addition to the redeployment of activities to Marketing and Communications and to Student Services, the senior management of the Office has been reorganised. A new Director has been appointed to commence early in 2003 and the position of Deputy Director has been disestablished. Nevertheless, the International Office has been active in 2002 with achievements indicated below.

### MARKETING

The International Office has maintained its strong links with representatives throughout the world and has a continuing process of recruitment and support for our representatives. The new-look 2003 Onshore International Prospectus for Undergraduate and Postgraduate courses was launched in September, and gained favourable approval from many of our representatives.

### INTERNATIONAL PARTNERS

CSU has formed a number of new partnerships in 2002. These are:

- Coleman Creative Centre Pty Ltd and Coleman Creative Design School in Singapore offering: Bachelor of Arts (Graphic Design) and Honours year, Bachelor of Arts (Multimedia) and Honours year, Bachelor of Arts (Television Production), Bachelor of Arts (Fine Arts) and Honours year, Master of Design, Doctor of Visual and Performing Arts, Master of Arts (Hons), Bachelor of Arts (Design for Theatre and Television), Bachelor of Arts (Communication - Advertising)
- New agreements have been signed in collaboration with IRI with Colleges in Brunei, India, China and Singapore
- Jiangxi Agricultural University in China offering the Bachelor of Applied Science (Food Science)
- TAFE Global, Adskill and the Western Institute of TAFE in Malaysia offering Associate Degree in Vocational Education and Training
- International Pacific College in Melbourne offering Graduate Diploma in Information Technology

- CHOY info-libs Pty Ltd in Singapore offering Bachelor of Arts (Library and Information Science), Master of Applied Science (Library and Information Management) (incorporating the Graduate Diploma of Applied Science (Library and Information Management))

We have also renewed agreements with many of our continuing partners.

## Enrolments

|                   | CSU <sup>1</sup> |      |          | Australia |        |          |
|-------------------|------------------|------|----------|-----------|--------|----------|
|                   | 2001             | 2002 | % Change | 2001      | 2002   | % Change |
| On campus         | 326              | 321  | -2       | 91285     | 101458 | 11       |
| Distance          | 1916             | 1746 | -9       | 12887     | 10808  | -16      |
| Offshore campuses | 4987             | 7291 | 46       | 39616     | 45030  | 14       |
| Total             | 7229             | 9358 |          | 143788    | 157296 |          |

International enrolments continued to increase in 2002, in particular for overseas students on offshore campuses. The new structure of the International Office along with new marketing strategies to be implemented by the Division of Marketing and Communications and the new look brochures and prospectuses, are designed to continue to increase enrolments in future years.

1. Figures from CSU student administration system
2. Figures from IDP

## Community Relations

### SPONSORSHIP

Charles Sturt University actively supports the communities in which it operates through sponsorship of local arts and cultural activities. In 2002 the University sponsored the Flying Fruit Fly Circus and the Hot House Theatre in Albury-Wodonga and the Eisteddfods in Bathurst, Dubbo and Wagga Wagga.

### HERITAGE DINNER

The theme of the 2002 Heritage Dinner, on Bathurst Campus, was "Celebrating the Proclamation of Bathurst". Guest performers included the ABC's Guy Noble and Austrian pianist Albert Sassmann.

## Graduations

A total of 144 international students completed their courses on campus in Australia in 2002 while overseas graduation ceremonies were held in England (London - 69 graduates) Singapore (47 graduates), Malaysia (Kuala Lumpur - 731 graduates), Hong Kong (247 graduates) and Canada (107 graduates). The Chancellor, Vice Chancellor and other senior staff of CSU have officiated at these ceremonies.





Goal 1 – The University will uphold the principle of “One University” across the full range of its operations.

Goal 2 – The University will develop the capacity of its staff to deliver desired outcomes.

Goal 3 – The University will develop a more competitive course profile.

Goal 4 – The University will enhance its competitive advantage.

Goal 5 – The University will strengthen its financial position.

## Faculty of Arts

[www.csu.edu.au/faculty/arts](http://www.csu.edu.au/faculty/arts)

In 2002 the Faculty continued to implement policies to strengthen its financial position, including achieving an appropriate balance between continuing and casual staff, and developing fee paying programs both nationally and internationally.

Faculty of Arts staff were involved in cross-institutional and cross-faculty collaboration in various programs. The Faculty has collaborative arrangements with Holmesglen TAFE, Victoria, to offer the Bachelor of Media Communication and with the Australian Academy of Design, Melbourne, to offer courses in advertising, graphic design and multimedia. Through collaborative arrangements with the Faculty of Commerce, the Faculty of Arts provides subjects in critical reasoning and international affairs respectively in the Graduate Certificate in Strategy Innovation, delivered via the International Marketing Institute of Australia, and the Graduate Certificate in International Relations. The Faculty of Arts has collaborated with the Faculty of Education to develop the double degree BTeach (Secondary)/BA. This is designed for students who wish to teach English in secondary schools, and offers them a means of developing a second area of specialization in either human society and its environment or drama.

The Faculty continues to develop modes of flexible learning to enhance its competitive advantage. Online subjects are being added to postgraduate courses in psychology. The new Bachelor of Media Communication, offered for the first time in 2002, is available as a fully online course. Across the various Schools of the Faculty staff use the enhanced communication possibilities offered by online-supported subject delivery to ensure that distance students in particular benefit from easy access to online forums and email contact with subject coordinators.

## Faculty of Commerce

[www.csu.edu.au/faculty/commerce](http://www.csu.edu.au/faculty/commerce)

The cross-Faculty/cross-University/offshore operations of the International School of Business encourage collaboration and effective linking of academic and support services. The Faculty through the Heads of Schools holds regular cross-campus discipline group meetings to encourage: professional development of staff; discussion of ideas; monitoring of subject and course

performance; and implementation of learning, teaching and administrative processes to enhance the competitive edge of the courses.

The Faculty of Commerce has continued to invest in programs and activities that have successful educational outcomes. The establishment of the APGSM will ensure that the needs and expectations of postgraduate management students are met thus enhancing the benefits to the Faculty. Profitable and collaborative arrangements such as the expansion of existing partnerships with Portmans (Singapore), IRI in India (BIIGS), Penang, Brunei and Mauritius and the introduction of new partners such as the Singapore Institute of Commerce strengthen the financial position of the Faculty. The Faculty has continued the general expansion of overseas operations with Bachelor of Business Studies and the MBA.

The Faculty promotes and encourages education pathways into its programs. The agreement with CSU, NSW TAFE and the Canberra Institute of Technology will not only accredit a course, but will provide a valuable pathway for the graduates into the MBA program with the prospect of 100-150 additional enrolments in the MBA per intake.

The Faculty recognises the expertise developed by the International Institute of Marketing (Australia) in offering the Master of Strategic Marketing through multiple modes of delivery. This includes converting the course to a fully online basis and other approved modes of delivery (distance and face-to-face) in order to more appropriately satisfy the needs of senior executives. Online delivery refers to the delivery of the course including the subject coursework, texts, required readings and regular email responses to review questions, via the internet. This innovative, flexible learning delivery provides a competitive edge for valued outcomes for the Faculty.

## Faculty of Health Studies

[www.csu.edu.au/faculty/health](http://www.csu.edu.au/faculty/health)

The Faculty of Health Studies website changed its format to be more user-friendly by having specific areas of interest for staff and students. Regularly updated, the website offers inter alia information to students regarding Faculty policies and scholarships, research information including a research forum for staff and research students, and news items posted to the front page.

Dr Simone Fullagar from the School of Community Health received the Vice-Chancellor's Award for

Teaching Excellence for 2002 while Dr Sharynne McLeod, Dr Lindy McAllister, Ms Libby Clark, Ms Linda Wilson, Ms Lucie Shanahan, Dr Ian Thompson and Ms Andrea Zanin, also from the School of Community Health, received the Vice-Chancellor's Team Award for Teaching Excellence.

Dr Lexin Wang from the School of Biomedical Sciences received the Vice-Chancellor's Award for Research Excellence in 2002.

The Faculty accepted enrolments into its first suite of double degrees: Bachelor of Nursing/Bachelor of Clinical Practice (Paramedic) and the Bachelor of Medical Science/Bachelor of Medical and Applied Biotechnology. The Bachelor of Nursing is also dually offered as a double degree with the Bachelor of Teaching (Birth to 5 Years) from the Faculty of Education. The high-level of interest in these programs is a testament to the approach of involving key industry and professional groups in the development and planning process. The Faculty's postgraduate profile was further enhanced with the offering of a Graduate Certificate in Gerontology for the first time.

New agreements were signed with The Michener Institute for Applied Health Sciences in Canada and the College of Naturopathic and Complementary Medicine in the UK for the offering of the Faculty's undergraduate and postgraduate courses in Complementary Medicine.

Significant course reviews with industry involvement were conducted of the Bachelor of Health Science (Mental Health) and the Bachelor of Nursing.

Six Faculty courses will experience no further intakes from 2003 after being deleted from the course profile. Stage 5 Phase-out documents were approved at the University Planning Committee for the following courses: Bachelor of Applied Science (Medical Imaging) conversion for Australian Diploma students, Bachelor of Health Science (Gerontic Nursing), Bachelor of Health Science (Nursing Bioscience), Diploma of Ambulance Service Administration, Master of Applied Science (Medical Imaging – Breast Imaging) and Graduate Diploma of Breast Imaging. These courses are no longer offered due to low enrolments.

A total of 190 students of the Faculty received the Dean's award for academic excellence during presentation ceremonies in Bathurst, Wagga Wagga, Dubbo and Albury-Wodonga.

The only University Medal awarded in 2002 at the Albury-Wodonga Campus was presented to Lynell

Wyllie-Smith who graduated with the Bachelor of Health Science (Speech Pathology) (Honours) at the Albury-Wodonga graduation ceremony. This is the first medal awarded to a student from the School of Community Health, based in Albury-Wodonga. Lynell now works at the Albury Community Health Centre.

New sources of income are now being derived for the Faculty in the form of undergraduate fee paying domestic students in many of its undergraduate distance education courses.

The RTO has been further developed with the offering of the Hospital Pharmacy Technicians course. Offered through CPEC, this three-semester course prepares students for practice as Hospital Pharmacy Technicians. Pharmacy Technicians work under the supervision of registered pharmacists performing a wide variety of tasks in hospital pharmacies.

Planning is underway for the offering of more non-award programs for continuing professional development, short courses and workshops – all of these are in professional areas and will focus upon providing opportunities for rural areas.

## Faculty of Science and Agriculture

[www.csu.edu.au/faculty/sciagr](http://www.csu.edu.au/faculty/sciagr)

During the year the University entered into an Agreement of Affiliation with International Pacific College (IPC). The agreement results in IPC becoming an affiliate institute of CSU. IPC is located in Melbourne and will offer CSU's Graduate Diploma of Information Technology to overseas fee paying students.

The Faculty has for some time successfully offered Library Science courses in Mauritius and Hong Kong. In an effort to expand our overseas market in Library Science the University entered into an Agreement for Collaboration with Choy info-libs. Choy will become CSU's agent for Library Science and Teacher Librarianship courses in Singapore. It is anticipated that Choy will be able to attract a significant number of additional fee paying students to the discipline.

In the Information Technology discipline the development of international links and partnerships continued. Pursuant to an agreement signed in 2001 between the TOP Group based in Shanghai China and CSU, a member of the Faculty's IT staff made several visits to China to prepare for the introduction of the Bachelor of Information

Technology through TOP in 2003. It is expected that the courses will attract a significant number of students and generate substantial additional revenue.

In collaboration with an industry partner the Faculty developed the Master of Networking and System Administration for introduction in 2003. This course fulfils the Information Technology industry's demand for a postgraduate program which combines both industry training and tertiary education. One half of the course is comprised of CSU-taught subjects while the other half is comprised of a suite of subjects taught by one of the three main industry based training providers – CISCO, Microsoft or Sun. This course will be offered on a fee paying basis for the first time in 2003 and has already attracted much interest.

2001 saw the successful introduction of the Bachelor of Information Technology through IDM Computer Studies in Sri Lanka. In 2002 the Faculty built on the success of the undergraduate program and introduced the Master of Information Technology at IDM. Initial enrolment numbers have been strong and indications are that this will be another successful overseas partnership arrangement.

The Faculty further expanded its range of partnership and articulation agreements with overseas institutions during the year. In the area of Food Science, the Faculty entered into an articulation agreement with Sedaya International College in Malaysia. This agreement will result in Malaysian students undertaking their foundation studies at Sedaya International College and then travelling to CSU to complete the Bachelor of Applied Science (Food Science). There were two intakes of students under this agreement in 2002, and these students are providing substantial income for the food science discipline as well as providing new perspectives to an area that has previously lacked exposure to international students.

Also in food science the Faculty entered into negotiations with the Jiangxi Agricultural University (JAU) in China. The result of these negotiations was the development of an Articulation Agreement which will see graduates of the JAU Bachelor of Engineering/Food Science program attend CSU to complete the third year of the Bachelor of Applied Science (Food Science). (Note: at the time of writing this agreement was waiting to be signed off by both Institutions.)

Postgraduate fee paying courses continued to perform well and generate significant revenue for the Faculty. Minor revisions were made to a number of courses to ensure they retain their relevance to the market. The Faculty also reviewed the financial performance of a number of postgraduate fee paying courses to ensure that they were profitable endeavours. As a result it was decided that several courses should be phased-out. These courses are the Graduate Diploma of Applied Science (Equine Studies) and the Graduate Certificate in Applied Science (Contaminated Site Management).

In the 2001 Annual Report it was noted that the Faculty would close the Environmental Studies Unit (ESU) on the Bathurst Campus. This closure is a result of the Faculty's need to rationalise and reduce operating costs. The ESU will cease operation at the end of 2002. During the year all ESU courses were relocated to the Wagga Wagga and Thurgoona campuses with minimal disruption to students.

## Division of Library Services

[www.csu.edu.au/division/library](http://www.csu.edu.au/division/library)

Margaret Macpherson retired after 32 years' service, having commenced at Wagga Teachers College in 1966. Margaret was the inaugural Executive Director, Library Services at CSU. Shirley Oakley was appointed to the position in August. Shirley was formerly Associate Librarian, Corporate Services at The University of Western Australia. Sarah Bishop was appointed Director, Bathurst Campus (a position vacant since 2000) and Rosemary Sempell was appointed to Sarah's former position of Reader Services Librarian.

## Division of Information Technology

[www.csu.edu.au/division/dit](http://www.csu.edu.au/division/dit)

CSU has acknowledged that it is a knowledge-based organisation and that online access to information needs to be comprehensive and available to its staff and students regardless of location or time. Accordingly the University has begun the creation of a comprehensive information strategy and has continued the realignment of its information architecture to increase the ability of its information systems to service staff and students on a 24x7 basis.

## Division of Human Resources

[www.csu.edu.au/division/humres](http://www.csu.edu.au/division/humres)

In 2002, the Division of Human Resources made the following key contributions in support of the continuous enhancement and renewal of the management of the University's human resources.

Significant progress was made by the Organisational Development function in its first year of operation.

The General Staff and Heads of School Performance Management Scheme was successfully implemented and implementation of the Academic Staff Performance Management Scheme is planned for mid-2003. The effectiveness of both schemes will be enhanced by the introduction of the University's Leadership and Management Program in 2003.

A review of the role and remuneration of Heads of School was completed. Implementation of the new responsibilities and professional development plans that form part of the outcomes of the review will take place in 2003.

Successful staff development highlights in 2002 included:

- Tertiary Teaching Colloquium and Teaching Portfolio Development;
- Conflict resolution training provided by specialist training providers for over 100 supervisors;
- The Admin Focus conference for administrative staff which was attended by approximately 140 people, and the launch of the Administrative Procedures Starter Kit;
- Practical workshops in Effective Workplace Writing and Documenting Procedures;
- A forum for Student Practicum Coordinators, for both academic and general staff; and
- A review of the training and communication needs of the Division of Financial Services which generated collaborative training sessions on budget management and a Leading Change workshop for managers in the Division of Financial Services.

All functional areas of the Division of Human Resources participated in the development of a Divisional Quality Assurance Plan that is based on a continuous-improvement philosophy.

The Recruitment function reviewed its recruitment and selection policies with a view to enhancing the University's ability to attract and retain high quality employees.

Environment, Health and Safety continued to work collaboratively with all areas of the University, in particular to identify workplace risks and to provide strategies to ensure that the University meets its statutory occupational health and safety obligations.

Human Resources Administration made a substantial contribution to ensuring that the Division's service delivery is informed, accessible, relevant, comprehensive, integrated and consistent across the University. Such activity included the re-organisation of the operations of Human Resources Administration into a number of cross-campus functional teams, the commissioning of an external audit of functional operations, as well as the upgrading of the human resources information system, Concept, to provide increased functionality in the capture of system information to guide decision making.

Planning and testing was also undertaken during the year for the introduction of employee self-service information facilities. These facilities will be made available early in 2003 and will enable employees to access and update personal details, leave records and be provided with their payslips online.

The University's "second round" application for supplementary funding from the Department of Education, Science and Training (DEST) under the Workplace Reform Program was completed and submitted to DEST. The funding sought represents 2% of the University's notional salary component of its operating budget.

The following activities were initiated at the University in 2002, in line with the CSU Ethnic Affairs Priority Statement.

Allied health students from the School of Community Health once again undertook the challenge of professional placements in Vietnam. This year 12 final-year students in Speech Pathology, Occupational Therapy and physiotherapy worked at Phu My orphanage in Ho Chi Minh City. The students were involved in organising, assessing and designing therapy programs, and appreciated the new perspectives gained upon different cultural approaches towards child care.



Students also developed a guide to assist allied health professionals who are working with culturally diverse groups, covering issues such as inter-cultural communications.

Student Services provides support for students through the English Skills Support Service both face-to-face and online, and encourages the contribution of all students to its social and academic environment. The English Skills Support Adviser assists with promoting language, academic, cultural and learning skills. This involves one-on-one appointments and small group workshops. In 2002 this program has been expanded to include policing students at CSU.

Outreach into the local communities continues. This year a highlight was the request from a primary school for a speaker to discuss the meaning of Islam on the September 11 anniversary. International students have been involved with year 7 students and their parents at a local school in an ongoing motivational program in which the international students participate and talk about their experience as students in Albury. This also includes discussions on different religions and in 2002 the program was expanded to include cooking and sampling foods from around the world.

CSU students are increasing their participation in the international exchange program, with the main destination being North America. The campuses also welcome overseas students from the Study Abroad program.

In 2002 a mentoring system for new international students was trialled, using orientation week leaders to introduce them to the social and academic life of the campus. Ongoing, regular contact was provided for some six weeks after arrival.

The celebration of national festivals continued, such as Chinese New Year, Diwali and Eid. Campuses also hosted the popular International Nights in which international students and others demonstrate their talents and both inform and entertain the audience.

Staff development programs in 2002 included a section on managing diversity in the Management Skills workshop and also a section on diversity issues in the Customer Service workshop.


Strategies for 2003:

- The Equal Opportunity online training package will be implemented, which includes a module on racial harassment. All staff will have completed module 1 by mid 2003. All new staff employed at the University, including casual staff, will complete training as part of their initial probation period; all existing staff will complete it as part of their performance appraisal system.
- Other strategies for 2003 will include continuing promotion of the goals of the Ethnic Affairs Priority Statement throughout the University; review of the University's Grievance Resolution Policy and Procedures (continuing); initiatives to enhance cultural diversity within the curriculum through adoption of universal design principles; and development of a data analysis of CSU students by birthplace and LBOTE, with particular reference to their location in rural and isolated areas or membership of other equity groups (continuing from 2002).

### Marketing & Communications

info.csu began 2002 with the integration of the Bathurst, Wagga Wagga and Albury switchboards into the operations of the Contact Centre in January as a precursor to full operation of the Contact Centre. Expansion of this switchboard role continued through the year culminating in the commencement of a new 'switchboard' service for the Dubbo Campus in late September.

Small volumes of prospective student inquiries via email were serviced by info.csu until the official transfer of prospective student inquiries from the Admissions Office was completed (in the period May to August). With the transfer of prospective student inquiries from the Admissions Office, info.csu began handling large volumes of inquiries by phone, email, web form, mail, and fax. info.csu continued to take on responsibility for prospective student inquiries with transfer of responsibility for prospective international students transferring from the International Office in November. New procedures for handling the despatch of inquiries were introduced by info.csu from June 2002 with estimated savings to the University in excess of \$55,000 in direct and indirect costs.



In November (the first month in which info.csu was responsible for all prospective student inquiries for mainstream programs) just under 22,000 inquiries were received and handled by info.csu. Substantial volumes of email (approx 2700) and web inquiries (approx 1200) were received and answered within one working day while approximately 18,000 phone calls were responded to. Over the year, over 85% of phone inquiries were answered by a Customer Service Agent within 45 seconds with fewer than 22% of callers having to wait at all. The increased capacity and technological resources devoted to info.csu have enabled an almost three fold increase in the number of prospective student inquiries responded to by the university compared to the same period in 2001 while simultaneously reducing average time for customers to receive a response.

From May, info.csu began distribution of reports of customer demand to various stakeholders. These monthly reports, produced from records of customer inquiries, include broad statistical and demographic data as well as demand for specific CSU courses. The stakeholder reports also track inquiries for courses that CSU does not currently offer and this information is fed back to faculty and university planning bodies.

## Statutory Reporting



### Student Charter

This Charter sets out the expectations that you as a member of the University community may have of us (the University) and your fellow students; and the expectations that we and other students may have of you. We recognise that teaching and learning is a cooperative endeavour and this is reflected in the Charter, which we regard as a statement of practice not just intent.



Expectations you and other students may have of us:

- a supportive, harmonious and positive learning community of which you are a valued member irrespective of your gender, race, sexual preference, political affiliation, marital status, disability or religious belief;
- easy access to timely and accurate information about our regulations, policies and procedures and confidence that we will apply them appropriately and fairly to you;
- access to unambiguous information about research and study requirements;
- quality teaching and/or research supervision delivered flexibly to take account of your learning needs;
- fair, objective, helpful consultation and prompt feedback on your learning and/or research, additional assistance when you are experiencing difficulties with your study and concessions when your learning is affected by misadventure or extenuating circumstances;
- recognition of your intellectual property rights regarding the work you produce with us;
- opportunities to contribute to the organisational and cultural life of the University;
- prompt and considerate resolution of your concerns, appeals and grievances using procedures that are easily accessible, fair and transparent;
- adequate, well designed, functional, clean and safe facilities to take account of your study, research and recreational needs;
- a range of services to support you while you are studying with us, including accommodation, financial, health, counselling, study skills, recreational and childcare services and assistance in obtaining suitable employment as your period of study ends; and
- respect for the privacy and confidentiality of your dealings with us and confidence that your affairs will only be known to those of us whose duty it is to deal with you.

Expectations that we and other students may have of you:

- contribution to the harmonious and positive learning environment irrespective of others' gender, race, sexual preference, political affiliation, marital status, disability or religious belief;

- familiarisation and compliance with our rules, regulations, policies and procedures;
- honesty in your work including not cheating, falsifying or conducting yourself in any way that injures others or your studies;
- active and positive participation in the teaching/ learning process;
- monitoring your own progress throughout your course or research program and seeking advice from us when you are experiencing difficulties;
- recognition of the intellectual property rights over the work that others produce individually or in partnership with you;
- solicited and unsolicited feedback for the improvement of the teaching and learning environment;
- contribution to the organisational and cultural life of the University;
- agreement to resolve disputes, appeals or grievances honestly and openly by participating in grievance procedures;
- utilisation of the facilities and resources we provide to you in accordance with their function and the conditions for their use; and
- respect for other students' and staff members' right to privacy and confidentiality.

## Code of Conduct For Staff

### 1. PREAMBLE

1.1 This Code aims to foster and maintain public trust and confidence in the integrity and professionalism of the staff of the University by ensuring that staff shall:

- (a) maintain appropriate standards of conduct;
- (b) develop, where necessary, those skills necessary for the efficient performance of their duties;
- (c) maintain fairness and equity in decision making; and
- (d) maintain and enhance the reputation of the University.

1.2 The University shall guarantee academic freedom of both enquiry and expression. While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Within the ambit of academic freedom lies the traditional role of academics in making informed comment

on societal mores and practice and in challenging held beliefs, policies and structures.

1.3 All staff of the University have the responsibility to participate in the life of the University, in its governance and administration, through membership on committees and organisations, provided that this participation is consistent with the discharge of their primary responsibilities.

1.4 This Code focuses on general matters affecting the University as a corporate entity. Faculty and Division policy documents, which should be read in conjunction with this Code, cover matters specifically relating to them.

## 2. PERSONAL AND PROFESSIONAL CONDUCT

2.1 The personal and professional behaviour of University staff should conform to standards that could reasonably be expected of such persons by virtue of their positions. This includes:

- (a) a commitment to perform official duties with professionalism, care, skill, fairness and diligence and to exercise their given powers for the purposes for which those powers have been granted;
- (b) the promotion of the rights of staff within the University;
- (c) engaging in conduct which is professional and which has regard to the University's interests and policies and which does not bring the University into disrepute;
- (d) treating students, staff and members of the public with courtesy, and with respect for their rights, duties and aspirations; and
- (e) when presenting a professional judgment on a colleague at the request of an appropriate University committee or authority (e.g. a committee dealing with appointments, tenure, dismissal or research grants) the obligation both to the colleague and to the University to be fair and objective.

## 3. EQUAL OPPORTUNITY

3.1 The University is committed to following policies and practices that do not discriminate against individuals on the basis of race, ethnicity, sex, homosexuality, marital status, pregnancy, disability, age or religious or political affiliation.

3.2 The University considers that harassment is unacceptable behaviour and is committed to the

prevention and elimination of harassment within the University community.

3.3 Staff are required to comply at all times with the legislation and established University policies and guidelines in these matters.

## 4. CONFIDENTIALITY OF PERSONAL INFORMATION

4.1 Staff and students are entitled to confidentiality and privacy with respect to information which is personal to them. Staff have a duty to maintain the confidentiality, integrity and security of such information to which they have access in the normal course of their duties.

## 5. DISCLOSURE OF INFORMATION

5.1 The University is entitled to the protection and integrity of the information it holds.

5.2 Staff should only release information that they are authorised to release in the course of their duties.

5.3 Staff should not release information in a manner which is misleading or which is likely to be misused.

5.4 To protect the integrity of official University information, any University information released by staff will not have attached to it any expression of opinion on official University policy or practice.

## 6. PROTECTED DISCLOSURE OF INFORMATION

6.1 In the public interest, staff are encouraged to report to an appropriate authority breaches of this Code, suspected corrupt conduct, maladministration or serious or substantial waste of public money.

6.2 The University will use its best endeavours to protect staff who in good faith report breaches referred to in clause 6.1 and shall be afforded protection pursuant to the provisions of the Protected Disclosures Act 1994.

6.3 Disclosures pursuant to clauses 6.1 and 6.2 shall not be deemed to be a breach of this Code.

## 7. PUBLIC COMMENT

7.1 The University is committed to encouraging public comment and the engagement of staff in intellectual debate and cultural pursuits.

7.2 Public comment includes public speaking engagements, comments on radio or television and expressing views in letters to newspapers or

in books, journals or notices where it might be expected that the publication or circulation of the comment will spread to the community at large.

7.3 In making written or oral comments which purport to represent the views or authority of the University and which might reasonably be expected to become public, staff have a responsibility to ensure that they hold proper authority to make such public comments, and that such authority has been given to them by a person holding actual authority on behalf of the University.

7.4 Staff may make public comment on any issue subject to the following:

- i. where the matter of a media statement or letter relates directly to the academic or other specialised area of a staff member's appointment, the staff member may use the University's name and address and give the title of his or her University appointment in order to establish his or her credentials; or
- ii. where the matter does not relate directly to the academic or other specialised area of a staff member's appointment, the staff member should clearly indicate that his or her comments are being made in a private capacity and should not be attributed as official comment of the University.

## 8. UNIVERSITY RESOURCES

8.1 Staff members have a general responsibility to safeguard, properly use and care for University resources. They are responsible for the maintenance and protection of University property and for the proper expenditure of University funds. Financial procedures and systems are designed to ensure that the University is publicly accountable for expenditure of monies entrusted to it. Fraud or theft by a staff member may result in dismissal, and where appropriate, legal action will be taken.

8.2 Staff members have a general responsibility to use University resources only for official University business. University facilities are necessarily provided in an accessible manner on trust to staff and students. Staff have a responsibility not to abuse that implied trust. University equipment, including motor vehicles, is for official use by staff and students. Other use of equipment, or its use by persons who are not staff or students of the University, must be pursuant to University policy and must be undertaken only with the approval of a duly authorised University officer.

8.3 Staff members have a general responsibility to use University information systems only for official University business. Electronic equipment and copying devices represent particular areas where staff are obliged to act responsibly. University information systems, including software and computer equipment, may be used only by staff or students of the University pursuant to University policy, and only with the approval of a duly authorised University officer.

## 9. ACCEPTANCE OF GIFTS AND BENEFITS

9.1 When acting for the University, staff shall not do anything which could compromise either their or the University's position.

9.2 Staff must not solicit gifts or benefits that might in any way compromise or influence them as employees of the University.

9.3 Gifts received as employees of the University may be accepted pursuant to University policy, provided there is no possibility that the recipient may be, or might appear to be, compromised in the process or where the gift could be seen by others as either an inducement or reward which might place a staff member under an obligation.

9.4 Where staff, directly or indirectly, receive a royalty, gratuity, commission or any other benefit in respect of any patented or protected article or process used in any work with which they are connected as employees of the University, full disclosure shall be made to the Secretary to the Board of Governors in writing.

## 10. OUTSIDE EMPLOYMENT AND PRIVATE PRACTICE

10.1 Staff may be permitted to engage in private practice and/or employment outside the University upon terms and conditions prescribed by the University.

## 11. CONFLICT OF INTEREST

Please see the end of this policy for details of the new conflict of interest policy.

## 12. HEALTH AND SAFETY

12.1 Every staff member shall:

- i. take reasonable care for the health and safety of persons who are at their place of work and who may be affected by their acts or omissions at work; and

ii. as regards any requirement imposed in the interests of health, safety and welfare on the University or any other person by or under occupational health and safety legislation, cooperate so far as it is necessary to enable that requirement to be complied with.

### 13. BREACH OF CODE

13.1 Breaches of this Code should be dealt with as a breach of discipline or misconduct under any relevant registered industrial award or agreement, or any legislation, policy or By-law of the University.

### 14. RELATED LEGISLATION AND UNIVERSITY POLICIES

14.1 This Code is to be read in conjunction with other relevant legislation and University policies.

14.2 The main legislation which is relevant to staff members and which should be read in conjunction with this Code are:

- Anti-Discrimination Act 1977
- Charles Sturt University Act 1989
- Child Protection (Prohibited Employment) Act 1998
- Copyright Act 1968
- Crimes Act 1900
- Equal Opportunity for Women in the Workplace Act 1999
- Freedom of Information Act 1989
- Independent Commission Against Corruption Act 1988
- Occupational Health and Safety Act 1983
- Privacy and Personal Information Protection Act 1998
- Protected Disclosures Act 1994
- Public Finance and Audit Act 1983
- State Records Act 1998
- Workplace Relations Act 1996

14.3 The University policy documents, which deal with the following subjects, should be read in conjunction with this Code:

- Academic Regulations
- Code of Conduct for Research
- equal opportunity and affirmative action
- grievances
- harassment

- personnel
- occupational health and safety
- Code of Conduct for Users of Electronic Facilities
- Student Charter
- CSU Web Policy

Staff are required to comply at all times with these policies in these matters.

14.4 The University subscribes to the Commonwealth Government approved Code of Practice for fee paying overseas students and that Code should be read in conjunction with this document.

14.5 The publication entitled "AVCC Generic Guidelines - Universities and their Students: Expectations and Responsibilities" adapted, as appropriate by Faculties and Schools, should be read in conjunction with this document.

## Conflict of Interest

### 1. PURPOSE

The purpose of this document is to outline the University's policy and procedures in respect to situations giving rise to actual, potential, or perceived conflicts of interest between an employee's private interests and their University responsibilities. The document identifies the various private interests and circumstances that give rise or may give rise to actual, potential or perceived conflicts of interest within the University and the ways in which such conflicts are to be addressed and managed.

### 2. GENERAL

2.1 A "conflict of interest" is a situation where there is a divergence between the individual interests of an employee and their professional and work related obligations to the University, such that an independent observer might reasonably question that the employee's conduct may have been influenced by their own private interests or personal circumstances.

2.2 A situation giving rise to a conflict of interest may compromise the administration, teaching and research environment and/or the workplace generally. It can create difficulties in maintaining the integrity of University procedures as well as professional and personal standards.

2.3 It is the responsibility of each employee of the University to disclose to their immediate supervisor or other senior officer within their Faculty

or Division details of situations that may give rise to an actual, potential, or perceived conflict of interest. Where the employee is not a member of a Faculty or Division, then the disclosure must be made to the Vice-Chancellor or, in the case of the Vice-Chancellor, to the Chancellor.

2.4 Employees shall take all appropriate measures to avoid situations that may give rise to conflicts between their private interests and their University responsibilities and the interests of the University.

2.5 Employees in supervisory positions must be especially alert to the various situations in which conflicts of interest may arise in the workplace and handle such situations in a sensitive manner.

### 3. APPLICATION

3.1 This policy shall apply to all employees of the University, as well as to those persons who hold an honorary, visiting or adjunct appointment with the University.

3.2 All employees are required to take responsibility for their own conduct and decisions in respect to actual, potential, or perceived conflicts of interest, taking into consideration the arrangements and procedures set out in this policy. Where there is any doubt regarding the application of this policy to a situation giving rise to a conflict of interest, or to the appropriate course of action to be taken, employees are to raise the matter immediately with their immediate supervisor or other senior officer within their Faculty or Division.

3.3 It is the responsibility of all employees to familiarise themselves with the content of this policy and to be aware of the sanctions that can be applied by the University for a breach of the policy (refer to Clause 16 of this policy).

### 4. SITUATIONS GIVING RISE TO CONFLICTS OF INTEREST

4.1 A conflict of interest arises where an employee is placed in a position in which he or she has the ability or capacity to influence the carrying out of University business or decision making according to their own private interests and/or personal circumstances. Employees should be aware that situations of conflict of interest may arise in regard to previous, concurrent, or successive interests held by an employee.

4.2 It is not possible to document all situations in which a conflict of interest might arise in the workplace, or in the course of an employee's

performance of their official duties. This document is intended to provide an indication of situations that give rise or may give rise to a conflict of interest between an employee's private interests and their University responsibilities, as well as the actions to be taken where an actual, potential or perceived conflict of interest arises.

4.3 The situations in which conflicts of interest might arise are as follows:

- Personal and family relationships
- Employees and students
- Financial interests and affiliations
- Receipt of gifts
- Acceptance of outside professional work or secondary employment
- Use of University information
- External activities and public comment
- Multiple roles
- Conduct of research

4.4 In each of the situations referred to in subclause 4.3, an employee shall, in accordance with the notification procedures set out at Clause 15 of this policy, disclose to their immediate supervisor or other senior officer within their Faculty or Division details of the situation giving rise to the actual, potential or perceived conflict. The employee shall also withdraw himself or herself immediately and indefinitely from the situation giving rise to the conflict, pending advice from their immediate supervisor or other University officer to whom the disclosure was made.

### 5. PERSONAL AND FAMILY RELATIONSHIPS

5.1 A conflict of interest arises where an employee makes, participates in, or has the ability to influence, decisions affecting another person with whom the employee has a family or personal relationship. Such relationships include those that exist between near relatives (such as a spouse, de-facto or partner, child/parent), close friends or personal associates, as well as relationships of a romantic or sexual nature. In addition to positive relationships and attitudes, other emotional relationships may also be formed that contain antagonism, or bias against an individual.

5.2 Conflicts of interest in relation to personal and family relationships arise, for example, where an employee:

- (i) participates in decisions relating to the assessment or the determination of a grade for a close friend or relative (such as a parent/child, spouse/defacto/partner or same-sex partner, siblings, niece, nephew or those relations formed by marriage, or a de-facto relationship, such as brother/daughter-in-law, mother/father-in-law, or defacto brother/daughter-in-law, mother/father-in-law);
- (ii) participates in decisions relating to the appointment, promotion or discipline of a relative;
- (iii) is appointed to an appeals committee and the employee's ex-partner is involved in the decision under appeal; or
- (iv) is appointed to a University committee established to select the recipient of an award and the brother of the member becomes a candidate for the award.

## 6. EMPLOYEES AND STUDENTS

6.1 A conflict of interest arises where an employee is involved in a close, personal, romantic or sexual relationship with a student in relation to whom the employee has academic or administrative responsibilities.

6.2 Conflicts of interest in relation to relationships between employees and students arise, for example, where an employee:

- (i) who is responsible for the allocation of monies for student scholarships has, or attempts to have, a close, personal, romantic or sexual relationship with one or more students who are applicants for the scholarships;
- (ii) is responsible for the assessment of a student who is a relative of the employee; or
- (iii) involves a student to assist the employee in his or her outside professional activities, where the nature of such activities are in conflict with the interests of the University and have not been drawn to the attention of the student.

## 7. FINANCIAL INTERESTS AND AFFILIATIONS

7.1 A conflict of interest arises where an employee makes, participates in, or has the ability to influence decisions that could advantage their own personal and/or financial interests or affiliations. Financial interests include, but are not limited to: investments, ownership (direct or indirect), directorship, or other close involvement in

a company or partnership, consultancies, provision of good or services, receipt of royalties or other considerations.

7.2 Employees must not use or disclose information obtained in the course of their work, or exert any influence in the carrying out of University business or decision making, for their own personal benefit or for the benefit of any other person or organisation with whom he or she has a close personal relationship or external business affiliation.

7.3 Conflicts of interest in relation to financial interests and affiliations arise, for example, where:

- (i) an employee who has an interest, pecuniary or otherwise, in a company, holds a position within the University where he or she could influence, or could be perceived to influence, the awarding or non-award of contracts by the University to that company;
- (ii) an employee is in a position to influence the provision of services by the University or one of its Centres to an organisation in which the employee has an interest, pecuniary or otherwise;
- (iii) an employee is required to perform an audit on a business activity of the University in a business area in which he or she has an interest, pecuniary or otherwise;
- (iv) an employee controls or influences the designation of course texts or materials to be used by students and is also the author or developer of such texts or materials;
- (v) an employee who has been awarded a research grant wishes to authorise private payments to themselves from funds under the University's control; or
- (vi) an employee is in a position to undertake an outside professional activity of a private nature that should be undertaken by the University.

7.4 The provisions of this clause shall be read in conjunction with any guidelines or policy established by the University in respect to the conduct of commercial activities pursuant to the Charles Sturt University Act 1989.

## 8. RECEIPT OF GIFTS

8.1 A conflict of interest arises where an employee has the opportunity or ability, through their status or position with the University, to obtain or to encourage the receiving of any form of gift or

benefit in connection with the performance of their duties. Such benefits include entertainment, travel and accommodation expenses. Receipt of gifts or benefits can be perceived as an inducement to act in a particular way, thus creating a real or apparent conflict of interest.

8.2 An employee should not give or receive a gift or benefit that may, or may be perceived to:

- (i) compromise his or her judgment;
- (ii) damage relationships with other persons or organisations; or
- (iii) indicate a favouritism or prejudice towards a person or a group of people.

8.3 Full details concerning the regulation of receipt of gifts by employees are set out in the University policy on "Guidelines for University Staff for the Receipt of Gifts".

## 9. ACCEPTANCE OF OUTSIDE PROFESSIONAL WORK OR SECONDARY EMPLOYMENT

9.1 A conflict of interest arises where an employee participates in a private outside professional activity, consultancy or secondary employment that conflicts or may conflict with the carrying out of their official duties. Private outside professional work must not be accepted in such circumstances.

9.2 Conflicts of interest in relation to private outside professional activities or consultancies arise, for example, where an employee:

- (i) has a significant interest in an organisation with which the University is involved, or is considering involvement, in respect to grants, contracts, agreements, sponsoring and licensing;
- (ii) provides advice to students or staff of the University which is not independent of personal, commercial or other interests;
- (iii) allows outside considerations to affect actions or decisions that are part of their responsibilities and obligations to the University; or
- (iv) devotes so much time to his or her outside professional activities, consultancy or secondary employment to the extent that the amount or quality of their work for the University is compromised.

9.3 Full details concerning the regulation of outside professional activities and consultancies

are set out in the University "Policy for Outside Professional Activities".

## 10. USE OF UNIVERSITY INFORMATION

10.1 A conflict of interest arises where an employee, who has access to information, in particular confidential or sensitive information, in the course of performing their duties and responsibilities, uses such information to obtain an improper advantage or financial benefit for themselves or any other person or body.

10.2 Conflicts of interest in relation to the use of University information arise, for example, where an employee:

- (i) involved in the administration of tenders for the University informs a close friend of specific information, otherwise not available to the public, about the anticipated price sought by the University for a tender in which the employee's close friend has expressed an interest; or
- (ii) involved in the administration of student results advises a student, who is a close friend, of their results in advance of the time when such results are scheduled to be notified and/or published.

## 11. EXTERNAL ACTIVITIES AND PUBLIC COMMENT

11.1 A conflict of interest arises where an employee is involved in a private activity and expresses a public comment that purports to represent, or may be perceived as representing, the views of the University.

11.2 Where an employee comments publicly in connection with trade union, party political or interest group activities, it should be made clear that such comment is made on behalf of the union, political party or association which they represent, and not in their capacity as employees or members of the University.

11.3 Conflicts of interest in relation to an external activity or public comment arise, for example, where an employee:

- (i) associates their name or their work with a private external activity (such as consulting) in a way that implies endorsement or sponsorship by the University; or
- (ii) expresses a private opinion or comment on an academic or research related matter in which

the employee has no particular expertise, and the employee fails to disclose that their opinion or comment is made in a private capacity and not as a representative of the University.

## 12. MULTIPLE ROLES

12.1 A conflict of interest may arise where an employee performs or assumes a role in addition to their substantive appointment (e.g. grievance adviser, mediator, union representative). The additional role performed by an employee may come into conflict with the fulfilment of the responsibilities of each role.

12.2 A conflict of interest in relation to multiple roles might arise, for example, where an employee:

- (i) finds himself or herself in a situation where, as a supervisor, he or she is involved in disciplining an employee for whom he or she is responsible and is also the union workplace representative whom the employee being disciplined is entitled to have present at the meeting. In such circumstances, the employee is obliged to disclose both to their immediate supervisor and to the person being disciplined the precise nature of their role; or
- (ii) who, as a University grievance adviser, receives a complaint from an employee against their immediate supervisor in circumstances where, unbeknown to the complainant, the grievance adviser is a close, personal friend of the supervisor against whom the grievance has been made. In such circumstances, and before proceeding to hear the grievance, the grievance adviser is obliged to disclose to the employee the nature of their relationship with the supervisor.

## 13. CONDUCT OF RESEARCH

13.1 A conflict of interest may arise where an employee has the ability, opportunity or potential to gain a financial benefit or other advantage through the management of, or the outcomes achieved from, the conduct of research.

13.2 Conflicts of interest in relation to the conduct of research arise, for example, where an employee:

- (i) publishes the results of research undertaken for and/or sponsored by an organisation external to the University and the employee's affiliation with the organisation is not disclosed in the publication;

- (ii) undertakes research for an organisation external to the University in which the employee has a financial or other interest and such interest is not disclosed; or
- (iii) accepts a research project for an organisation external to the University to which conditions are attached that are contrary to the University's interests.

13.3 Full details concerning an employee's obligations in the conduct of research are set out in the University policies on "Code of Conduct for Research" and "Intellectual Property".

## 14. ACTIVITIES TO BE AVOIDED

It is not possible to document all instances in which private interests and relationships might impinge on an employee's performance of his or her official duties, and which give rise to an actual, potential or perceived conflict of interest. The following activities are examples of employment and related matters in which employees are to avoid making decisions or involving themselves in any way, where an actual, potential, or perceived conflict of interest may exist:

- (i) selection, confirmation of an appointment, probation, transfer, reclassification, promotion and/or continuing appointment of staff, including permanent, temporary or casual staff;
- (ii) disciplinary action;
- (iii) provision of opportunities and funding for research, conferences, training/development, travel and accommodation;
- (iv) referee reports and performance reviews;
- (v) selection of students for awards, prizes and scholarships etc.;
- (vi) assessment or supervision of students;
- (vii) selection of students for admission, honours and postgraduate supervision;
- (viii) provision of advice to a deliberative body (e.g. a Faculty review, accreditation committees);
- (ix) awarding of contracts or tenders, engagement of consultants, or purchasing procedures;
- (x) outside professional activities or secondary employment;



- (xi) allocation or disbursement of University funds or resources, including funds obtained for research purposes;
- (xii) application or development of University policies or procedures; and
- (xiii) decisions or recommendations on prescribed or recommended CSU texts, authored or co-authored by employees of the University.

## 15. NOTIFICATION PROCEDURES

15.1 An employee involved in a situation where there is, may be, or be perceived to be, a conflict of interest shall disclose the situation giving rise to the conflict of interest, or perceived conflict, immediately and in writing to their immediate supervisor or other senior officer within their Faculty or Division.

15.2 Where such a situation is disclosed by an employee to a University officer pursuant to subclause 15.1, the University officer shall ensure that the procedures set out in this clause are complied with and that the information disclosed is treated confidentially.

15.3 Following receipt of the disclosure referred to in subclause 15.1, and in consultation with the employee, the University officer shall enquire into the situation disclosed and advise the employee of what action, if any, is to be taken.

15.4 Where the situation disclosed reveals a conflict of interest, or is likely to be perceived as involving a conflict of interest, the University officer shall, if considered necessary, ensure that the employee's involvement in the situation or activity is withdrawn immediately, and shall establish parallel or alternative arrangements specifically for the purpose of the activity.

15.5 Where the withdrawal of the employee's involvement in the situation or activity referred to in subclause 15.4 is not reasonably practicable or appropriate, then the University officer shall, following consultation with the employee, ensure that the existence of any conflict of interest is clearly and formally communicated in writing to all those involved in the activity.

15.6 The administrative action referred to in subclause 15.5 shall only be taken in exceptional circumstances where the withdrawal of the employee from the activity would severely disrupt the operational requirements of the University, or adversely affect the University's interests. Such

action shall not be taken where continuation of the employee's involvement in the situation or activity would be in breach of any statutory or other duty.

15.7 Confidentiality is to be maintained at all times by the persons involved in the above procedures.

15.8 Nothing in these procedures shall preclude either the employee who has disclosed the conflict of interest, or the University officer to whom the disclosure was made, from seeking advice from an alternative officer of the University, such as the University's legal officer, on any matters relating to this policy.

## 16. BREACH OF POLICY

An employee who breaches this policy may be subject to one or more of the following sanctions depending on the seriousness of the breach:

- (i) counselling;
- (ii) disciplinary action as specified under the relevant enterprise agreement;
- (iii) civil action; and/or
- (iv) reporting of the breach to the police, or any other appropriate authority external to the University.

## Freedom of Information

ANNUAL RETURNS TO 30 JUNE 2002

### Applications for Access to Documents Number

|                 |   |
|-----------------|---|
| Received        | 1 |
| Brought Forward | 0 |
| Granted in Full | 0 |
| Granted in Part | 0 |
| Refused         | 0 |
| Withdrawn       | 0 |
| Carried Forward | 1 |

### Applications for Amendment of Personal Records

|                         |   |
|-------------------------|---|
| Received                | 0 |
| Processing Time (hours) |   |
| 0 - 10                  | 0 |
| 11 - 20                 | 0 |
| > 20                    | 1 |

### Fees Charged

|                        |   |
|------------------------|---|
| Access Standard Fee    | 0 |
| Access 50% Reduced Fee | 1 |
| Processing 50% Reduced |   |
| Fee \$15.00/hour       | 0 |
| Review Standard Fee    | 0 |

### Internal Review

|                      |   |
|----------------------|---|
| Received             | 0 |
| Determination Upheld | 0 |
| Determination Varied | 0 |
| Withdrawn            | 0 |

### External Appeal

|                                           |   |
|-------------------------------------------|---|
| Appeal to Administrative Appeals Tribunal | 0 |
|-------------------------------------------|---|

## Privacy

The University's Privacy Management Plan is based upon the Privacy and Personal Information Protection Act 1998 (NSW). The Plan itself and related procedural documentation may be found in the University's Administration Manual, available online at [www.csu.edu.au/adminman/inf/inf.htm](http://www.csu.edu.au/adminman/inf/inf.htm)

## Equal Employment Opportunity

KEY OUTCOMES 2002

Equal Opportunity achievements included:

- Completion of the report "Pushing the Boundaries: Balancing Work, Pregnancy and Families". This was a review of pregnancy, maternity leave and return to work policies and practices at the University
- Development of a policy and procedures on reasonable adjustment for people with a disability
- Completion of the Employment Plan for People with a Disability
- Review of the Policy on Harassment to include a section on workplace bullying, the provisions of which were promulgated to students and staff of the University
- Introduction of an allowance for meeting the cost of dependent care when on University business
- A successful CSU Women's Network Lunch with the Vice-Chancellor

EQUAL OPPORTUNITY - KEY GOALS 2003

Plans for Equal Opportunity in 2003 include:

- Implementation of the recommendation from the Maternity Leave Review
- Consultation on the new EO Management Plan
- Implementation of the Disability Employment Plan
- Conduct of forums for women on research and career development
- Assisting Faculties and Divisions with the inclusion of EO strategies in their strategic plans

Charles Sturt University 2002  
Level (General Staff)

Table 1.3 Percent of Total Staff by Level

| LEVEL                 | Salary Band |       | TOTAL<br>STAFF<br>(Number) | Subgroup as Percent of Total Staff at each Level |            | Subgroup as Estimated Percent of Total Staff at each Level |                                                           |                                 |                                                      |                                                                                 |                                                                   |  |
|-----------------------|-------------|-------|----------------------------|--------------------------------------------------|------------|------------------------------------------------------------|-----------------------------------------------------------|---------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------|--|
|                       | \$ From     | \$ To |                            | Respondents                                      | Men        | Women                                                      | Aboriginal<br>People and<br>Torres<br>Strait<br>Islanders | Religious<br>Minority<br>Groups | People<br>Racial,<br>Ethnic, and<br>Ethno-<br>Groups | People<br>Whose<br>Language<br>First<br>Spoken as<br>a Child was<br>not English | People with<br>a Disability<br>Requiring<br>Adjustment<br>at Work |  |
| Level 1               | -           | -     | 33                         | 85%                                              | 27%        | 73%                                                        | 3.6%                                                      | 4%                              | 11%                                                  | 3.6%                                                                            |                                                                   |  |
| Level 2               | -           | -     | 68                         | 93%                                              | 44%        | 56%                                                        |                                                           | 5%                              | 8%                                                   | 4.8%                                                                            |                                                                   |  |
| Level 3               | -           | -     | 207                        | 91%                                              | 25%        | 75%                                                        | 2.1%                                                      | 4%                              | 9%                                                   | 1.6%                                                                            |                                                                   |  |
| Level 4               | -           | -     | 239                        | 94%                                              | 25%        | 75%                                                        | 0.9%                                                      | 4%                              | 7%                                                   | 2.7%                                                                            |                                                                   |  |
| Level 5               | -           | -     | 174                        | 96%                                              | 34%        | 66%                                                        | 1.2%                                                      | 4%                              | 4%                                                   | 1.2%                                                                            |                                                                   |  |
| Level 6               | -           | -     | 140                        | 94%                                              | 49%        | 51%                                                        | 0.8%                                                      | 8%                              | 2%                                                   | 1.5%                                                                            |                                                                   |  |
| Level 7               | -           | -     | 82                         | 93%                                              | 54%        | 46%                                                        | 1.3%                                                      | 13%                             | 3%                                                   | 1.3%                                                                            |                                                                   |  |
| Level 8               | -           | -     | 29                         | 90%                                              | 59%        | 41%                                                        |                                                           | 4%                              | 12%                                                  |                                                                                 |                                                                   |  |
| Level 9               | -           | -     | 10                         | 100%                                             | 70%        | 30%                                                        |                                                           | 10%                             | 4%                                                   |                                                                                 |                                                                   |  |
| Level 10<br>and above | -           | -     | 36                         | 97%                                              | 75%        | 25%                                                        | 2.9%                                                      | 3%                              | 6%                                                   | 2.9%                                                                            |                                                                   |  |
| <b>TOTAL</b>          |             |       | <b>1,018</b>               | <b>93%</b>                                       | <b>37%</b> | <b>63%</b>                                                 | <b>1.3%</b>                                               | <b>5%</b>                       | <b>6%</b>                                            | <b>2.0%</b>                                                                     |                                                                   |  |

Estimate Range (95% confidence level)

1.2% to 1.5% 4.8% to 5.5% 4.3% to 5.0% 5.5% to 6.4% 1.9% to 2.3%

Charles Sturt University 2002  
 Employment Basis (General Staff)

Table 2.3 Percent of Total Staff by Employment Basis

|                                       |             | Subgroup as % of Total Staff in each Employment Category                      |             | Subgroup as Estimated Percent of Total Staff in each Employment Category |     |       |                           |                                                       |                                                         |                                                       |
|---------------------------------------|-------------|-------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------|-----|-------|---------------------------|-------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|
|                                       |             |                                                                               |             | Aboriginal People and Torres Strait Islanders                            | Men | Women | Religious Minority Groups | People from Racial, Ethnic, and Ethno-Minority Groups | People Whose Language Spoken as a Child was not English | People with a Disability Requiring Adjustment at Work |
|                                       |             | TOTAL STAFF (Number)                                                          | Respondents |                                                                          |     |       |                           |                                                       |                                                         |                                                       |
| Permanent                             | Full-Time   | 781                                                                           | 93%         | 1.1%                                                                     | 42% | 58%   | 6%                        | 5%                                                    | 6%                                                      | 1.5%                                                  |
|                                       | Fractional  | 164                                                                           | 96%         | 0.6%                                                                     | 8%  | 92%   | 4%                        | 2%                                                    | 5%                                                      | 3.2%                                                  |
| Contract                              | < 1 Year    | 10                                                                            | 80%         | 12.5%                                                                    | 30% | 70%   | 4%                        | 7%                                                    |                                                         |                                                       |
|                                       | 1 < 3 Years | 29                                                                            | 97%         | 7.1%                                                                     | 45% | 55%   | 4%                        | 7%                                                    | 20%                                                     | 13.3%                                                 |
|                                       | 3+ Years    | 16                                                                            | 94%         |                                                                          | 88% | 13%   | 7%                        | 7%                                                    |                                                         |                                                       |
|                                       | Fractional  | 6                                                                             | 100%        |                                                                          | 33% | 67%   |                           |                                                       | 13%                                                     | 12.5%                                                 |
| Casual                                | 1 < 3 Years | 9                                                                             | 89%         |                                                                          |     | 100%  |                           |                                                       |                                                         |                                                       |
|                                       | 3+ Years    | 3                                                                             | 100%        |                                                                          |     | 100%  |                           |                                                       |                                                         |                                                       |
|                                       | TOTAL       | 1,018                                                                         | 93%         | 1.3%                                                                     | 37% | 63%   | 5%                        | 5%                                                    | 6%                                                      | 2.0%                                                  |
| Estimate Range (95% confidence level) |             | 1.1% to 0.0% 4.8% to 0.0% 4.3% to 0.0% 5.5% to 0.0% 4.3% to 0.0% 1.8% to 0.0% |             |                                                                          |     |       |                           |                                                       |                                                         |                                                       |

Charles Sturt University 2002  
Level (Academic Staff)

Table 1.3 Percent of Total Staff by Level

|                                       |             | Subgroup as Percent of Total Staff at each Level |       | Subgroup as Estimated Percent of Total Staff at each Level |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
|---------------------------------------|-------------|--------------------------------------------------|-------|------------------------------------------------------------|--------------------------------------------------------------|-----|-------|-----------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
| LEVEL                                 | Salary Band | \$ From                                          | \$ To | TOTAL STAFF (Number)                                       | Respondents                                                  | Men | Women | Aboriginal People and Torres Strait Islanders | People from Racial, Ethnic, and Ethno-Religious Minority Groups | People Whose Language Spoken as First a Child was not English | People with a Disability Requiring Adjustment at Work |
|                                       |             |                                                  |       |                                                            |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| Level A                               |             |                                                  | \$0   |                                                            |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
|                                       |             |                                                  |       | Subgroup as % of Total Staff in each Employment Category   |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| Level B                               |             | \$0                                              |       |                                                            | 39%                                                          | 68% | 1%    | 5.5%                                          | 5%                                                              | 6%                                                            | 2%                                                    |
| Level C                               |             | \$0                                              |       | TOTAL STAFF Respondents (Number)                           |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| Level D                               | Full-Time   | \$0                                              | \$781 | 1                                                          |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| Level E                               | Fractional  | \$0                                              | \$164 | 1                                                          |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| <b>TOTAL</b>                          |             |                                                  |       | <b>1</b>                                                   |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
| Estimate Range (95% confidence level) |             |                                                  |       |                                                            |                                                              |     |       |                                               |                                                                 |                                                               |                                                       |
|                                       |             |                                                  |       |                                                            | 0.8% to 1.1%5.4% to 16.91.0% to 12.34.9% to 5.7%2.0% to 2.4% |     |       |                                               |                                                                 |                                                               |                                                       |

Table 2.3 Percent of Total Staff by Employment Basis

|              |            | Subgroup as % of Total Staff in each Employment Category |             | Subgroup as Estimated Percent of Total Staff in each Employment Category |            |             |                                               |                                                                 |                                                               |                                                       |
|--------------|------------|----------------------------------------------------------|-------------|--------------------------------------------------------------------------|------------|-------------|-----------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
|              |            |                                                          |             | Men                                                                      | Women      | Islanders   | Aboriginal People and Torres Strait Islanders | People from Racial, Ethnic, and Ethno-Religious Minority Groups | People Whose Language First Spoken as a Child was not English | People with a Disability Requiring Adjustment at Work |
|              |            | TOTAL STAFF (Number)                                     | Respondents |                                                                          |            |             |                                               |                                                                 |                                                               |                                                       |
| Tenurable    | Full-Time  | 469                                                      | 94%         | 64%                                                                      | 36%        | 0.5%        | 16%                                           | 11%                                                             | 5%                                                            | 2.5%                                                  |
|              | Fractional | 15                                                       | 100%        | 20%                                                                      | 80%        |             | 7%                                            |                                                                 | 13%                                                           |                                                       |
| Contract     | Full-Time  | 36                                                       | 92%         | 69%                                                                      | 31%        |             | 33%                                           | 17%                                                             |                                                               |                                                       |
|              | Fractional | 41                                                       | 95%         | 73%                                                                      | 27%        | 9.1%        | 12%                                           | 15%                                                             | 9%                                                            | 3.0%                                                  |
| Casual       | Full-Time  | 7                                                        | 86%         | 14%                                                                      | 86%        |             | 21%                                           | 23%                                                             |                                                               |                                                       |
|              | Fractional | 8                                                        | 100%        | 63%                                                                      | 38%        |             |                                               |                                                                 |                                                               |                                                       |
| <b>TOTAL</b> |            | <b>589</b>                                               | <b>94%</b>  | <b>63%</b>                                                               | <b>37%</b> | <b>0.9%</b> | <b>16%</b>                                    | <b>12%</b>                                                      | <b>5%</b>                                                     | <b>2.2%</b>                                           |

## Publications

The University has established a range of publications that are available to the public, including prospectuses, newsletters, graduation and scholarship literature, University-wide course brochures and University-wide handbooks.

### HANDBOOKS AND MANUALS

- Undergraduate Handbook
- Postgraduate Handbook
- Academic Manual (only published electronically on the web)
- Administration Manual (only published electronically on the web)

### REPORTS

- Annual Report
- Annual Report to the Affirmative Action Agency
- Annual Report to the Director of Equal Opportunity in Public Employment

### PROSPECTUSES/STUDY GUIDES

- Study Opportunities for School Leavers - a guide to undergraduate courses for Year 11 and 12 students
- Undergraduate Study Opportunities - a guide to undergraduate courses with an emphasis on distance education
- Postgraduate Study Opportunities - a guide to postgraduate courses
- A guide for prospective international undergraduate students
- A guide for prospective international postgraduate students
- International Distance Education Guide - a guide listing international distance education study details for students studying offshore
- ELS Prospectus
- Study Abroad Guide
- Pre-departure Guide - a guide for international students studying on campus
- Year 10 Career Chooser
- Individual Faculty corporate documents/prospectus

## BROCHURES

Undergraduate and postgraduate course brochures for the:

- Faculty of Arts
- Faculty of Commerce
- Faculty of Education
- Faculty of Health Studies
- Faculty of Science & Agriculture
- Australian Graduate School of Policing

### OTHER PUBLICATIONS

- Scholarships brochure - provides details of available scholarships
- Living on campus - a guide to living on campus at CSU
- A range of publications detailing specific courses/services within the University
- Graduation Ceremony Program
- Newsletters

### **For more information on these publications, contact:**

Publications Manager  
Charles Sturt University  
Locked Bag 588  
Wagga Wagga NSW 2678

Telephone: (02) 6933 2763  
Facsimile: (02) 6933 2764

## Indicators of Institutional Context and Performance



CSU's indicators of institutional context and performance are based on data supplied annually to the Department of Education, Science and Training (DEST). The reference date for student and staff data is 31 March.

Student data include all categories: Grant Funded, Industry Places and Employer Funded, Fee Paying Overseas Students, Fee Paying Undergraduate Students and Fee Paying Postgraduate Students, unless otherwise stated.

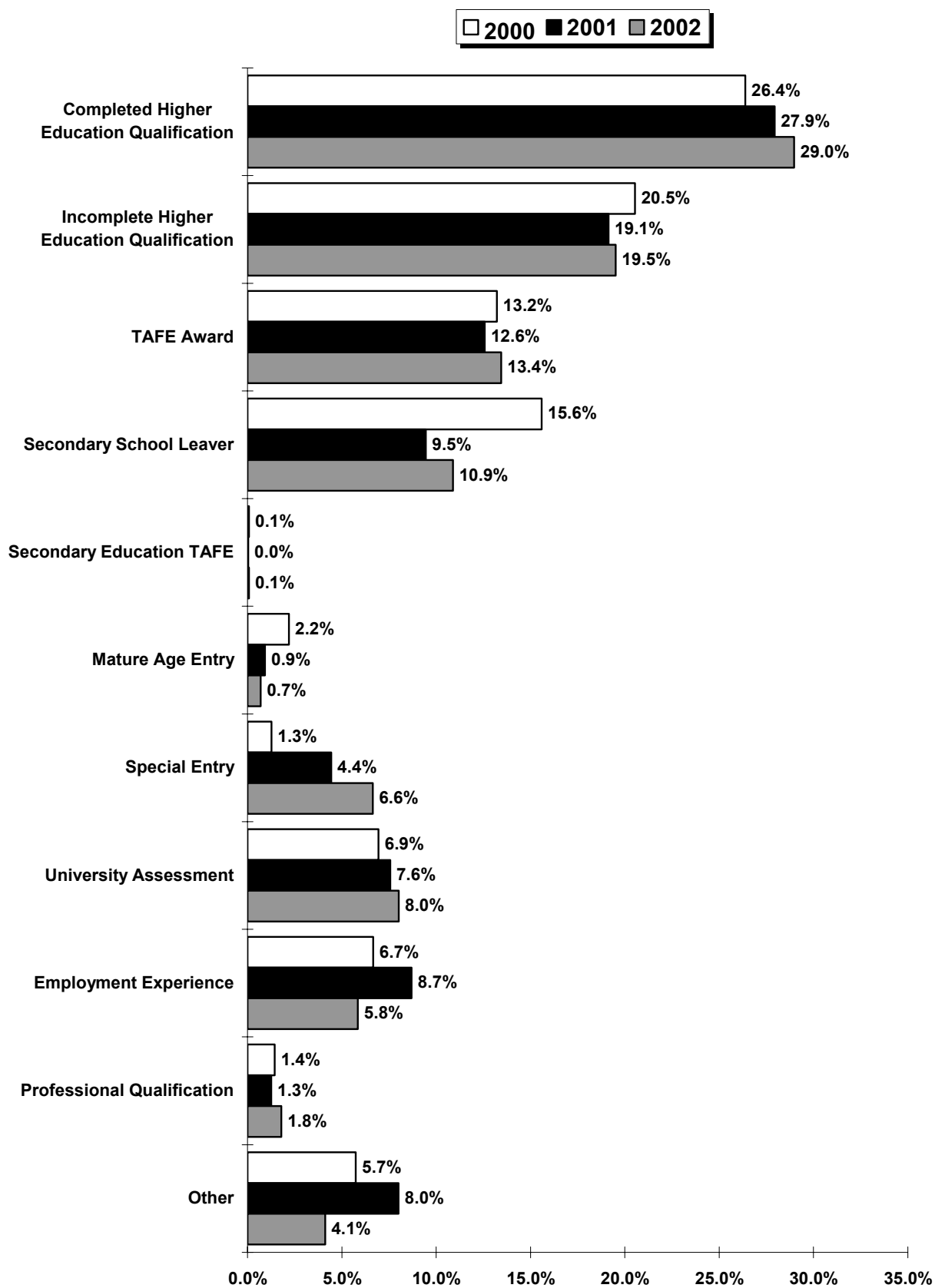
The term EFTSU means Equivalent Full-time Student Unit.

The term FTE means Full-time Equivalent.



**Indicator 1**  
**Admission Categories 2000 to 2002**

The University continues to enrol a large proportion of students with previous tertiary experience.



## Indicator 2

### Demand for Internal Undergraduate Places, Applicants by Faculty (First Preference Only) 2000 to 2002

First preferences increased relative to available places for the first time since 1999, largely owing to high demand for Education and Health courses.

| FACULTY        | 2000                   |                |                               | 2001                   |                |                               | 2002                   |                |                               | 2000/2001<br>% Change<br>for First Pref<br>Applications | 2001/2002<br>% Change<br>for First Pref<br>Applications |
|----------------|------------------------|----------------|-------------------------------|------------------------|----------------|-------------------------------|------------------------|----------------|-------------------------------|---------------------------------------------------------|---------------------------------------------------------|
|                | First<br>Pref<br>Appl. | Quota<br>Heads | Ratio of<br>Appl.<br>to Quota | First<br>Pref<br>Appl. | Quota<br>Heads | Ratio of<br>Appl.<br>to Quota | First<br>Pref<br>Appl. | Quota<br>Heads | Ratio of<br>Appl.<br>to Quota |                                                         |                                                         |
| Arts           | 1006                   | 500            | 2.01                          | 959                    | 558            | 1.72                          | 835                    | 475            | 1.76                          | -4.7%                                                   | -12.9%                                                  |
| Commerce       | 351                    | 295            | 1.19                          | 304                    | 288            | 1.06                          | 300                    | 289            | 1.04                          | -13.4%                                                  | -1.3%                                                   |
| Education      | 786                    | 400            | 1.97                          | 793                    | 460            | 1.72                          | 1034                   | 475            | 2.18                          | 0.9%                                                    | 30.4%                                                   |
| Health Studies | 899                    | 450            | 2.00                          | 883                    | 490            | 1.80                          | 940                    | 481            | 1.95                          | -1.8%                                                   | 6.5%                                                    |
| Science & Ag.  | 541                    | 296            | 1.83                          | 599                    | 328            | 1.83                          | 556                    | 326            | 1.71                          | 10.7%                                                   | -7.2%                                                   |
| <b>Total</b>   | <b>3583</b>            | <b>1941</b>    | <b>1.85</b>                   | <b>3538</b>            | <b>2124</b>    | <b>1.67</b>                   | <b>3665</b>            | <b>2046</b>    | <b>1.79</b>                   | <b>-1.3%</b>                                            | <b>3.6%</b>                                             |

#### Note:

1. First preference applications include UAC and VTAC final late.
2. Data excludes the Diploma of Policing Practice.

**Indicator 3  
Total Student Load (EFTSU) by Level/Faculty 2000 to 2002**

The University maintained a similar total load in 2002 to that of the previous year.

| LEVEL BY FACULTY                 | FULL-TIME |        |        | PART-TIME |       |      | DISTANCE EDUCATION |        |        | MIXED MODE |       |       | TOTAL  |        |        | 2000/01<br>%<br>Change | 2001/02<br>%<br>Change |        |
|----------------------------------|-----------|--------|--------|-----------|-------|------|--------------------|--------|--------|------------|-------|-------|--------|--------|--------|------------------------|------------------------|--------|
|                                  | 2000      | 2001   | 2002   | 2000      | 2001  | 2002 | 2000               | 2001   | 2002   | 2000       | 2001  | 2002  | 2000   | 2001   | 2002   |                        |                        |        |
|                                  |           |        |        |           |       |      |                    |        |        |            |       |       |        |        |        |                        |                        |        |
| <b>AGSP</b>                      |           |        |        |           |       |      |                    |        |        |            |       |       |        |        |        |                        |                        |        |
| Higher Degree - Research         | 0.0       | 0.0    | 0.0    | 0.0       | 0.0   | 0.0  | 7.0                | 3.5    | 0.0    | 0.0        | 0.0   | 0.0   | 7.0    | 3.5    | 0.0    | 0.0                    | -50.0%                 |        |
| Higher Degree - Coursework       | 0.0       | 0.0    | 0.0    | 0.0       | 0.0   | 0.0  | 24.8               | 15.9   | 0.0    | 0.0        | 0.0   | 0.0   | 24.8   | 15.9   | 0.0    | 0.0                    | -35.9%                 |        |
| Other Postgraduate               | 0.0       | 0.0    | 0.0    | 0.0       | 0.0   | 0.0  | 59.6               | 28.9   | 0.0    | 0.0        | 0.0   | 0.0   | 59.6   | 28.9   | 0.0    | 0.0                    | -51.6%                 |        |
| <b>TOTAL AGSP</b>                | 0.0       | 0.0    | 0.0    | 0.0       | 0.0   | 0.0  | 91.4               | 48.3   | 0.0    | 0.0        | 0.0   | 0.0   | 91.4   | 48.3   | 0.0    | 0.0                    | -47.2%                 |        |
| <b>FACULTY OF ARTS</b>           |           |        |        |           |       |      |                    |        |        |            |       |       |        |        |        |                        |                        |        |
| Higher Degree - Research         | 13.0      | 16.0   | 13.0   | 7.3       | 3.8   | 6.8  | 35.0               | 31.8   | 31.0   | 0.0        | 0.0   | 0.5   | 55.3   | 51.5   | 51.3   | 0.0                    | -6.8%                  |        |
| Higher Degree - Coursework       | 2.0       | 1.0    | 2.1    | 3.3       | 0.8   | 0.3  | 111.3              | 111.8  | 143.2  | 0.0        | 0.0   | 1.0   | 116.5  | 113.6  | 146.6  | 0.0                    | -2.5%                  |        |
| Other Postgraduate               | 2.8       | 0.0    | 0.0    | 0.9       | 1.1   | 0.9  | 183.6              | 212.4  | 272.1  | 1.0        | 0.1   | 1.0   | 188.3  | 213.6  | 274.0  | 0.0                    | 13.5%                  |        |
| Bachelor                         | 1294.7    | 1232.9 | 1045.7 | 85.0      | 60.4  | 41.3 | 810.4              | 799.3  | 816.6  | 220.3      | 183.0 | 365.8 | 2410.4 | 2275.6 | 2269.4 | 0.0                    | -0.3%                  |        |
| Cross Institution                | 0.0       | 0.3    | 0.5    | 0.6       | 0.5   | 0.0  | 7.3                | 2.5    | 0.4    | 0.0        | 0.4   | 0.0   | 7.9    | 3.6    | 0.9    | 0.0                    | -54.0%                 |        |
| Other Undergraduate              | 683.4     | 63.4   | 396.6  | 23.6      | 268.0 | 13.6 | 1222.8             | 1819.1 | 515.0  | 14.2       | 0.9   | 326.3 | 1944.1 | 2151.3 | 1251.5 | 0.0                    | 10.7%                  |        |
| Non-Award (Other)                | 0.1       | 0.0    | 2.5    | 1.0       | 0.0   | 2.3  | 27.4               | 14.0   | 53.3   | 0.3        | 0.0   | 0.8   | 28.8   | 14.0   | 58.8   | 0.0                    | -51.4%                 |        |
| <b>TOTAL FACULTY OF ARTS</b>     | 1996.0    | 1313.6 | 1460.4 | 121.6     | 334.5 | 65.0 | 2397.8             | 2990.8 | 1831.6 | 235.8      | 184.4 | 695.3 | 4751.3 | 4823.2 | 4052.3 | 0.0                    | 1.5%                   | -16.0% |
| <b>FACULTY OF COMMERCE</b>       |           |        |        |           |       |      |                    |        |        |            |       |       |        |        |        |                        |                        |        |
| Higher Degree - Research         | 1.0       | 3.5    | 5.0    | 1.5       | 6.0   | 1.0  | 15.0               | 20.0   | 14.8   | 0.8        | 0.0   | 0.5   | 18.3   | 29.5   | 21.3   | 0.0                    | 61.6%                  | -28.0% |
| Higher Degree - Coursework       | 547.1     | 234.1  | 37.9   | 186.6     | 146.1 | 3.0  | 439.3              | 433.0  | 1004.9 | 2.4        | 2.4   | 9.1   | 1175.4 | 815.6  | 1054.9 | 0.0                    | -30.6%                 | 29.3%  |
| Other Postgraduate               | 0.0       | 0.0    | 0.0    | 0.9       | 0.6   | 36.9 | 71.0               | 54.4   | 60.1   | 0.0        | 0.0   | 0.0   | 71.9   | 55.0   | 97.0   | 0.0                    | -23.5%                 | 76.4%  |
| Bachelor                         | 784.5     | 1489.3 | 558.1  | 805.3     | 181.6 | 55.3 | 971.8              | 961.9  | 1936.3 | 221.0      | 238.8 | 248.1 | 2782.5 | 2871.6 | 2797.8 | 0.0                    | 3.2%                   | -2.6%  |
| Cross Institution                | 0.0       | 0.0    | 0.0    | 1.8       | 0.8   | 0.1  | 0.1                | 0.5    | 0.0    | 0.0        | 0.4   | 0.0   | 1.9    | 1.6    | 0.1    | 0.0                    | -13.3%                 | -92.3% |
| Non-Award (Other)                | 0.3       | 2.9    | 1.4    | 9.6       | 6.6   | 0.8  | 38.0               | 45.6   | 62.6   | 0.0        | 0.0   | 0.0   | 47.9   | 55.1   | 64.8   | 0.0                    | 15.1%                  | 17.5%  |
| <b>TOTAL FACULTY OF COMMERCE</b> | 1332.9    | 1729.8 | 602.4  | 1005.6    | 341.8 | 97.0 | 1535.1             | 1515.4 | 3078.6 | 224.1      | 241.5 | 257.8 | 4097.8 | 3828.4 | 4035.8 | 0.0                    | -6.6%                  | 5.4%   |

| LEVEL BY FACULTY                  | FULL-TIME                   |        |        | PART-TIME |      |      | DISTANCE EDUCATION |       |       | MIXED MODE |       |       | TOTAL  |        |        | 2000/01  | 2001/02  |
|-----------------------------------|-----------------------------|--------|--------|-----------|------|------|--------------------|-------|-------|------------|-------|-------|--------|--------|--------|----------|----------|
|                                   | 2000                        | 2001   | 2002   | 2000      | 2001 | 2002 | 2000               | 2001  | 2002  | 2000       | 2001  | 2002  | 2000   | 2001   | 2002   | % Change | % Change |
|                                   | <b>FACULTY OF EDUCATION</b> |        |        |           |      |      |                    |       |       |            |       |       |        |        |        |          |          |
| Higher Degree - Research          | 2.1                         | 3.0    | 3.0    | 1.5       | 0.0  | 0.0  | 28.4               | 18.4  | 19.0  | 0.0        | 0.6   | 0.8   | 32.0   | 22.0   | 22.8   | -31.3%   | 3.4%     |
| Higher Degree - Coursework        | 0.0                         | 0.0    | 0.0    | 0.0       | 0.4  | 0.0  | 55.5               | 55.9  | 54.6  | 2.0        | 0.0   | 0.0   | 57.5   | 56.3   | 54.6   | -2.2%    | -2.9%    |
| Other Postgraduate                | 13.8                        | 8.1    | 32.9   | 1.3       | 1.8  | 0.9  | 194.3              | 214.1 | 199.8 | 59.4       | 69.9  | 38.2  | 268.6  | 293.9  | 271.7  | 9.4%     | -7.6%    |
| Bachelor                          | 1234.8                      | 1294.6 | 1281.6 | 42.7      | 28.4 | 33.1 | 331.5              | 379.6 | 440.1 | 141.3      | 225.3 | 419.1 | 1750.2 | 1927.8 | 2174.0 | 10.2%    | 12.8%    |
| Other Undergraduate               | 0.0                         | 0.0    | 0.0    | 0.0       | 0.0  | 0.0  | 13.9               | 15.6  | 19.0  | 0.0        | 0.0   | 0.0   | 13.9   | 15.6   | 19.0   | 12.6%    | 21.6%    |
| Non-Award (Other)                 | 0.0                         | 0.5    | 12.9   | 1.6       | 0.9  | 1.0  | 8.3                | 13.0  | 51.5  | 0.5        | 1.0   | 1.0   | 10.4   | 15.4   | 66.4   | 48.2%    | 331.7%   |
| <b>TOTAL FACULTY OF EDUCATION</b> | 1250.6                      | 1306.3 | 1330.4 | 47.0      | 31.4 | 35.0 | 631.8              | 696.6 | 784.0 | 203.1      | 296.8 | 459.0 | 2132.5 | 2330.9 | 2608.4 | 9.3%     | 11.9%    |
| <b>FACULTY OF HEALTH STUDIES</b>  |                             |        |        |           |      |      |                    |       |       |            |       |       |        |        |        |          |          |
| Higher Degree - Research          | 2.0                         | 5.0    | 6.5    | 0.8       | 2.0  | 1.5  | 11.3               | 10.0  | 10.8  | 0.0        | 0.0   | 1.0   | 14.0   | 17.0   | 19.8   | 21.4%    | 16.2%    |
| Higher Degree - Coursework        | 0.0                         | 0.0    | 0.0    | 0.0       | 0.0  | 0.0  | 95.9               | 104.5 | 119.0 | 0.0        | 0.0   | 0.0   | 95.9   | 104.5  | 119.0  | 9.0%     | 13.9%    |
| Other Postgraduate                | 0.0                         | 0.0    | 0.0    | 0.0       | 0.3  | 0.0  | 59.1               | 74.2  | 71.1  | 0.0        | 0.0   | 0.0   | 59.1   | 74.4   | 71.1   | 25.9%    | -4.5%    |
| Bachelor                          | 1075.1                      | 1162.3 | 1080.4 | 53.8      | 48.9 | 25.6 | 698.8              | 695.0 | 684.0 | 174.6      | 221.6 | 422.2 | 2002.3 | 2127.8 | 2212.2 | 6.3%     | 4.0%     |
| Other Undergraduate               | 21.9                        | 0.8    | 0.0    | 0.9       | 0.0  | 0.0  | 84.5               | 57.9  | 47.3  | 0.0        | 0.0   | 0.5   | 107.3  | 58.6   | 47.8   | -45.3%   | -18.6%   |
| Non-Award (Other)                 | 0.0                         | 0.0    | 3.8    | 0.0       | 0.0  | 0.5  | 19.0               | 10.1  | 16.5  | 0.0        | 0.0   | 0.0   | 19.0   | 10.1   | 20.8   | -47.0%   | 106.2%   |
| <b>TOTAL HEALTH STUDIES</b>       | 1099.0                      | 1168.0 | 1090.6 | 55.4      | 51.1 | 27.6 | 988.6              | 951.6 | 948.6 | 174.6      | 221.6 | 423.7 | 2297.5 | 2392.4 | 2490.5 | 4.1%     | 4.1%     |

| LEVEL BY FACULTY                       | FULL-TIME                                   |        |       | PART-TIME |       |      | DISTANCE EDUCATION |        |        | MIXED MODE |       |       | TOTAL  |        |        | 2000/01 % Change | 2001/02 % Change |
|----------------------------------------|---------------------------------------------|--------|-------|-----------|-------|------|--------------------|--------|--------|------------|-------|-------|--------|--------|--------|------------------|------------------|
|                                        | 2000                                        | 2001   | 2002  | 2000      | 2001  | 2002 | 2000               | 2001   | 2002   | 2000       | 2001  | 2002  | 2000   | 2001   | 2002   |                  |                  |
|                                        | <b>FACULTY OF SCIENCE &amp; AGRICULTURE</b> |        |       |           |       |      |                    |        |        |            |       |       |        |        |        |                  |                  |
| Higher Degree - Research               | 45.9                                        | 50.0   | 40.0  | 9.4       | 7.8   | 8.5  | 22.5               | 29.1   | 20.6   | 1.6        | 3.5   | 4.1   | 79.4   | 90.4   | 73.3   | 13.9%            | -18.9%           |
| Higher Degree - Coursework             | 29.3                                        | 38.5   | 7.3   | 23.8      | 21.8  | 0.8  | 220.8              | 231.5  | 333.7  | 9.1        | 3.3   | 4.9   | 283.0  | 295.0  | 346.6  | 4.3%             | 17.5%            |
| Other Postgraduate                     | 1.8                                         | 0.5    | 1.0   | 5.0       | 1.4   | 0.5  | 134.6              | 175.6  | 164.6  | 3.6        | 1.5   | 3.0   | 144.9  | 178.9  | 169.1  | 23.5%            | -5.5%            |
| Bachelor                               | 644.6                                       | 999.2  | 759.5 | 398.3     | 71.5  | 23.7 | 1070.6             | 1119.9 | 1435.0 | 256.4      | 265.1 | 292.0 | 2369.9 | 2455.7 | 2510.3 | 3.6%             | 2.2%             |
| Other Undergraduate                    | 0.0                                         | 0.0    | 0.0   | 0.0       | 0.1   | 0.0  | 87.3               | 81.0   | 73.1   | 0.1        | 0.0   | 0.5   | 87.4   | 81.1   | 73.6   | -7.2%            | -9.3%            |
| Non-Award (Other)                      | 0.0                                         | 0.0    | 2.0   | 0.3       | 0.4   | 0.4  | 28.3               | 16.4   | 29.9   | 0.9        | 0.0   | 0.0   | 29.5   | 16.8   | 32.2   | -43.0%           | 91.8%            |
| <b>TOTAL SCIENCE &amp; AGRICULTURE</b> | 721.4                                       | 1088.2 | 809.8 | 436.7     | 102.9 | 33.9 | 1564.1             | 1653.5 | 2056.9 | 271.7      | 273.4 | 304.5 | 2994.0 | 3118.0 | 3205.1 | 4.1%             | 2.8%             |
| <b>MISCELLANEOUS</b>                   |                                             |        |       |           |       |      |                    |        |        |            |       |       |        |        |        |                  |                  |
| Enabling Course                        | 5.8                                         | 7.2    | 6.1   | 4.1       | 1.8   | 2.4  | 30.0               | 55.2   | 51.7   | 2.2        | 0.9   | 5.9   | 42.0   | 65.1   | 66.2   | 54.9%            | 1.6%             |
| Non-Award (Other)                      | 1.3                                         | 9.8    | 9.2   | 8.9       | 0.6   | 0.6  | 204.4              | 198.0  | 187.9  | 1.1        | 1.5   | 2.2   | 215.6  | 210.0  | 199.9  | -2.6%            | -4.8%            |
| <b>TOTAL MISCELLANEOUS</b>             | 7.0                                         | 17.0   | 15.2  | 12.9      | 2.4   | 3.0  | 234.4              | 253.2  | 239.6  | 3.3        | 2.5   | 8.1   | 257.6  | 275.1  | 266.0  | 6.8%             | -3.3%            |

| SUMMARY BY FACULTY      | FULL-TIME |        |        | PART-TIME |       |       | DISTANCE EDUCATION |        |        | MIXED MODE |        |        | TOTAL   |         |         | 2000/01<br>%<br>Change | 2001/02<br>%<br>Change |
|-------------------------|-----------|--------|--------|-----------|-------|-------|--------------------|--------|--------|------------|--------|--------|---------|---------|---------|------------------------|------------------------|
|                         | 2000      | 2001   | 2002   | 2000      | 2001  | 2002  | 2000               | 2001   | 2002   | 2000       | 2001   | 2002   | 2000    | 2001    | 2002    |                        |                        |
|                         | AGSP      | 0.0    | 0.0    | 0.0       | 0.0   | 0.0   | 0.0                | 91.4   | 48.3   | 0.0        | 0.0    | 0.0    | 91.4    | 48.3    | 0.0     |                        |                        |
| ARTS                    | 1996.0    | 1313.6 | 1460.4 | 121.6     | 334.5 | 65.0  | 2397.8             | 2990.8 | 1831.6 | 235.8      | 184.4  | 695.3  | 4751.3  | 4823.2  | 4052.3  | 1.5%                   | -16.0%                 |
| COMMERCE                | 1332.9    | 1729.8 | 602.4  | 1005.6    | 341.8 | 97.0  | 1535.1             | 1515.4 | 3078.6 | 224.1      | 241.5  | 257.8  | 4097.8  | 3828.4  | 4035.8  | -6.6%                  | 5.4%                   |
| EDUCATION               | 1250.6    | 1306.3 | 1330.4 | 47.0      | 31.4  | 35.0  | 631.8              | 696.6  | 784.0  | 203.1      | 296.8  | 459.0  | 2132.5  | 2330.9  | 2608.4  | 9.3%                   | 11.9%                  |
| HEALTH STUDIES          | 1099.0    | 1168.0 | 1090.6 | 55.4      | 51.1  | 27.6  | 988.6              | 951.6  | 948.6  | 174.6      | 221.6  | 423.7  | 2297.5  | 2392.4  | 2490.5  | 4.1%                   | 4.1%                   |
| SCIENCE AND AGRICULTURE | 721.4     | 1088.2 | 809.8  | 436.7     | 102.9 | 33.9  | 1564.1             | 1653.5 | 2056.9 | 271.7      | 273.4  | 304.5  | 2994.0  | 3118.0  | 3205.1  | 4.1%                   | 2.8%                   |
| MISCELLANEOUS           | 7.0       | 17.0   | 15.2   | 12.9      | 2.4   | 3.0   | 234.4              | 253.2  | 239.6  | 3.3        | 2.5    | 8.1    | 257.6   | 275.1   | 266.0   | 6.8%                   | -3.3%                  |
| <b>TOTAL UNIVERSITY</b> | 6407.0    | 6622.8 | 5308.8 | 1679.3    | 864.0 | 261.5 | 7423.1             | 8109.3 | 8939.3 | 1112.6     | 1220.1 | 2148.5 | 16622.0 | 16816.3 | 16658.1 | 1.2%                   | -0.9%                  |

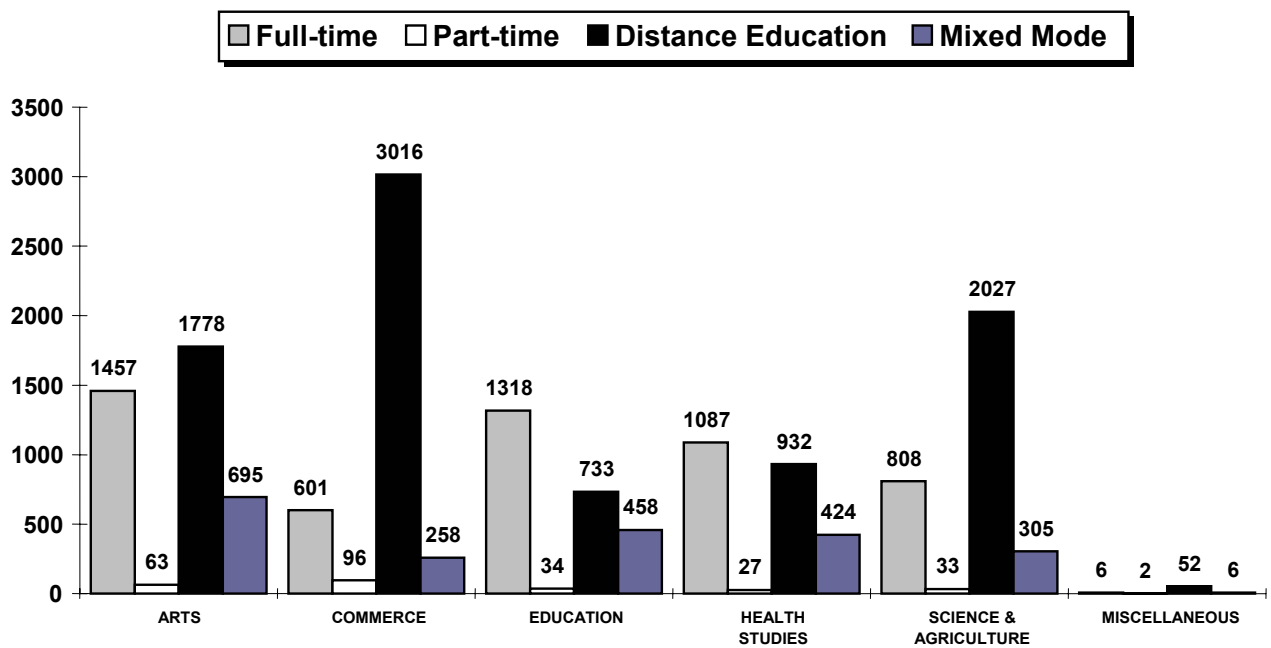
| CSU SUMMARY BY LEVEL OF STUDY | FULL-TIME                |        |        | PART-TIME |       |       | DISTANCE EDUCATION |        |        | MIXED MODE |        |        | TOTAL   |         |         | 2000/01<br>%<br>Change | 2001/02<br>%<br>Change |
|-------------------------------|--------------------------|--------|--------|-----------|-------|-------|--------------------|--------|--------|------------|--------|--------|---------|---------|---------|------------------------|------------------------|
|                               | 2000                     | 2001   | 2002   | 2000      | 2001  | 2002  | 2000               | 2001   | 2002   | 2000       | 2001   | 2002   | 2000    | 2001    | 2002    |                        |                        |
|                               | Higher Degree - Research | 64.0   | 77.5   | 67.5      | 20.4  | 19.5  | 17.8               | 119.1  | 112.8  | 96.1       | 2.4    | 4.1    | 6.9     | 205.9   | 213.9   |                        |                        |
| Higher Degree - Coursework    | 578.4                    | 273.6  | 47.3   | 213.6     | 169.0 | 4.0   | 947.5              | 952.6  | 1655.4 | 13.5       | 5.6    | 15.0   | 1753.0  | 1400.8  | 1721.7  | -20.1%                 | 22.9%                  |
| Other Postgraduate            | 18.3                     | 8.6    | 33.9   | 8.0       | 5.1   | 39.1  | 702.2              | 759.5  | 767.7  | 64.0       | 71.5   | 42.2   | 792.4   | 844.7   | 882.9   | 6.6%                   | 4.5%                   |
| Bachelor                      | 5033.7                   | 6178.3 | 4725.4 | 1385.0    | 390.7 | 179.0 | 3883.1             | 3955.6 | 5312.0 | 1013.5     | 1133.8 | 1747.3 | 11315.2 | 11658.5 | 11963.6 | 3.0%                   | 2.6%                   |
| Other Undergraduate           | 705.3                    | 64.1   | 396.6  | 24.5      | 268.1 | 13.6  | 1408.5             | 1973.6 | 654.3  | 14.4       | 0.9    | 327.3  | 2152.6  | 2306.7  | 1391.8  | 7.2%                   | -39.7%                 |
| Enabling Course               | 5.8                      | 7.2    | 6.1    | 4.1       | 1.8   | 2.4   | 30.0               | 55.2   | 51.7   | 2.2        | 0.9    | 5.9    | 42.0    | 65.1    | 66.2    | 54.9%                  | 1.6%                   |
| Cross Institution             | 0.0                      | 0.3    | 0.5    | 2.4       | 1.3   | 0.1   | 7.4                | 3.0    | 0.4    | 0.0        | 0.8    | 0.0    | 9.8     | 5.3     | 1.0     | -46.2%                 | -81.0%                 |
| Non-Award (Other)             | 1.6                      | 13.2   | 31.7   | 21.4      | 8.5   | 5.5   | 325.4              | 297.1  | 401.6  | 2.7        | 2.5    | 4.0    | 351.1   | 321.3   | 442.7   | -8.5%                  | 37.8%                  |
| <b>TOTAL UNIVERSITY</b>       | 6407.0                   | 6622.8 | 5308.8 | 1679.3    | 864.0 | 261.5 | 7423.1             | 8109.3 | 8939.3 | 1112.6     | 1220.1 | 2148.5 | 16622.0 | 16816.3 | 16658.1 | 1.2%                   | -0.9%                  |

**Note:**

1. All load is attributed to the course of enrollment.
2. Numbers have been rounded, however sub-totals and percentage rates are based on the unrounded numbers.
3. In 2002 the AGSP was incorporated into the Faculty of Arts.
4. Lower figures for the Faculty of Arts reflect the fact that students in the Diploma of Policing Practice were not pre-enrolled as in previous years.

**Indicator 4**  
**Student Load (EFTSU) in Award Courses by Faculty 2002**

The University continues to rely heavily on distance education enrolments. In 2002, 53% of the University's load in award courses was derived from distance education students, 33% was from full-time on campus students and the remainder mixed or part-time modes.



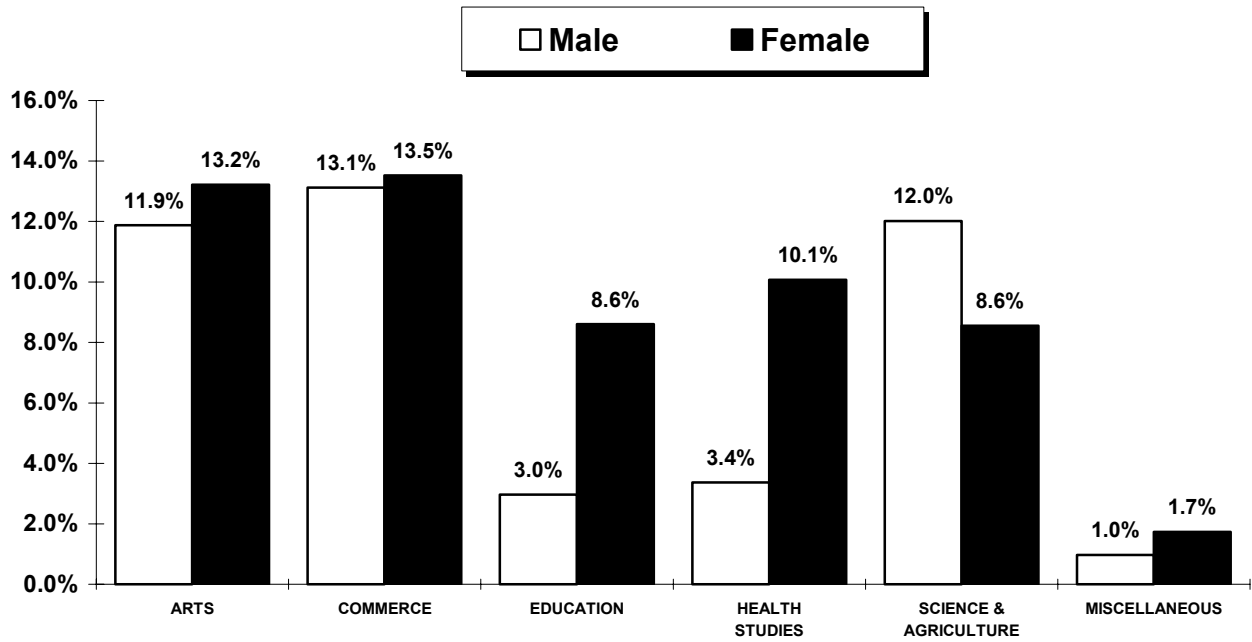
**Note:**

1. Numbers have been rounded, however totals are based on the unrounded numbers.



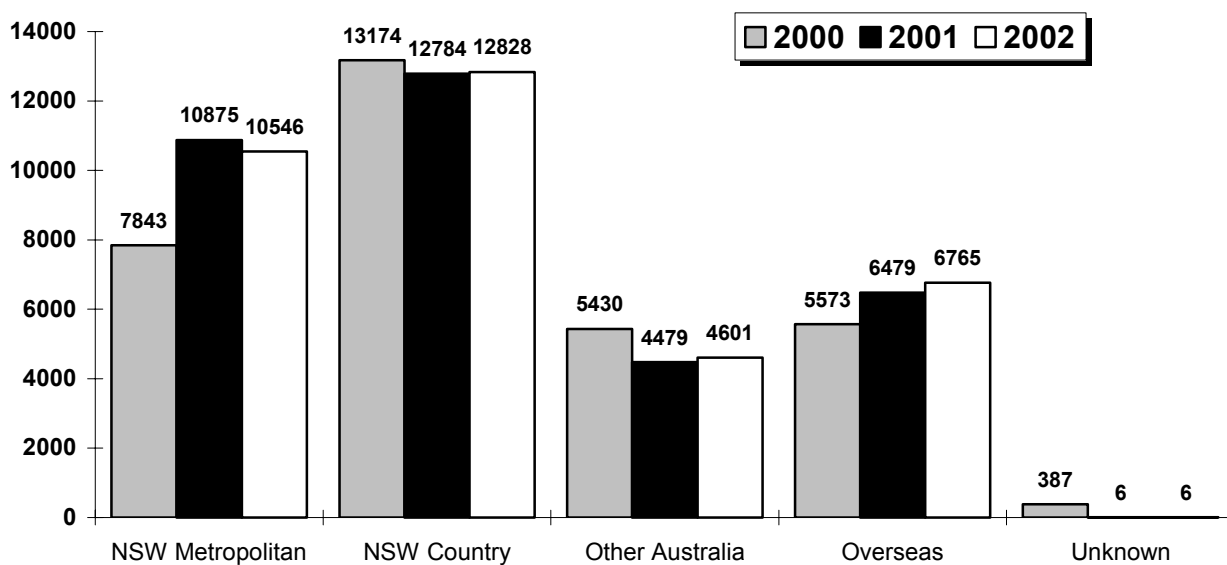
**Indicator 5**  
**Student Enrolments (Headcount) in Award Courses by Faculty/Gender 2002**

Over 55% of the University's students in award courses are female, largely owing to their over representation in the faculties of Education and Health Studies.



**Indicator 6**  
**Total Student Enrolments (Headcount) by Geographic Area 2000 to 2002**

Almost 40% of students in award courses are from non-metropolitan New South Wales. A very high proportion of these students are from the central, west and southern areas of the state.



**Note:**

1. Students classified by Home Location Postcode.

**Indicator 7****Total Student Enrolments by Isolated Areas (Headcount) 2000 to 2002**

Enrolments from isolated areas declined again in 2002.

| <b>REGION</b>         | <b>2000</b> | <b>2001</b> | <b>2002</b> |
|-----------------------|-------------|-------------|-------------|
| Dubbo                 | 170         | 169         | 155         |
| Far West              | 252         | 227         | 202         |
| North Coast           | 2           | 3           | 1           |
| Northern Tablelands   | 37          | 38          | 35          |
| Greater Gippsland VIC | 4           | 7           | 9           |
| North West VIC        | 1           | 2           | 4           |
| NT                    | 42          | 49          | 49          |
| QLD                   | 56          | 55          | 48          |
| SA                    | 30          | 35          | 39          |
| TAS                   | 4           | 3           | 0           |
| WA                    | 63          | 62          | 63          |
| <b>Total</b>          | <b>661</b>  | <b>650</b>  | <b>605</b>  |

**Note:**

1. Students classified by Home Location Postcode.

**Indicator 8****Total Student Enrolments by Rural Areas (Headcount) 2000 to 2002**

Enrolments from rural areas in 2002 are up 2% on the previous year, and 8% on 2001.

| <b>REGION</b>         | <b>2000</b>  | <b>2001</b>  | <b>2002</b>  |
|-----------------------|--------------|--------------|--------------|
| Albury                | 1474         | 1489         | 1543         |
| Bathurst              | 1248         | 1282         | 1271         |
| Cowra/Parkes/Forbes   | 552          | 593          | 588          |
| Dubbo                 | 830          | 925          | 1004         |
| Far West              | 157          | 167          | 183          |
| Goulburn              | 408          | 412          | 419          |
| Hunter                | 243          | 291          | 298          |
| North Coast           | 611          | 689          | 727          |
| Northern Tablelands   | 346          | 373          | 385          |
| Orange                | 643          | 648          | 663          |
| South Coast/Snow      | 519          | 588          | 620          |
| Wagga Wagga           | 2385         | 2365         | 2365         |
| Canberra              | 11           | 14           | 13           |
| Central North VIC     | 315          | 360          | 372          |
| Greater Gippsland VIC | 105          | 108          | 112          |
| Melbourne             | 9            | 5            | 12           |
| North West VIC        | 93           | 121          | 117          |
| QLD                   | 380          | 440          | 393          |
| SA                    | 129          | 158          | 158          |
| South West VIC        | 105          | 128          | 130          |
| TAS                   | 129          | 131          | 133          |
| WA                    | 35           | 42           | 48           |
| <b>Total</b>          | <b>10727</b> | <b>11329</b> | <b>11554</b> |

**Note:**

1. Students classified by Home Location Postcode.

## Indicator 9

### International Student Enrolments Onshore (Headcount) by Course 2000 to 2002

Total onshore enrolments of International students in 2002 were up 6% on the previous year, however this was down 18% on the number for 2000.

| COURSE                       | 2000 |      |       | 2001 |      |       | 2002 |      |       |
|------------------------------|------|------|-------|------|------|-------|------|------|-------|
|                              | COMM | CONT | TOTAL | COMM | CONT | TOTAL | COMM | CONT | TOTAL |
| <b>FACULTY OF ARTS</b>       |      |      |       |      |      |       |      |      |       |
| PhD(Psych) (HighCst)         |      |      |       | 1    | 0    | 1     | 0    | 1    | 1     |
| MA (Hons)                    | 0    | 1    | 1     |      |      |       |      |      |       |
| MA (Comm) - Journ            | 0    | 1    | 1     |      |      |       |      |      |       |
| MMin                         |      |      |       |      |      |       | 1    | 0    | 1     |
| GradCert Fraud               | 2    | 0    | 2     |      |      |       |      |      |       |
| BPsych (Hons)                | 1    | 0    | 1     |      |      |       |      |      |       |
| BA                           | 1    | 1    | 2     | 0    | 1    | 1     | 0    | 1    | 1     |
| BA (ActScreen&Stage)         | 1    | 1    | 2     | 0    | 2    | 2     | 0    | 1    | 1     |
| BA (Comm)                    | 25   | 7    | 32    | 14   | 4    | 18    | 7    | 3    | 10    |
| BA (Comm - ComRadio)         |      |      |       |      |      |       | 1    | 0    | 1     |
| BA (FineArts)                | 1    | 2    | 3     | 0    | 1    | 1     |      |      |       |
| BA (GraphicDsgn)             | 3    | 3    | 6     | 4    | 2    | 6     | 3    | 5    | 8     |
| BA (Photog)                  | 1    | 1    | 2     | 1    | 2    | 3     | 0    | 1    | 1     |
| BA (TV&SndProdn)             | 4    | 3    | 7     | 1    | 6    | 7     | 1    | 2    | 3     |
| BA (Dsgn Theatre&TV)         |      |      |       |      |      |       | 1    | 0    | 1     |
| BSocSc (Psych)               |      |      |       | 1    | 0    | 1     | 2    | 1    | 3     |
| BSocWk                       | 0    | 1    | 1     |      |      |       |      |      |       |
| Miscellaneous (Old B)        |      |      |       | 1    | 1    | 2     | 4    | 0    | 4     |
|                              |      |      |       |      |      |       |      |      |       |
| <b>TOTAL FACULTY OF ARTS</b> | 39   | 21   | 60    | 23   | 19   | 42    | 20   | 15   | 35    |
| <b>FACULTY OF COMMERCE</b>   |      |      |       |      |      |       |      |      |       |
| PhD (Commerce)               | 1    | 1    | 2     | 1    | 0    | 1     | 0    | 1    | 1     |
| DBA                          |      |      |       | 2    | 2    | 4     | 5    | 0    | 5     |
| DBA (Coursework)             | 2    | 1    | 3     |      |      |       | 2    | 4    | 6     |
| MCom (Hons)                  | 1    | 0    | 1     |      |      |       | 1    | 0    | 1     |
| MAcc                         | 1    | 0    | 1     | 0    | 1    | 1     |      |      |       |
| MBA                          | 138  | 20   | 158   | 32   | 9    | 41    | 30   | 35   | 65    |
| MBA (GTM)                    | 5    | 5    | 10    |      |      |       |      |      |       |
| MBA (InternatBus)            | 11   | 0    | 11    | 0    | 2    | 2     |      |      |       |
| MBA (InternatBus) (Old W/A2) | 6    | 6    | 12    | 14   | 0    | 14    |      |      |       |
| MBA(TwoSpec)                 |      |      |       |      |      |       | 0    | 1    | 1     |
| MBus (AppFin)                | 0    | 1    | 1     |      |      |       |      |      |       |
| GradCert StratInnov          |      |      |       |      |      |       | 5    | 0    | 5     |
| BBus (Acc)                   | 4    | 10   | 14    | 3    | 5    | 8     | 7    | 5    | 12    |
| BBus (Bank)                  | 2    | 0    | 2     |      |      |       |      |      |       |
| BBus (BusMgt)                | 69   | 74   | 143   | 50   | 55   | 105   | 52   | 29   | 81    |
| BBus (Econ)                  | 1    | 0    | 1     | 0    | 1    | 1     |      |      |       |
| BBus (ElectCom)              | 5    | 2    | 7     | 4    | 4    | 8     | 3    | 4    | 7     |
| BBus (Fin)                   | 2    | 3    | 5     | 0    | 1    | 1     | 3    | 0    | 3     |
| BBus (HRM)                   | 1    | 1    | 2     | 0    | 1    | 1     | 1    | 0    | 1     |
| BBus (Mkt)                   | 30   | 35   | 65    | 24   | 32   | 56    | 16   | 17   | 33    |
| BBus Studies                 | 55   | 17   | 72    | 81   | 39   | 120   | 68   | 42   | 110   |
| BBus (TourismMgt)            | 7    | 9    | 16    | 1    | 2    | 3     | 1    | 1    | 2     |
| BBus (VariousStrands)        | 16   | 0    | 16    |      |      |       |      |      |       |
| BHotelMgt                    |      |      |       |      |      |       | 11   | 0    | 11    |

| COURSE                                 | 2000 |      |       | 2001 |      |       | 2002 |      |       |
|----------------------------------------|------|------|-------|------|------|-------|------|------|-------|
|                                        | COMM | CONT | TOTAL | COMM | CONT | TOTAL | COMM | CONT | TOTAL |
| <b>FACULTY OF COMMERCE CONTINUED</b>   |      |      |       |      |      |       |      |      |       |
| Assoc Student (Com)                    | 4    | 0    | 4     | 2    | 1    | 3     | 2    | 0    | 2     |
| CompStud (Bus/Admin)                   | 7    | 1    | 8     | 5    | 1    | 6     | 1    | 0    | 1     |
| <b>TOTAL FACULTY OF COMMERCE</b>       | 368  | 186  | 554   | 219  | 156  | 375   | 208  | 139  | 347   |
| <b>FACULTY OF EDUCATION</b>            |      |      |       |      |      |       |      |      |       |
| MEd (Hons)                             | 0    | 1    | 1     |      |      |       |      |      |       |
| GradDip Ed (VariousStrands)            | 1    | 0    | 1     | 2    | 0    | 2     | 6    | 0    | 6     |
| BHMvt/ BBusStud                        | 1    | 0    | 1     | 0    | 1    | 1     | 0    | 1    | 1     |
| BPrim EdStud                           | 5    | 0    | 5     | 2    | 0    | 2     | 9    | 0    | 9     |
| BVocEd &Train                          | 1    | 0    | 1     |      |      |       |      |      |       |
| <b>TOTAL FACULTY OF EDUCATION</b>      | 8    | 1    | 9     | 4    | 1    | 5     | 15   | 1    | 16    |
| <b>FACULTY OF HEALTH STUDIES</b>       |      |      |       |      |      |       |      |      |       |
| PhD (Hlth)                             | 0    | 2    | 2     | 1    | 2    | 3     | 0    | 2    | 2     |
| MHSc (OMT) Conv                        | 0    | 1    | 1     |      |      |       |      |      |       |
| MHSc (OrthoManipT)                     |      |      |       |      |      |       | 0    | 1    | 1     |
| GradCert RespSc                        |      |      |       |      |      |       |      |      |       |
| BAppSc (Med&AppBiotech)                | 1    | 1    | 2     | 0    | 1    | 1     |      |      |       |
| BAppSc (MedImaging)                    |      |      |       |      |      |       | 1    | 0    | 1     |
| BAppSc (NucMedTech)                    |      |      |       | 1    | 0    | 1     | 0    | 1    | 1     |
| BHSc (OT)                              |      |      |       | 1    | 0    | 1     | 0    | 2    | 2     |
| BHSc (Nurs)                            |      |      |       |      |      |       | 4    | 0    | 4     |
| BMedSc                                 | 2    | 3    | 5     | 2    | 3    | 5     | 2    | 2    | 4     |
| BNurs                                  | 1    | 2    | 3     | 2    | 2    | 4     | 3    | 3    | 6     |
| BPharmacy                              | 0    | 2    | 2     | 0    | 2    | 2     | 0    | 1    | 1     |
| Assoc Student (Hlth)                   | 2    | 1    | 3     | 1    | 0    | 1     |      |      |       |
| <b>TOTAL FACULTY OF HEALTH STUDIES</b> | 6    | 12   | 18    | 8    | 10   | 18    | 10   | 12   | 22    |

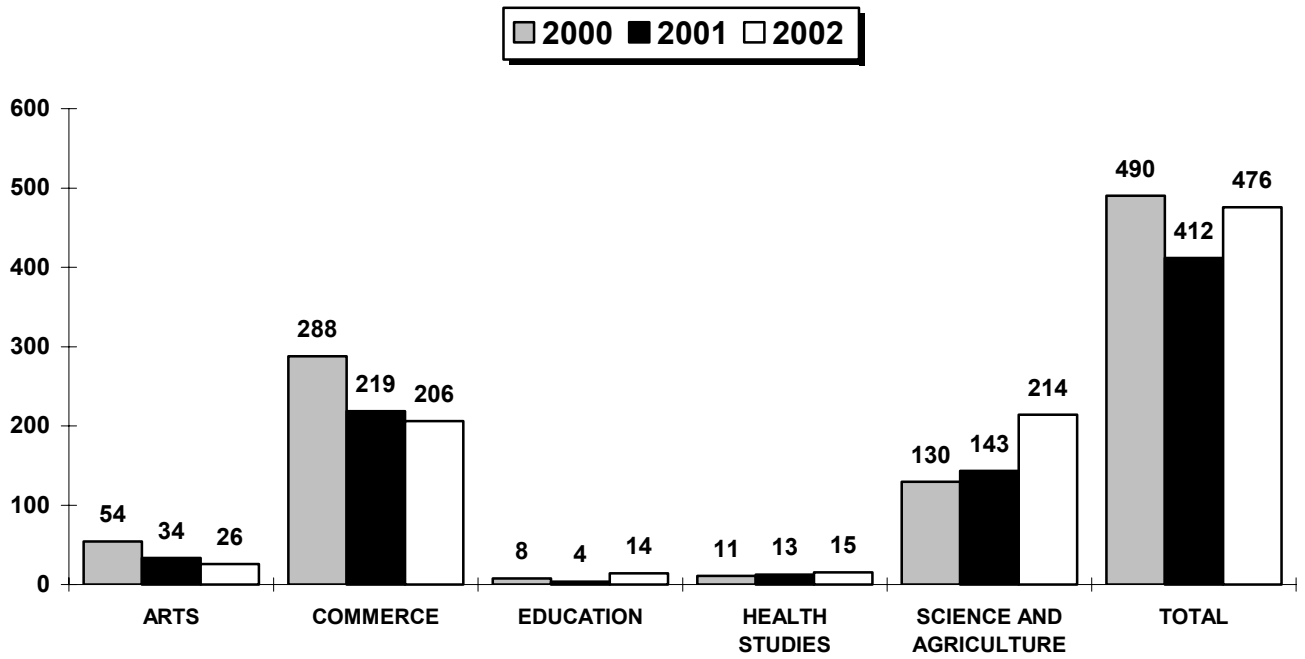
| COURSE                                                | 2000 |      |       | 2001 |      |       | 2002 |      |       |
|-------------------------------------------------------|------|------|-------|------|------|-------|------|------|-------|
|                                                       | COMM | CONT | TOTAL | COMM | CONT | TOTAL | COMM | CONT | TOTAL |
| <b>FACULTY OF SCIENCE<br/>&amp; AGRICULTURE</b>       |      |      |       |      |      |       |      |      |       |
| PhD (Science)                                         | 2    | 6    | 8     | 5    | 5    | 10    | 2    | 6    | 8     |
| MAppSc (Agric)                                        |      |      |       | 1    | 0    | 1     | 1    | 0    | 1     |
| MAppSc (Research)                                     | 1    | 0    | 1     | 0    | 1    | 1     |      |      |       |
| MAppSc (EnvMgt &Rest)                                 |      |      |       |      |      |       | 1    | 0    | 1     |
| MInfoTech                                             | 39   | 6    | 45    | 36   | 12   | 48    | 5    | 3    | 8     |
| MInfoTech (2yr)                                       |      |      |       |      |      |       | 9    | 10   | 19    |
| GradDip AppSc (AgricStud) (New)                       | 1    | 0    | 1     |      |      |       | 1    | 0    | 1     |
| GradDip EnvMgt                                        | 1    | 0    | 1     | 1    | 0    | 1     | 1    | 0    | 1     |
| GradDip InfoTech                                      | 9    | 3    | 12    | 1    | 2    | 3     | 1    | 1    | 2     |
| GradCert AppSc                                        | 1    | 0    | 1     |      |      |       |      |      |       |
| BAppSc (Agric)                                        |      |      |       |      |      |       | 1    | 0    | 1     |
| BAppSc (Ecotourism)                                   |      |      |       |      |      |       | 0    | 1    | 1     |
| BAppSc (EnvSc)                                        | 0    | 2    | 2     | 1    | 0    | 1     | 0    | 1    | 1     |
| BAppSc (EquineStud)                                   | 0    | 1    | 1     | 2    | 0    | 2     | 1    | 2    | 3     |
| BAppSc (FoodSc)                                       | 1    | 0    | 1     | 0    | 1    | 1     | 13   | 0    | 13    |
| BAppSc (ParksRec&Herit)                               |      |      |       |      |      |       | 1    | 0    | 1     |
| BAppSc (Viticulture)                                  | 1    | 2    | 3     | 0    | 3    | 3     | 0    | 1    | 1     |
| BAppSc (WineSc)                                       | 2    | 0    | 2     | 3    | 1    | 4     | 3    | 3    | 6     |
| BBus/ BInfoTech                                       | 2    | 0    | 2     | 1    | 1    | 2     | 0    | 2    | 2     |
| BInfoTech                                             | 105  | 42   | 147   | 84   | 62   | 146   | 159  | 85   | 244   |
| BInfoTech (InfoSys) Bus                               | 0    | 2    | 2     | 0    | 2    | 2     |      |      |       |
| BInfoTech (SpatialInfo)                               |      |      |       |      |      |       | 0    | 1    | 1     |
| Assoc Student (Sc)                                    | 2    | 0    | 2     | 1    | 0    | 1     | 1    | 0    | 1     |
| Miscellaneous (Old B)                                 | 3    | 3    | 6     |      |      |       |      |      |       |
| <b>TOTAL FACULTY OF SCIENCE<br/>&amp; AGRICULTURE</b> | 170  | 67   | 237   | 136  | 90   | 226   | 200  | 116  | 316   |
| <b>MISCELLANEOUS</b>                                  |      |      |       |      |      |       |      |      |       |
| Assoc Student                                         | 55   | 12   | 67    | 39   | 8    | 47    | 23   | 8    | 31    |
| Internat Exchange Program                             | 13   | 1    | 14    | 20   | 0    | 20    | 16   | 0    | 16    |
| CSU SupplCrse (Fee)                                   | 2    | 0    | 2     | 10   | 0    | 10    | 4    | 0    | 4     |
| Study Abroad Program                                  | 4    | 0    | 4     | 4    | 0    | 4     | 6    | 0    | 6     |
| <b>TOTAL MISCELLANEOUS</b>                            | 74   | 13   | 87    | 73   | 8    | 81    | 49   | 8    | 57    |
| <b>TOTAL UNIVERSITY</b>                               | 665  | 300  | 965   | 463  | 284  | 747   | 502  | 291  | 793   |



**Indicator 10**

**Onshore International Student Load (EFTSU) in Award Courses by Faculty 2000 to 2002**

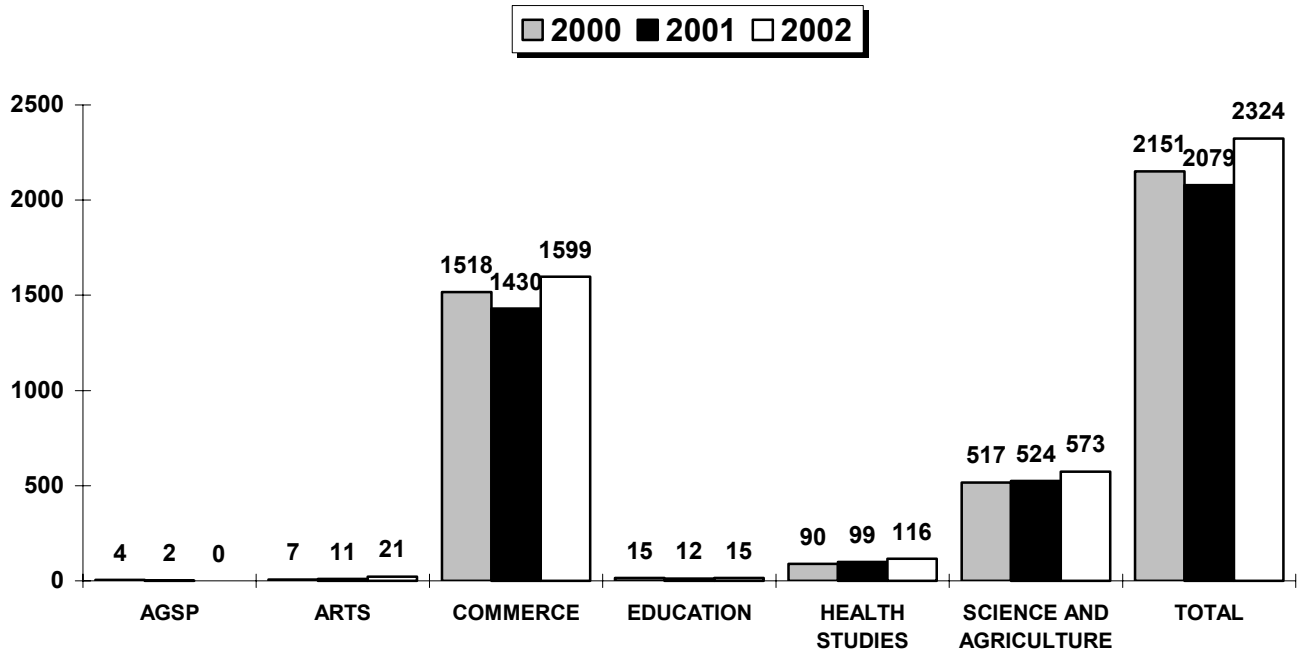
International students enrolling onshore continue to be concentrated in the Faculties of Commerce and Science and Agriculture.



### Indicator 11

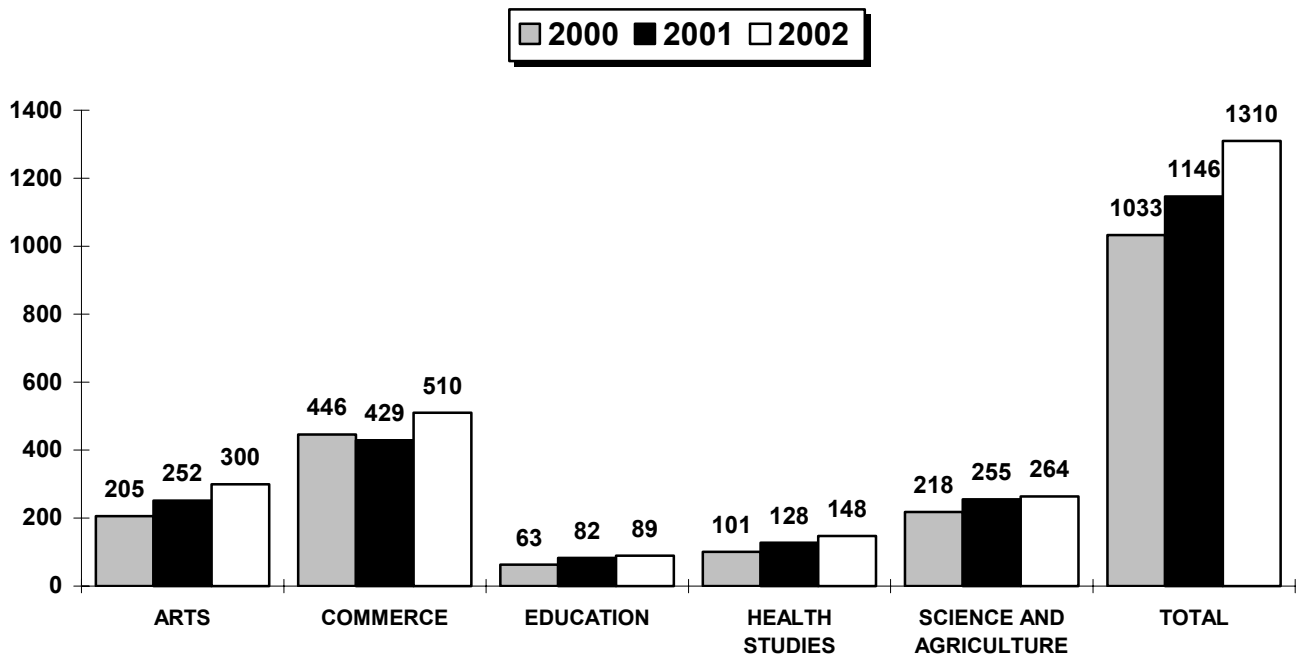
### International Student Load (EFTSU) in Award Courses 2000 to 2002

Load from International students enrolled offshore increased slightly in 2002. The Faculty of Commerce remains the dominant contributor.



**Indicator 12**  
**Domestic Fee Paying Postgraduate Load by Faculty 2000 to 2002**

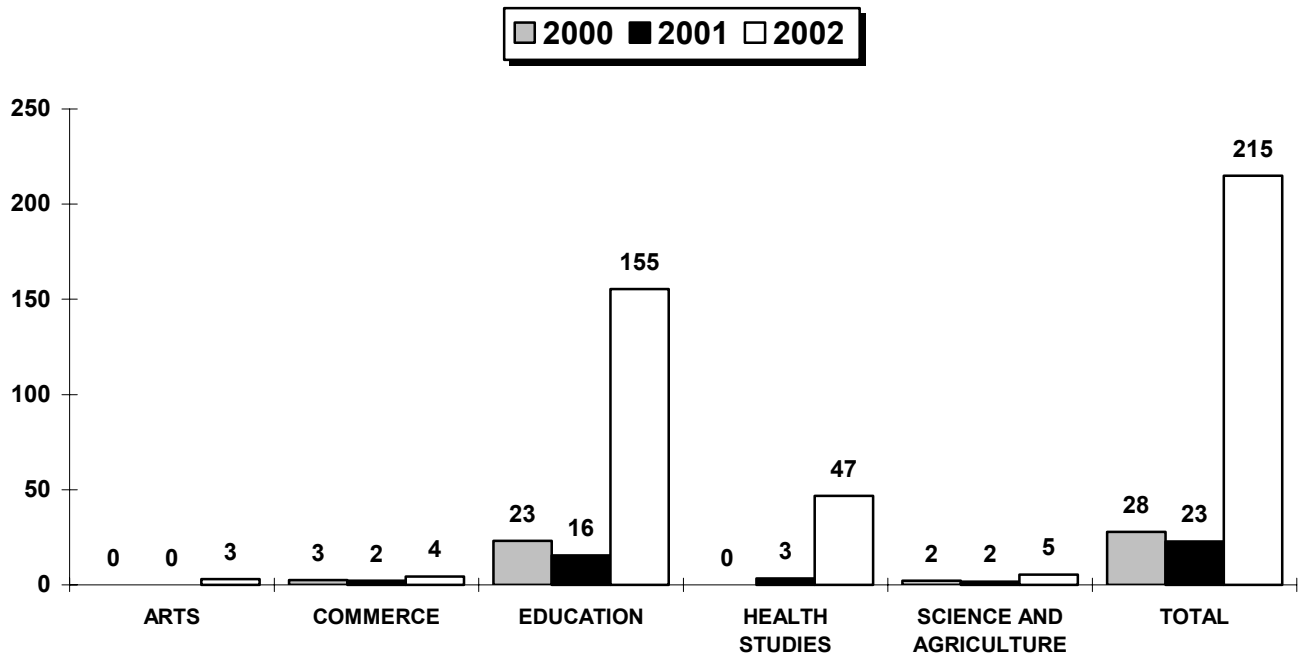
Load from domestic fee paying postgraduate students continues to rise, with all faculties contributing to this increase.



**Indicator 13**

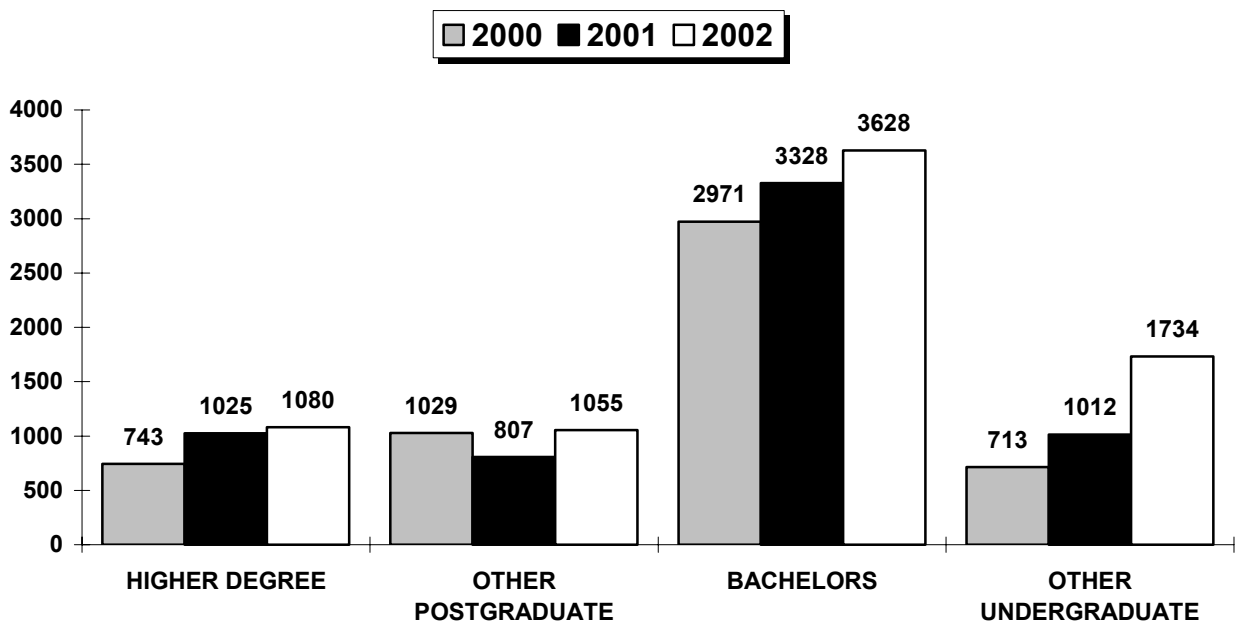
**Domestic Fee Paying Undergraduate Load by Faculty 2000 to 2002**

Load from domestic fee paying undergraduate students is rising from a low base. These students are typically of mature age and studying by distance education.



**Indicator 14**  
**Course Completions by Level (Headcount) 2000 to 2002**

Course completion grew by 21% in 2002, with growth of 37% over the period 2000 to 2002. Significantly higher intakes into the Diploma of Policing Practice over the last two years led to the higher completions in the “Other Undergraduate” category shown below.



**Note:**

1. Students completed study in year prior to graduation. For example, graduates in 2000 completed their studies in 1999.

**Indicator 15****Course Completions by Broad Field of Education 2000 to 2002**

Completions increased in all Fields of Education, with the exception of "Agriculture, Environmental and Related Studies" and "Creative Arts".

| <b>BROAD FIELD OF EDUCATION</b>                | <b>2000</b> | <b>2001</b> | <b>2002</b> |
|------------------------------------------------|-------------|-------------|-------------|
| Natural and Physical Sciences                  | 160         | 166         | 188         |
| Information Technology                         | 270         | 395         | 427         |
| Engineering and Related Technologies           | 18          | 13          | 20          |
| Agriculture, Environmental and Related Studies | 234         | 246         | 193         |
| Health                                         | 790         | 776         | 987         |
| Education                                      | 828         | 742         | 925         |
| Management and Commerce                        | 1301        | 1783        | 1934        |
| Society and Culture                            | 1514        | 1698        | 2501        |
| Creative Arts                                  | 341         | 353         | 322         |
| <b>TOTAL UNIVERSITY</b>                        | <b>5456</b> | <b>6172</b> | <b>7497</b> |

Note:

1. Students completed study in year prior to graduation. For example, graduates in 2002 completed their studies in 2001.

**Indicator 16**  
**Graduate Destinations 2000 to 2002**

Graduate employment was 93.5% in 2002, up on the previous year. This result is largely attributed to the increased number of graduates from the Diploma of Policing Practice who are effectively all employed by the NSW Police Service.

| EMPLOYMENT CATEGORY                 | 2000        | 2001        | 2002        | 2000<br>%     | 2001<br>%     | 2002<br>%     |
|-------------------------------------|-------------|-------------|-------------|---------------|---------------|---------------|
| <b>Full-time Employment:</b>        |             |             |             |               |               |               |
| Federal Public Service              | 155         | 149         | 135         | 5.0%          | 4.7%          | 3.0%          |
| State Public Service                | 726         | 743         | 2146        | 23.4%         | 23.5%         | 47.8%         |
| Local Government                    | 91          | 81          | 97          | 2.9%          | 2.6%          | 2.2%          |
| Education, Public                   | 305         | 225         | 242         | 9.9%          | 7.1%          | 5.4%          |
| Education, Private                  | 121         | 126         | 131         | 3.9%          | 4.0%          | 2.9%          |
| Private Sector                      | 653         | 795         | 711         | 21.1%         | 25.1%         | 15.8%         |
| Self Employed                       | 86          | 107         | 85          | 2.8%          | 3.4%          | 1.9%          |
| Non-Profit Organisations            | 100         | 99          | 81          | 3.2%          | 3.1%          | 1.8%          |
| Unknown                             | 61          | 78          | 88          | 2.0%          | 2.5%          | 2.0%          |
| <b>Total Full-time Employment</b>   | <b>2298</b> | <b>2403</b> | <b>3716</b> | <b>74.2%</b>  | <b>75.9%</b>  | <b>82.7%</b>  |
| <b>Total Other Employment</b>       | <b>489</b>  | <b>422</b>  | <b>485</b>  | <b>15.8%</b>  | <b>13.3%</b>  | <b>10.8%</b>  |
| <b>TOTAL EMPLOYMENT</b>             | <b>2787</b> | <b>2825</b> | <b>4201</b> | <b>90.0%</b>  | <b>89.3%</b>  | <b>93.5%</b>  |
| <b>TOTAL SEEKING EMPLOYMENT</b>     | <b>126</b>  | <b>146</b>  | <b>131</b>  | <b>4.1%</b>   | <b>4.6%</b>   | <b>2.9%</b>   |
| <b>TOTAL NOT SEEKING EMPLOYMENT</b> | <b>183</b>  | <b>194</b>  | <b>159</b>  | <b>5.9%</b>   | <b>6.1%</b>   | <b>3.5%</b>   |
| <b>GRAND TOTAL</b>                  | <b>3096</b> | <b>3165</b> | <b>4491</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |

**Note:**

1. The 2000 survey received a 56.7% response rate.
2. The 2001 survey received a 51.3% response rate.
3. The 2002 survey received a 59.9% response rate.



**Indicator 17**

**Academic and General Staff by Gender 2000 to 2002 (Full-time Equivalent)**

General staffing increased in 2002, while academic staffing remained relatively steady.

| CLASSIFICATION              | FEMALE        |               |               | MALE          |               |               | TOTAL          |                |                |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|
|                             | 2000          | 2001          | 2002          | 2000          | 2001          | 2002          | 2000           | 2001           | 2002           |
| <b>Academic Staff</b>       |               |               |               |               |               |               |                |                |                |
| Vice Chancellor & Deputies  | 1.00          | 0.00          | 0.00          | 5.00          | 6.00          | 6.00          | 6.00           | 6.00           | 6.00           |
| Level E                     | 3.40          | 2.40          | 3.15          | 25.50         | 23.00         | 26.30         | 28.90          | 25.40          | 29.45          |
| Level D                     | 7.00          | 5.00          | 7.00          | 33.20         | 32.20         | 29.40         | 40.20          | 37.20          | 36.40          |
| Level C                     | 30.30         | 36.70         | 46.50         | 96.67         | 97.17         | 90.00         | 126.97         | 133.87         | 136.50         |
| Level B                     | 120.00        | 119.55        | 121.70        | 188.50        | 181.65        | 180.10        | 308.50         | 301.20         | 301.80         |
| Level A                     | 32.40         | 29.80         | 21.70         | 21.50         | 25.40         | 24.50         | 53.90          | 55.20          | 46.20          |
| <b>Total Academic Staff</b> | <b>194.10</b> | <b>193.45</b> | <b>200.05</b> | <b>370.37</b> | <b>365.42</b> | <b>356.30</b> | <b>564.47</b>  | <b>558.87</b>  | <b>556.35</b>  |
| <b>General Staff</b>        |               |               |               |               |               |               |                |                |                |
| HEW: Levels 1 to 5          | 428.30        | 424.43        | 433.27        | 210.80        | 204.89        | 202.33        | 639.10         | 629.32         | 635.60         |
| HEW: Levels 6 to 9          | 108.61        | 116.16        | 122.17        | 116.30        | 129.11        | 135.60        | 224.91         | 245.27         | 257.77         |
| HEW: Levels 10 and above    | 6.00          | 7.00          | 9.00          | 18.00         | 20.00         | 19.00         | 24.00          | 27.00          | 28.00          |
| <b>Total General Staff</b>  | <b>542.91</b> | <b>547.59</b> | <b>564.44</b> | <b>345.10</b> | <b>354.00</b> | <b>356.93</b> | <b>888.01</b>  | <b>901.59</b>  | <b>921.37</b>  |
| <b>ALL CLASSIFICATIONS</b>  | <b>737.01</b> | <b>741.04</b> | <b>764.49</b> | <b>715.47</b> | <b>719.42</b> | <b>713.23</b> | <b>1452.48</b> | <b>1460.46</b> | <b>1477.72</b> |

**Note:**

1. The above table does not include casual staff. It does include full-time/fractional full-time staff.
2. The General Staff category includes staff from non-operating grant funds such as: National Priority (Reserve) Fund, research grants, consultancy and University enterprises.

**Indicator 18**  
**Staffing and Commonwealth Funded Student Load 2002**

The slight decrease in student load combined with stable academic staffing produced a slight decrease in the student academic staff ratio from 18.24 : 1 to 17.58 : 1.

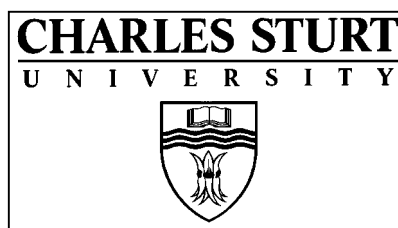
| CATEGORY                               | 2002          |
|----------------------------------------|---------------|
| <b>Staff (FTE) (Includes Casuals)</b>  |               |
| Academic                               | 658           |
| General                                | 1049          |
| <b>All Staff</b>                       | <b>1707</b>   |
| <b>Students (Operating Grant)</b>      |               |
| Headcount                              | 20535         |
| EFTSU                                  | 11563         |
| <b>Operating Grant</b>                 | \$100,517,000 |
| <b>Operating Grant/Student (EFTSU)</b> | \$8,693       |
| <b>Student/Staff Ratios</b>            |               |
| Student (EFTSU)/Academic Staff (FTE)   | 17.58:1       |
| Student (EFTSU)/General Staff (FTE)    | 11.02:1       |
| <b>Student (EFTSU)/All Staff (FTE)</b> | <b>6.77:1</b> |

Note:

1. Staff figures for 2002 include estimates for casual general staff and casual academic staff.
2. In 2002, undergraduate over-enrolment is funded at a rate of \$2699 per EFTSU. This funding is not included in these calculations.

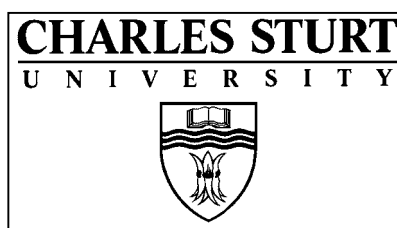
## Budgeting





**STATEMENT OF FINANCIAL PERFORMANCE**  
**FOR THE YEAR ENDED 31 DECEMBER 2003**

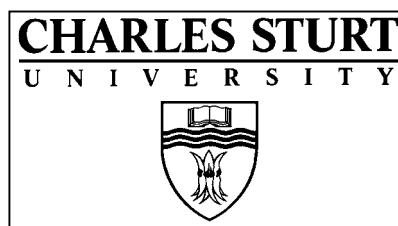
|                                                                                                                           | Economic Entity<br>Consolidated |                | Parent Entity<br>University |                |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|-----------------------------|----------------|
|                                                                                                                           | 2003<br>\$'000                  | 2002<br>\$'000 | 2003<br>\$'000              | 2002<br>\$'000 |
| <b>Revenue from ordinary activities</b>                                                                                   |                                 |                |                             |                |
| Commonwealth Government financial assistance                                                                              | 68,000                          | 67,523         | 68,000                      | 67,523         |
| NSW Government financial assistance                                                                                       | 150                             | 170            | 150                         | 170            |
| Higher Education Contribution Scheme                                                                                      |                                 |                |                             |                |
| Student contributions                                                                                                     | 12,500                          | 11,068         | 12,500                      | 11,068         |
| Commonwealth payments                                                                                                     | 41,500                          | 40,832         | 41,500                      | 40,832         |
| Postgraduate Education Loan Scheme                                                                                        | 2,100                           | 1,950          | 2,100                       | 1,950          |
| Fees and charges                                                                                                          | 39,000                          | 37,778         | 39,000                      | 37,778         |
| Deferred Government superannuation contributions                                                                          | 15,000                          | 14,623         | 15,000                      | 14,623         |
| Investment income                                                                                                         | 2,400                           | 2,216          | 2,400                       | 2,216          |
| Royalties, trademarks and licenses                                                                                        | 20                              | 18             | 20                          | 18             |
| Consultancy and contract research                                                                                         | 1,300                           | 1,200          | 1,300                       | 1,200          |
| Other revenue                                                                                                             | 27,100                          | 30,049         | 26,000                      | 24,618         |
| <b>Total revenue from ordinary activities</b>                                                                             | <b>209,070</b>                  | <b>207,427</b> | <b>207,970</b>              | <b>201,996</b> |
| <b>Expenses from ordinary activities</b>                                                                                  |                                 |                |                             |                |
| Employee benefits                                                                                                         | 125,000                         | 122,644        | 125,000                     | 122,644        |
| Depreciation and amortisation                                                                                             | 14,500                          | 13,658         | 14,500                      | 13,658         |
| Buildings and grounds                                                                                                     | 7,300                           | 6,823          | 7,300                       | 6,823          |
| Bad and doubtful debts                                                                                                    | 600                             | 530            | 600                         | 530            |
| Other expenses                                                                                                            | 53,100                          | 50,282         | 52,000                      | 49,159         |
| <b>Total expenses from ordinary activities</b>                                                                            | <b>200,500</b>                  | <b>193,937</b> | <b>199,400</b>              | <b>192,814</b> |
| <b>Operating surplus from ordinary activities</b>                                                                         | <b>8,570</b>                    | <b>13,490</b>  | <b>8,570</b>                | <b>9,182</b>   |
| <b>Total revenue, expense and valuation adjustments attributed to the Parent Entity and recognised directly in equity</b> | <b>0</b>                        | <b>0</b>       | <b>0</b>                    | <b>0</b>       |
| <b>Total changes in equity other than those resulting from transactions with Owners as Owners</b>                         | <b>8,570</b>                    | <b>13,490</b>  | <b>8,570</b>                | <b>9,182</b>   |



## BUDGETED STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2003

|                                      | Economic Entity<br>Consolidated |                | Parent Entity<br>University |                |
|--------------------------------------|---------------------------------|----------------|-----------------------------|----------------|
|                                      | 2003                            | 2002           | 2003                        | 2002           |
|                                      | \$'000                          | \$'000         | \$'000                      | \$'000         |
| <b>CURRENT ASSETS</b>                |                                 |                |                             |                |
| Cash Assets                          | 800                             | 29,143         | 30,000                      | 28,510         |
| Receivables                          | 9,500                           | 10,590         | 9,500                       | 10,571         |
| Inventories                          | 3,700                           | 3,605          | 3,700                       | 3,605          |
| Other Financial Assets               | 34,000                          | 3,665          | 0                           | 0              |
| Other Assets                         | 2,200                           | 2,574          | 2,200                       | 2,574          |
| <b>Total Current Assets</b>          | <b>50,200</b>                   | <b>49,577</b>  | <b>45,400</b>               | <b>45,260</b>  |
| <b>NON-CURRENT ASSETS</b>            |                                 |                |                             |                |
| Receivables                          | 60,000                          | 65,344         | 60,000                      | 65,344         |
| Other Financial Assets               | 28,000                          | 25,000         | 28,000                      | 25,000         |
| Property, Plant and Equipment        | 251,000                         | 246,510        | 251,000                     | 246,510        |
| Other                                | 200                             | 196            | 200                         | 196            |
| <b>Total Non-Current Assets</b>      | <b>339,200</b>                  | <b>337,050</b> | <b>339,200</b>              | <b>337,050</b> |
| <b>Total Assets</b>                  | <b>389,400</b>                  | <b>386,627</b> | <b>384,600</b>              | <b>382,310</b> |
| <b>CURRENT LIABILITIES</b>           |                                 |                |                             |                |
| Payables                             | 11,000                          | 10,375         | 11,000                      | 10,468         |
| Provisions                           | 4,700                           | 4,673          | 4,700                       | 4,571          |
| Other                                | 8,500                           | 9,972          | 8,500                       | 9,972          |
| <b>Total Current Liabilities</b>     | <b>24,200</b>                   | <b>25,020</b>  | <b>24,200</b>               | <b>25,011</b>  |
| <b>NON-CURRENT LIABILITIES</b>       |                                 |                |                             |                |
| Provisions                           | 72,000                          | 76,566         | 72,000                      | 76,566         |
| <b>Total Non-Current Liabilities</b> | <b>72,000</b>                   | <b>76,566</b>  | <b>72,000</b>               | <b>76,566</b>  |
| <b>Total Liabilities</b>             | <b>96,200</b>                   | <b>101,586</b> | <b>96,200</b>               | <b>101,577</b> |
| <b>Net Assets</b>                    | <b>293,200</b>                  | <b>285,041</b> | <b>288,400</b>              | <b>280,733</b> |
| <b>EQUITY</b>                        |                                 |                |                             |                |
| Reserves                             | 68,519                          | 68,519         | 68,519                      | 68,519         |
| Accumulated funds                    | 224,681                         | 216,522        | 219,881                     | 212,214        |
| <b>Total Equity</b>                  | <b>293,200</b>                  | <b>285,041</b> | <b>288,400</b>              | <b>280,733</b> |



## BUDGETED STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 DECEMBER 2003

|                                                                   | Economic Entity<br>Consolidated |                 | Parent Entity<br>University |                 |
|-------------------------------------------------------------------|---------------------------------|-----------------|-----------------------------|-----------------|
|                                                                   | 2003                            | 2002            | 2003                        | 2002            |
|                                                                   | \$'000                          | \$'000          | \$'000                      | \$'000          |
| <b>CASH FLOWS FROM OPERATING ACTIVITIES</b>                       |                                 |                 |                             |                 |
| <b>Inflows:</b>                                                   |                                 |                 |                             |                 |
| Financial Assistance                                              |                                 |                 |                             |                 |
| Commonwealth Government                                           | 71,000                          | 69,907          | 71,000                      | 69,907          |
| NSW Government                                                    | 150                             | 170             | 150                         | 170             |
| Higher Education Contribution Scheme                              |                                 |                 |                             |                 |
| Student payments                                                  | 13,000                          | 11,838          | 13,000                      | 11,838          |
| Commonwealth payments                                             | 42,000                          | 40,792          | 42,000                      | 40,792          |
| Interest received                                                 | 2,250                           | 2,412           | 2,250                       | 2,179           |
| Fees and charges                                                  | 41,500                          | 38,999          | 41,500                      | 38,999          |
| Other                                                             | 26,633                          | 24,110          | 26,000                      | 22,883          |
| <b>Outflows:</b>                                                  |                                 |                 |                             |                 |
| Salaries and wages                                                | (116,000)                       | (110,840)       | (116,000)                   | (110,840)       |
| Services rendered                                                 | (18,000)                        | (17,629)        | (18,000)                    | (17,629)        |
| Minor equipment                                                   | (4,600)                         | (4,462)         | (4,600)                     | (4,462)         |
| Trading stock                                                     | (4,900)                         | (4,800)         | (4,900)                     | (4,800)         |
| Printing and binding                                              | (6,200)                         | (5,825)         | (6,200)                     | (5,825)         |
| Other                                                             | (20,800)                        | (19,077)        | (20,800)                    | (17,950)        |
| <b>Net cash provided or (used) by operating activities</b>        | <b>26,033</b>                   | <b>25,595</b>   | <b>25,400</b>               | <b>25,262</b>   |
| <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>                       |                                 |                 |                             |                 |
| <b>Inflows:</b>                                                   |                                 |                 |                             |                 |
| Proceeds from sale of assets                                      | 10,400                          | 8,580           | 10,400                      | 8,580           |
| Proceeds from sale/redemption of investments                      |                                 | 1,058           |                             | 0               |
| <b>Outflows:</b>                                                  |                                 |                 |                             |                 |
| Payments for property, plant and equipment                        | (26,600)                        | (24,635)        | (26,600)                    | (24,635)        |
| Payments for investments                                          |                                 | (26,293)        |                             | (25,000)        |
| <b>Net cash provided or (used) in investing activities</b>        | <b>(16,200)</b>                 | <b>(41,290)</b> | <b>(16,200)</b>             | <b>(41,055)</b> |
| <b>Net (decrease)/increase in cash held</b>                       | 9,833                           | (15,695)        | 9,200                       | (15,793)        |
| <b>Cash at beginning of reporting period</b>                      | <b>27,082</b>                   | <b>42,875</b>   | <b>27,082</b>               | <b>42,875</b>   |
| Recognition of Foundation/Trusts at beginning of reporting period | 0                               | 535             | 0                           | 0               |
| <b>Cash at end of reporting period</b>                            | <b>36,915</b>                   | <b>27,715</b>   | <b>36,282</b>               | <b>27,082</b>   |

## Financial Statements

