CHARLES STURT
UNIVERSITY

2001

Annual
Report

A day of 24 hours
A week of 7 days
A year of opportunity

CONTENTS

The Grange
Panorama Avenue
BATHURST NSW 2795

1 March 2002

The Hon J A Watkins MP
Minister for Education and Training
Level 34, Governor Macquarie Tower
1 Farrer Place
SYDNEY NSW 2000

Dear Minister

On behalf of the Council of Charles Sturt University I am pleased to submit this report of the University's activities in 2001, including the audited financial statements for the year ended 31 December 2001, for your presentation to the Parliament of New South Wales.

This report, and the financial statements, have been prepared in accordance with the relevant Acts and directives.

The most significant change for the University during 2001 was the retirement of the inaugural Vice-Chancellor, Professor C D Blake, who was succeeded by Professor Ian Goulter in July. Professor Goulter is committed to applying a philosophy of 'partnerships' to provide an international perspective for our students and graduates, giving them exposure to world best-practice, technology and services, which in turn will benefit our regional communities.

The University remains committed to the development of its newest campus at Dubbo, in the far-western region of New South Wales, and is delighted that this commitment continues to be matched by the commitment of your Government.

The University has once again flourished in the highly competitive international education market and is now one of the biggest Australian providers of courses to off shore international students. Our success in this endeavour is due largely to the number of successful partnerships that we have established with overseas institutions.

I commend the staff and others who continue to ensure the success and future of this University.

Yours sincerely

D J Asimus AO
Chancellor

VICE CHANCELLOR'S PREFACE

In a year of transition of leadership, the University has re-committed to its key objectives of nationally and internationally competitive teaching and research programs, engagement with its regional communities, and financial integrity.

The University continues to provide programs that contribute to the broad economic, social and cultural needs of its region and Australia, and courses that are nationally distinctive.

The research carried out in the University is attracting increasing levels of national and international attention and acclaim. The University continues to focus on its research efforts to ensure the ongoing development of its research profile and reputation.

In recognition of the special role that regional universities play within their communities, Charles Sturt University has re-committed to a framework of pro-active, dynamic regional engagement.

The University recognises that its capacity to carry out its mission effectively depends on its financial health. To this end, the University has in place robust strategies for cost control and revenue growth. These systems build on the strong financial base established by the former Vice-Chancellor, Professor Cliff Blake.

Charles Sturt University is therefore well positioned to succeed in the highly competitive national and international higher education environment.

Professor Ian Goulter
Vice-Chancellor

university's mission

The University's mission is to produce graduates with a professional edge who are competitive in meeting the present and changing needs of society, commerce and industry.

UNIVERSITY GOALS

The University seeks to achieve this mission by:

1. balancing professional and vocational course needs with the development of skills for, and positive attitudes towards, life-long learning;

2. attracting students nationally and internationally because of the excellence of its courses, teaching, scholarship and support to students;

3. being committed to open learning through access, articulation and student support programs;

4. providing a variety of learning environments to meet the different needs of students drawn from diverse educational, social, ethnic and economic backgrounds;

5. conducting high quality research of regional significance and international distinction;

6. combining a dynamic regional commitment with a growing international reputation; and

7. providing a flexible, innovative and challenging environment in which to teach, learn, research and work.

STATEMENT OF VALUES

Charles Sturt University:

- is committed to the discovery, preservation, refinement, and dissemination of knowledge;

- recognises the primary importance of its students, local communities, and the other client groups it seeks to serve;

- pursues quality and excellence;

- accepts the need for accountability, ethical conduct and integrity;

- prizes flexibility and responsiveness;

- is committed to the pursuit of social justice and the provision of equity of access and opportunity;

- recognises the contribution of all staff; and

- is an active participant in the globalisation of higher education.

CSU - pursuing quality and excellence. Wagga Wagga Campus

courses

Goal 1 -   balancing professional and vocational course needs with the development of skills for, and positive attitudes towards, life-long learning.

Goal 2 -   attracting students nationally and internationally because of the excellence of its courses, teaching, scholarship and support to students.

Faculty of Arts

www.csu.edu.au/faculty/arts/

A major focus for the development of the Faculty's course profile in 2001 was the introduction of a range of double degrees, particularly in the field of media and communication. There has been strong demand for double degree programs in Sports Studies and Journalism; Multimedia and Photography; and Graphic Design and Photography.

An Animation and Special Effects specialisation was introduced into the Bachelor of Arts (Multimedia). A Master of Forced Migration, Asylum and Refugees was developed to articulate with the Faculty's successful Graduate Certificate in this field, and a Master of Arts (Cultural Performance) was launched. The Faculty made its expertise in communication and media available in flexible learning mode through a new program, the Bachelor of Media Communication. This course utilises a range of new technologies to support distance learning in digital technologies and their applications.

Major reviews of a number of the Faculty's high demand programs were conducted: the Bachelor of Arts; the Bachelor of Policing; the Master of Arts (Journalism); the juvenile justice programs; and the Bachelor of Social Science (Justice Studies). These courses received strong external and industry endorsement. The reviews also resulted in revisions that reflect evolving professional standards and needs.

A review of the School of Police Management was undertaken jointly by the University and Australasian Police Services. As a result of the review the School has been renamed the Australian Graduate School of Policing, and has been assigned to the Faculty of Arts. A key recommendation of the review was that links between the Graduate School and the Faculty's School of Policing Studies should be strengthened.

The Faculty's very successful professional development programs in investigations experienced strong growth in 2001. Highlights included the delivery of interviewing training for the Department of Immigration and Multicultural Affairs, and the

introduction of a forensic accounting course for fraud investigators.

The Faculty's links with Australian Defence Force Public Affairs were enhanced. From 2001 the Faculty will be responsible for training journalists and cameramen as well as public affairs officers.

The agreement under which the Faculty provides the recruit education program of the NSW Police Service, the Diploma of Policing Practice, was extended in 2001. Target intakes are in excess of 1,500 recruits per year. To improve recruitment from non-English speaking background communities, the University developed a bridging program in conjunction with the Adult Migrant English Service.

The agreement under which the College of St John the Evangelist at Morpeth participates in the School of Theology was extended for another five-year period. Other agreements in 2001 included a Memorandum of Understanding with the Shanghai Institute of Technology to offer graphic design courses in Shanghai, and an agreement with the Australian Academy of Design under which design and visual arts programs will be offered in Melbourne.

During 2001 the recently retired Commissioner of the Australian Federal Police joined the Faculty as a Professor, and an Associate Professor in Investigations was appointed.

Faculty of Commerce

www.csu.edu.au/faculty/commerce/

The Faculty of Commerce offers a wide range of industry-related undergraduate and postgraduate courses that have been designed to prepare students for managerial and specialist roles within business and the public sector. Utilising its established industry links, the Faculty continued to develop innovative and relevant new courses during 2001.

As the result of funding from the Australian University Mobility in Asia and the Pacific (UMAP) Program, the Faculty developed a joint study in Business Chinese. This program is supported by the Australian Government, which is encouraging students to study overseas and acquire skills that will enhance their ability to contribute to Australia's participation in the process of globalisation. Joint studies in Business Chinese will enable CSU students to undertake a portion of their program at a university in China, giving them the opportunity to acquire language skills and an awareness of cultural differences.

Interest in the Bachelor of Business (Insurance), developed in conjunction with the Australian and New Zealand Institute of Insurance, continued to strengthen, with enrolments in this course increasing.

Postgraduate programs implemented in 2001 included an International Relations specialisation in the Master of Business Administration (MBA) and a Graduate Certificate in International Relations. These courses will be offered to both Australian and international students. The Doctor of Business Leadership, and MBA specialisations in Entrepreneurship and Sport Management, were approved by the Faculty Board and await final Senate approval.

Demand for courses remained strong, with the Faculty successfully meeting its enrolment quotas. Accounting and the generic Bachelor of Business Studies were the most popular courses in 2001.

As a result of successful promotion of the honours program, enrolments in the Faculty's honours courses increased in 2001.

Accreditation for the Bachelor of Business (Accounting) and Master of Accountancy courses was renewed for another five years, following a review by the Institute of Chartered Accountants in Australia and CPA Australia.

The Faculty continued to provide a high standard of service to Dubbo students, where facilities have been enhanced as a result of the completion of the first stage of the campus.

Faculty of Education

www.csu.edu.au/faculty/educat/

As one the largest and most diverse education faculties in Australia, CSU's Faculty of Education is well positioned to take advantage of opportunities arising as a result of the emerging global shortage of teachers. The Faculty's innovative course profile provides the flexibility to respond to new markets while ensuring the quality of graduates is maintained.

The Faculty continued its commitment to curriculum development during 2001. Approval was granted for introduction of the Bachelor of Early Childhood Teaching (Birth to 5 Years)/Bachelor of Nursing from February 2002. Graduates from this double degree will be uniquely qualified and are expected to be in high demand across the early childhood sector. The course received accreditation from the Nurses Registration Board of NSW.

The Master of Sport and Recreation, a joint degree with the University of Wollongong, is planned for introduction from July 2002. This course will draw on the complementary expertise of the two universities. CSU will provide leadership in both exercise science and health promotion, while the University of Wollongong will be responsible for socio-cultural and recreation subject offerings.

A review of the Faculty's largest undergraduate programs, the Bachelor of Education (Early Childhood) and the Bachelor of Education (Primary) on the Bathurst Campus, provided an opportunity to re-evaluate these highly successful courses. Feedback from course evaluations and the latest educational research have been incorporated into the courses, which also take into account the changing needs of the teaching profession, as highlighted in the recent review of teacher education in NSW.

In 2001 the Faculty successfully tendered for accelerated training of secondary teachers in Technology and Applied Studies. Seventy students, fully sponsored by the NSW Department of Education and Training, enrolled in the Bachelor of Education (Technology and Applied Studies) and will complete their studies at the end of 2002. Utilising an innovative model for delivery, this program will help alleviate the critical shortage of technology teachers across NSW. The Faculty is hopeful that another cohort of sponsored students will commence the program in July 2002.

Demand for the Faculty's courses remained very strong during 2001. On campus undergraduate programs comfortably met their quota with noticeable growth in the suite of Human Movement courses, and an increasing interest in the range of double degrees offered by the Faculty. 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) experienced unprecedented demand, with applications exceeding quota places by a ratio of almost 7 to 1 in some instances.

The Faculty's ongoing commitment to establishing a permanent presence at the developing Dubbo campus is demonstrated by the planned introduction of courses in early childhood teaching, secondary mathematics teaching and secondary information technology teaching from February 2002. Enrolment in these courses, together with the expansion of the Bachelor of Education (Primary) course to the third year, will see over 100 Faculty of Education students enrolled at Dubbo in 2002. A program coordinator will be appointed at senior lecturer level in 2002.

A number of key, strategic appointments during 2001 will enhance the quality and relevance of the Faculty's courses. In Bathurst new Heads for the School of Teacher Education and the Human Movement Studies Unit were appointed, as well as one of Australia's leading educational researchers. In Albury, a new Head was appointed for the Murray Education Unit.

Faculty of Health Studies

www.csu.edu.au/faculty/health/

Albury-Wodonga Campus student numbers were boosted with the first cohorts of students admitted into the Bachelor of Health Science (Podiatry) in February and the Bachelor of Nursing in July.

The Faculty continued to experience demand for all of its courses. University Admissions Centre (UAC) first preferences at Albury and Wagga Wagga were up 83%. In excess of 1,200 applications were received for 480 undergraduate, distance education places, and 610 students accepted. For on campus courses, the Faculty had 570 students commence for 490 places. Demand also increased from on shore students for fee paying, postgraduate courses.

The Australian Institute of Medical Scientists' National Council ratified the accreditation of the Bachelor of Medical Science (Pathology) course for an additional five years. The report of the accreditation committee identified this course as being at the leading edge in relation to similar courses offered at other Australian universities.

The NSW Nurses Registration Board accredited the Bachelor of Nursing/Bachelor of Early Childhood Teaching (Birth to 5 Years) and Bachelor of Nursing/ Bachelor of Clinical Practice (Paramedic) double degree courses for a period of six years.

Course reviews of the Bachelor of Health Science (Leisure and Health), Bachelor of Health Science (Pre-Hospital Care), Bachelor of Applied Science (Medical and Applied Biotechnology) and Master of Applied Science (Medical Laboratory Science) were conducted. Some of these reviews led to changes of nomenclature, taking cognisance of current and emerging industry development. For example, the Bachelor of Health Science (Pre-Hospital Care) became the Bachelor of Clinical Practice (Paramedic) and the Master of Applied Science (Medical

Laboratory Science) is now the Master of Medical Science (Pathology).

The postgraduate course profile was expanded with the first intakes into the Doctor of Health Science and the Graduate Certificate in Rural Mental Health Nursing.

Faculty of Science and Agriculture

www.csu.edu.au/faculty/sciagr/

The Faculty once again focused on the development of fee paying, postgraduate courses that cater to strong market demand.

One of the Faculty's most significant developments during 2001 was the introduction of an articulated set of coursework degrees comprised of a Master of Applied Science, Graduate Diploma of Applied Science and Graduate Certificate of Applied Science. This program is structured to provide guidelines for the requirements for each level of the course. Provided they remain within the guidelines, students can select subjects that cater to their own vocational needs and/or interests. An avenue of postgraduate study is therefore available to students whose needs may not be met by more specialised courses.

The program also provides the Faculty with a simplified means to introduce new discipline-specific postgraduate courses through the addition of 'specialisations', enabling the Faculty to respond rapidly to new opportunities and areas of market demand. Specialisations developed for introduction in 2002 include cultural heritage science, cultural heritage economics and environmental conservation. The Faculty took advantage of this new structure to add articulated Master and Graduate Certificate level courses to the existing Graduate Diploma of GIS and Remote Sensing, and to add an articulated Graduate Certificate to the existing Master and Graduate Diploma of Parks, Recreation and Heritage.

It is anticipated that this program will provide the basis for the majority of new postgraduate course developments in the future.

To increase the appeal of postgraduate information technology courses, especially to the overseas market, the Master of Information Technology and the Graduate Diploma of Information Technology were combined into a single Master course, with the Graduate Diploma available as an exit point. This allows students previously only eligible to enrol in

the Graduate Diploma, to now enrol in the Master of Information Technology, without any compromise to academic standards.

There was strong demand for the Graduate Diploma of Captive Vertebrate Management, offered for the first time in 2001. This course is one of the few available within Australia that targets the needs of people in the zoo and wildlife industries. The Master of Captive Vertebrate Management will be offered in 2002, providing Graduate Diploma students with the option of furthering their studies.

A Graduate Certificate in Mathematics was developed to meet the demand for vocational training in mathematics. Completion of the course will allow secondary teachers to become accredited mathematics teachers. It is anticipated this course will prove popular amongst secondary school teachers wishing to move into mathematics teaching, where a shortage of suitably trained staff exists.

The Graduate Certificate in Karst Management (management of cave regions) was offered for the first time in 2001. This course is the first in a series of articulated courses in Karst Management. In collaboration with industry experts the Faculty is developing both Graduate Diploma and Master degrees in Karst Management.

Several undergraduate courses were reviewed to increase their relevance to the market and attract increased student numbers.

In recent years there has been demand for tertiary training in production horticulture. Following a review of the Bachelor of Applied Science (Environmental Horticulture) the Faculty developed a Bachelor of Applied Science (Production Horticulture), for introduction in 2002. It is anticipated that this new course will significantly increase enrolments in the horticulture discipline.

Reviews of undergraduate degrees in Agriculture, Agribusiness, Irrigation and Environmental Science that were initiated during the year are still in progress, and are likely to result in substantial course changes in 2003.

Given the resources currently available for teaching at Dubbo, the Faculty determined that information technology would be the most appropriate discipline to offer at the new campus. Several double degrees incorporating the Bachelor of Information Technology were also made available.

Rationalisation aimed at reducing costs and maximising resource use resulted in closure of the Environmental Studies Unit (ESU) at Bathurst. Postgraduate courses offered by the ESU were transferred to the School of Science and Technology at Wagga Wagga Campus and the School of Environmental and Information Sciences at Albury-Wodonga Campus.

Further rationalisation was undertaken with transference of the Bachelor of Spatial Information Systems course from the School of Information Technology at Bathurst to the School of Science and Technology at Wagga Wagga, where the majority of the Faculty's spatial information staff expertise and facilities are located.

Through a collaborative agreement with Dimension Data Pty Ltd (a privately owned information technology education provider based in Melbourne) a fee paying Bachelor of Information Technology will be offered. Students will undertake half of their studies with Dimension Data and the other half with CSU.

Fee paying international and domestic courses are becoming one of the Faculty's major mainstream activities, with income from these courses forming an essential component of the Faculty's funding base.

Continuing and Professional Education Centre (CPEC)

www.csu.edu.au/division/cpec/

CPEC continued to develop partnerships and alliances to provide learning pathways to the University for people with industry and professional qualifications and experience.

The first intake of 400 students into the Commonwealth Bank Research Banking Program was enrolled. This program is designed exclusively for the Commonwealth Bank and provides appropriate learning for senior bank executives who are involved in the corporate financial sector. This initiative is expected to grow in 2002.

The Australian and New Zealand Institute of Insurance and Finance (ANZIIF) continued to be a valuable partner of CSU for the delivery of the University's Bachelor of Business (Insurance) course. This course, which combines in-house ANZIIF insurance units and CSU subjects, had its first intake of 10 students in 2001.

A two-day cheese making course, offered for the first time in 2001, attracted wide interest in New South Wales and North East Victoria. The program will be expanded to offer four courses in 2002.

An agreement was signed in 2001 between CSU and the Australian Institute of Office Professionals to jointly deliver the non-award courses Certificate of Business, Diploma of Business and Advanced Diploma of Business.

Student Services

www.csu.edu.au/division/studserv/

The STUDY LINK program continued to expand with more than 5,000 students undertaking subjects in the past two years.

A number of new subjects are being developed for proposed introduction in 2002, including English Skills for Academic Writing and Maths for Nursing.

Most STUDY LINK subjects are provided as distance education packages, with many being taught completely online. Several of the subjects offer non-compulsory, face-to-face components.

Transition to Policing Study (SSS015) was developed in early 2001 to replace Transition to Tertiary Study (SSS001) as an alternative entry pathway into the Diploma of Policing Practice course. Enrolments in the Diploma of Policing Practice have dramatically increased as a result, with each of the intakes in 2001 attracting more than 700 students. The September cohort was surveyed to identify issues relating to their completion of the subject and subsequent acceptance of an offer into the Diploma of Policing Practice. Socio-economic factors, perceptions of skills relating to university level study, and the impact of changing family and personal needs were identified as some of the reasons for non-completion.

Skills for Learning Online (SSS003) underwent a major revision for offering in Trimester 3. The modifications reflect changes to the CSU online environment, including enhanced forums, the introduction of *my.csu* and compulsory password changing.

Division of Library Services

www.csu.edu.au/division/library/

Information literacy was the focus of library training programs for students and staff during 2001.

CSU Library staff prepared for the 2002 implementation of a new library system, Aleph. Extensive training occurred in all modules: cataloguing, acquisitions, serials, loans, OPAC (the public catalogue), and reserve. Aleph is web-based and offers improved functionality for library staff and users.

Developed as a joint venture between the Library and UNILINC, Web-ezy is an interactive online package that encourages development of library and information skills. Each module stands alone and can be taken by students at points of particular need. Web-ezy is marketed by UNILINC via its subsidiary, Web-ezy Solutions. Sales to Libraries outside the UNILINC network have been achieved. The catalogue modules are being re-worked for 2002 to match the new library system.

The speed and efficiency of library services for remote and off shore students was improved by emailing scanned copies of articles and other information resources in response to online requests.

The Library website was substantially amended and augmented during the year. The site was checked for compliance with the Web Disability Access Policy, and some images corrected to achieve Bobby first priority guidelines for first and second level pages.

The University's expansion at Dubbo is supported by the Library through non-traditional means. Space was allocated for a small resource collection in the Interactive Learning Centre, opened during the 2001 Spring Session. The stock has been partially provided from the Orana Education Centre collection, donated to CSU for use in Dubbo.

CSU - pursuing quality and excellence Wagga Wagga Campus

research

Goal 5 -   conducting high quality research of regional significance and international distinction.

Goal 7 -   providing a flexible, innovative and challenging environment in which to teach, learn, research and work.

Research, Consultancy and Graduate Studies

This section of the Annual Report highlights the University's achievements in research, consultancy and research training. It describes the focus of research concentration in the University's designated research centres and groups as well as the diversity of individual and small team successes. Research is also carried out in Faculties and Schools and in the Professional Centres of the University, many of which are collaborative partnerships across faculties and disciplines, with industry and the professions.

Research Income

The University was awarded grants totalling $856,540 for 2002 on the basis of submissions to the Australian Research Council (ARC) in 2001. This compares with $813,000 in 2001, excluding funding for the Special Research Centre in Applied Philosophy and Public Ethics.

In addition CSU was part collaborator on grants totalling $1,063,114 with five other universities.

Individuals and teams of researchers were successful in two ARC Discovery Project grants and nine ARC Linkage Project grants. Total research grant income for 2001 was $4.9 million, up from $3.9 million in 2000.

Consulting and Commercial Activities

The University enjoyed another successful year in providing consulting services to an increased variety of clients from government services and departments to multi-national and Australian corporations, such as SABRANDS who produce Sunraysia fruit juices, and AUSAID-funded consultancies in Papua New Guinea. The fields of research for these activities include: anti-microbial testing; aged care; librarianship; competency based training; resource management; marketing and accounting; pharmaceuticals; aboriginal health care; public ethics and risk management; fraud management; investigations management; land care management and profiling; psychological services; GIS land and satellite imaging; river pollution; crime reduction strategies; remnant bushland protection; fauna surveys; and television production.

Trends in Research Income grants ($000's)

Source	1995	1996	1997	1998	1999	2000	2001
National Competitive Grants	958	982	1365	1214	1916	2061	2463
Other Public Sector	816	1162	862	869	1196	1463	1671
Industry and Other	160	360	589	1025	809	413	791
Total Research Income ($000's)	**1934**	**2503**	**2816**	**3108**	**3921**	**3937**	**4926**

Research Income (DETYA Sources)

	2000	2001
Research Quantum	$950,000	$925,000
ARC Small Grants	$ 91,358	$103,078
Research Training Scheme (RTS)		$3,091,000 #
Research Infrastructure Block Grant	$258,693	$255,329
Postgraduate Awards	$359,085	$416,799
ARC Large Grants/ Discovery	$144,900	$132,988
ARC SPIRT Grants/ Linkage	$151,304	$457,166
ARC Special Research Centre	$986,670	$879,265
TOTAL	**$2,666,088**	**$6,260,625**

 # New funding scheme introduced in 2001

Research Fund - Major Programs in 2001

Contribution to University Research Centres	615,000
Contribution to University Research Groups	125,000
Faculty Seed Grants	32,000
Postdoctoral Research Fellowships	55,000
Key Researchers	60,000
Visiting Fellows	10,000
CSU Small Grants	75,000
Writing Up Awards	25,000
Special Projects	75,000
Publications Enhancement	60,000
CSU Postgraduate Scholarships	300,000
CSU Scholarship Support	35,000
APA Scholarship Support	35,000
HECS Exemption Scholarships	50,000
Student Interviewing	12,500
Student & Supervisor Training Programs	40,000
External Supervisors	20,000
Support for External Students	60,000
Faculty Support for new Scholars	265,000
Scholars Minimum Resourcing	150,000
TOTAL	**$2,099,500**

Research Infrastructure Block Grant Allocations - 2001

Environmental & Analytical Laboratory	Differential Scanning Calorimeter	$64,144
Spatial Data Analysis Network	ASD Fieldspec Handheld Spectroradiometer	$45,730
Farrer Centre	EST 7100 Fast GC Electronic Nose	$67,041
Farrer Centre	All Terrain Deep Soil Sampling and Drilling Vehicle	$68,547
Johnstone Centre	Topcon Total Station survey equipment	$27,280
TOTAL		**$272,742**

Trends in publication output (weighted DETYA points)

Faculty	1997	1998	1999	2000
Arts	36	53	39	74.99
Commerce	24	15	13	15.11
Education	7	13	7	19.22
Health Studies	9	13	8	25.65
Science and Agriculture	43	97	43	81.56
Other				1.25
TOTAL	**119**	**191**	**110**	**217.78**

Note: DETYA publication collection items are restricted to refereed journal articles, chapters and conference proceedings (each one point); books (5 points).

Research Higher Degree Students - 2001

Enrolments		Completion			Faculty	
	Master	Doctoral	Total	Master	Doctoral	Total
Arts	25	76	101	3	4	7
Commerce	5	118	2	1	3	-
Education	5	51	51	2	8	10
Health	10	27	37	1	-	1
Science & Agriculture	27	104	131	1	5	6
TOTAL	**72**	**376**	**448**	**9**	**118**	**27**

Research Training

The Centre for Research and Graduate Training conducted a successful program of professional development activities for researchers, research higher degree supervisors and research students during 2001.

A major initiative undertaken this year was the re-accreditation of the majority of higher degree supervisors, at five workshops held across CSU campuses. These were conducted to maintain quality supervision standards for all higher degree students. Supervisors were also offered an extensive program of development at a workshop aimed at improving and enhancing supervision skills in key areas, including supervision of distance education students, guiding research question definition, and the thesis examination process.

During 2001 higher degree students participated in a variety of events conducted by the Centre for Research and Graduate Training, including the annual induction and orientation for new students, a thesis writing workshop, and the inaugural 'Generic Skills Workshop'. Distance education students particularly enjoyed these events, which gave them the opportunity to spend time on campus, meet with their supervisors, and to establish a community of scholars.

Many students took the opportunity to attend research clinics focusing on statistics and methodology. Individual consultations were conducted, enabling students and researchers to discuss particular issues in their research with experienced external mentors.

Researchers were offered external and internal mentoring for grant applications to ARC and CSU funding schemes. Many early career researchers participated in this scheme, aimed at improving CSU's success rate in obtaining grant funding.

The *Outside Professional Activities Policy* and *Intellectual Property Policy* were the focus of workshops at all campuses, to create and maintain awareness about important research obligations.

Research Centres

CENTRE FOR APPLIED PHILOSPHY AND PUBLIC ETHICS

www.csu.edu.au/faculty/arts/cappe/

The Centre for Applied Philosophy and Public Ethics is a collaborative arrangement with the University of Melbourne and is funded as a Special Research Centre of the ARC.

As a leading international research centre in applied philosophy and public ethics, the Centre continued to develop a network of international researchers, with links now established on all continents. Joint research activities and staff exchanges have followed, with the Centre receiving twelve overseas visitors during 2001.

The Centre has a number of core research projects within its thirteen research programs. Sound progress was made in all of these programs during 2001, and the achievements of the CSU division impressive. Highlights included the publication of two books, one on professional roles and another on social action and ethics.

Centre staff won ARC Large Grants for projects on ideals, plant variety rights, human rights, ethical issues in reproductive technology, and friendship. Work continued on the ARC SPIRT grant with the NSW Police Service, and two new ARC Linkage Grants were awarded for 2002-4. There was also a $100,000 grant from the Independent Commission Against Corruption to research and analyse e-crime vulnerabilities in the NSW public sector.

Other highlights included an award of $20,000 from the Professional Standards Council to develop a model code of ethics, and a contract from the ACT Government for research into *Bridging the Digital Divide in the ACT*.

Five separate workshops were held throughout the year, each leading to the publication of books. The Centre presented over thirty applied philosophy seminars in Canberra in association with The Australian National University, a similar number at the University of Melbourne division of the Centre, and sponsored a large number of philosophy seminars in Wagga Wagga.

The impact of the Centre is evident from the incidents of media exposure generated, and the more than sixty books, book chapters, journal articles, conference papers and other articles that have been published in just under two years.

CENTRE FOR CULTURAL RESEARCH INTO RISK

www.csu.edu.au/research/ccrr/

The Centre for Cultural Research into Risk (CCRR) provides the University with a significant focus for investigating the phenomena of cultural risk. The Centre contributes to the development of research and academic life within the University, as well as addressing contemporary public debate. Holding to a philosophy of university life, the CCRR has at its core a community of individual scholars who link themselves to wider community concerns through their research into human welfare, advocacy and direct researched-based interventions.

The Centre's mission has particular relevance to non-metropolitan Australia. This is especially significant given that regional agendas are increasingly set by recognition of the fact that rural communities are "at risk" on indices of mental health, Indigenous well-being, education, employment and community cohesion. This nexus has led CCRR members to focus their research on a variety of regional problems.

Highlights for the CCRR during 2001 included consolidation of its Bathurst chapter in the Heffron Building; introduction of a mentoring program amongst CCRR members; establishment of a new chapter in Albury, with members drawn predominantly from the Faculty of Health Studies; preliminary meetings to establish formal links with researchers on the Goulburn campus; plans for the introduction of a journal that will critique issues of cultures and communities; and the appointment of project officers to the Centre's two main strands of community-based research, the *Voices* project, examining issues related to at risk youth, and the *Refugees and Asylum Seekers* project.

The CCRR attracted nine unsolicited national and international Visiting Scholars during 2001, to investigate various aspects of cultural risk.

CENTRE FOR RURAL SOCIAL RESEARCH

www.csu.edu.au/research/crsr/

During 2001 the Centre for Rural Social Research (CRSR) continued to enhance its profile by supporting several research projects of value to the region in which it is located. These projects included work on rural youth and employment, the sustainability of Australian rural communities, the development of integrated service delivery plans to rural communities, and promotion of the preservation and practice of traditional community care and welfare systems across Asia-Pacific countries.

The CRSR is recognised in national and international circles as a centre of excellence for research into rural social issues. The information offered to the community through media commentary, public and keynote addresses, *Rural Society*, the Centre's website and various publications during 2001 continues to be highly valued. New research reports for 2001 included a report generated from the Woolworths-funded project on rural youth and employment, and a report funded by the Riverina Regional Development Board on *The Western Riverina Higher Education Needs Analysis*.

Competitive and other grants sourced by members increased significantly in 2001. The CRSR effectively attracted funding of $250,000 for research projects and consultancies. Funding sources included ARC Large and Small grants, ARC Linkage and special projects grants, Woolworths, Bland Shire Council, the Riverina Regional Development Board and the Japan Foundation. Grants of significance included SPIRT grants in collaboration with industry partners

the Bureau of Rural Science, the NSW Department of Land and Water Conservation and the Victorian Department of Natural Resources, and an ARC Linkage grant with the Australian Museum.

2001 saw positive implementation of the seven research groups developed to foster the research teams and interdisciplinary groups across faculties and campuses. The range of research activities undertaken indicates an increasing depth of industry, government and community collaboration. CRSR has worked very hard on expanding by obtaining sponsorship from external sources, and will continue to place an emphasis on seeking corporate sponsorship during 2002.

One of the key strengths of the CRSR in recent times has been training for higher degree and research students, the number of which has increased from ten in 1998 to twenty five in 2001. A series of training seminars for PhD students was conducted in Canberra, Sydney and at CSU campuses during 2001. The Centre also contributed to the development of new researchers by including them on projects where possible. Support to members was improved with the upgrade of the Centre's resource library and the establishment of a resource station to support members' research projects.

Additional efforts in 2001 included the Centre's continued participation in the Public Lectures Series with a lecture delivered in West Wyalong, and a book launch at Parliament House in Canberra.

Research activities of the CRSR during 2001 also contributed to teaching at the University. In collaboration with the Faculty of Science and Agriculture, the Centre developed a new course, the Bachelor of Rural Studies, to target rural community members.

FARRER CENTRE FOR CONSERVATION FARMING

http://farrer.riv.csu.edu.au/

The Farrer Centre underwent a marked change during 2001, with the appointment of a new Centre Director, and reorganisation of its research activities from seven, into four major research themes: landscape management; innovations in plant science; food and fibre advances and spatial information technology.

Research undertaken during 2000-2001 was in the areas of plant-soil water relations, biological control of weeds, plant pathology, weed population dynamics in relation to the spread of herbicide resistance,

soil acidification, allelopathy, pesticide science and remote sensing technology.

During 2001 the Centre redefined its role as a provider of commercial services, with a greater concentration of effort being placed on the testing of plant samples for resistance to commonly used herbicides, and on agronomic management services. The Farrer Centre is now the national leader in herbicide resistance testing.

The Centre has strong links with several CRC's. Centre researchers lead the education programs for both the CRC for Sustainable Rice Production and the CRC for Plant-based Management of Dryland Salinity.

JOHNSTONE CENTRE FOR RESEARCH IN
NATURAL RESOURCES AND SOCIETY

www.csu.edu.au/research/centres/johnstone.htm

The Johnstone Centre takes an interdisciplinary approach to natural resource management issues to facilitate conservation and restoration outcomes that are socially, environmentally and economically desirable. Research activities, which focus on the Murray-Darling Basin, deal with the changing nature of the biophysical environment and the social issues that arise as a result of these changes. Research by the Centre has earned national and international recognition and has resulted in significant regional, national and international benefits.

Following a review in 2001 the Centre was accredited for a further three years. The review document revealed that for the period mid-1997 to mid-2001 the Centre attracted $4.8m in research and consultancy funds, and had 17 books, 94 book chapters and 238 refereed papers published.

Research during 2001 focused on landscape ecology, cultural heritage management, management of dryland salinity, conservation and management of native grasslands and management of environmental flows.

A series of papers was published as a result of studies on waterbird populations in the arid zone of Australia. Results from this research demonstrated that management of waterbird populations requires conservation of resources thousands of kilometres from their local habitat.

Research into cultural heritage policy, the attitude of decision makers, history/heritage curricula and field-level management in the Pacific was recognised by the US National Park Service with the 2000 Partnership

Stewardship Award, awarded for the first time to a non-US citizen. The research resulted in heritage tourism training in Rota and Palau, curriculum development in the Marshall Islands and policy advice to five nations of Melanesia.

Social research exploring the willingness and capacity of landholders to manage dryland salinity in the Goulburn Broken Catchment of Victoria was conducted. The studies, which highlighted the necessity for tailoring salinity management plans at the sub-catchment scale, resulted in publication of a series of papers and reports.

Findings from research Victoria have strongly influenced the management of grassland reserves by conservation agencies in South Eastern Australia. These studies identified the effects of different disturbance regimes on plant diversity, and highlighted the need for frequent burning to prevent declines in native grasses.

As part of water reform policy in NSW, river management committees have been given the responsibility of negotiating flow management rules among diverse stakeholders to improve the health of rivers while continuing to supply water for agriculture. Centre members have used controlled experimental flooding and releases from dams to investigate how different aspects of a river's flow regime influence the ecology of river channels, riverbanks and floodplain habitats of floodplain rivers. Field experimental research at this scale is highly innovative and the researchers have won significant support for their research from the ARC. Their research has been central in determination of flow management policy in the Murrumbidgee River, one of the few NSW rivers where a river management committee has reached consensus on flow rules. The role of the research in river management initiatives will be presented at the International Conference on Environmental Flow Management in South Africa in 2002.

In a consortium bid with the Australian Tropical Freshwater Research Centre at James Cook University, the Johnstone Centre was chosen as one of only three research and development providers for the National Riparian Lands Program, administered by Land and Water Australia. The Johnstone Centre led the consortium bid. The consortium will be managing research projects valued at $985,000 over the next three years. Centre staff also achieved other honours during 2001, including invitations to sit on expert panels and committees, and to participate in international conferences and symposiums.

In 2001 the Centre had three research-only staff, and supported 34 postgraduate students across the disciplines of social science, heritage studies and ecology.

In 2001 the Centre began a series of public lectures. The first, in May, involved national speakers with varying viewpoints on genetically modified organisms, and attracted over 100 members of the public. In April the Centre hosted the NSW Regional Communities Consultative Council, which reports directly to the NSW Premier on issues related to regional development. In December the Centre co-hosted the 1st Australian Ornithological Conference in Bathurst.

Research Groups

ADAPTIVE INFORMATICS RESEARCH GROUP

http://csu.edu.au/complexsystems

The research group for adaptive informatics (now the Research Group for Complex Systems) had a very successful year in 2001. Research highlights included publication of the book *Spatial Metadata and Online GIS*, with three other books under contract. A group member is editing a section on complex systems in the UNESCO EOLSS Encyclopedia, to which other members have also made contributions. Numerous refereed papers were published, and conferences in New Zealand, USA, Singapore and elsewhere were attended.

The group began a new theme on computer games with a research summer school in December 2000, followed by visits and seminars from four computer games companies during 2001. Two of these companies committed to ARC Linkage grants, one of which was successful in 2001. Other external grant successes included an ARC Discovery Grant, and an ARC Linkage Grant of $480,000 with Land and Property Information that will bring three Australian Postgraduate Award Industry scholarship students to the University. Some of these students will access the 'ac3' supercomputing facility in Bathurst, to which the Group will offer some consultancy and training support during 2002.

FORENSIC PSYCHOLOGY RESEARCH GROUP

www.csu.edu.au/student/forensic/

Forensic psychology is concerned with the behaviour of persons involved in the judicial system, criminal law, family law and civil litigation, and the interaction of the judicial system with its users. The National Forensic Psychology Research Group was established to support and promote research in forensic psychology. Membership is open to researchers in universities, police services, corrective services and family services, and other institutions and organisations involved in the judicial system.

GROUP FOR RESEARCH IN EMPLOYMENT AND TRAINING (GREAT)

www.csu.edu.au/faculty/educat/edu/great/

A joint endeavour of the Faculties of Commerce and Education, GREAT is a cross campus group focusing on research in the employment and training field. Members of the group bring both an educational and a management/economics perspective to research projects and consulting.

The CSU Small Grant project *Organisation Learning in the NSW Police Service* is expected to be completed in early 2002. Two un-refereed papers were presented in 2001 as a result of this project. A refereed paper was presented at the Post-compulsory Education and Training Conference (PCET) at Griffith University in December, and refereed journal articles are planned for 2002. The project, *Voices in VET: What is it like to be involved in VET programs in schools? An apprentice researcher's journey*, was completed and a refereed paper accepted for the PCET Conference.

GREAT continued to provide financial support to help researchers achieve publications outcomes, through its Thesis Write-up Scheme.

A Symposium was held at the National Wine and Grape Industry Centre at the Wagga Wagga Campus in August 2001. Representatives from the regional community, government and industry groups met to identify relevant issues of concern to the region. As a result the project *Regional Innovation and VET* was one of four research proposals to gain seed grant funding through the 'New Research Opportunity Initiatives' scheme offered by GREAT.

Early in 2002 GREAT will explore an opportunity to merge with several other CSU-based research and interest groups, to form a new research centre focused on the theme of 'professional practice'.

TEACHER EDUCATION RESEARCH GROUP

The Teacher Education Research Group (TERG) specialises in conducting high quality research into teacher education at local, regional and national levels in changing times.

Although 2001 was a successful year for the Group, it has suffered in the past from being too tightly focussed in the education field. Recognising this difficulty, members re-conceptualised the Group's direction during a major evaluation of its activities over the past four years. The outcomes of this evaluation resulted in a bid for a proposed new research group, Research into Professional Practice, Learning and Education (RIPPLE), that would involve members from other faculties across all campuses. The proposal, developed by members of TERG, GREAT and the Faculty of Health Studies, was successful and an invitation extended by the Vice Chancellor for TERG and GREAT to collaborate on developing a bid for research centre status.

WESTERN RESEARCH INSTITUTE

www.csu.edu.au/research/centres/western.htm

The Western Research Institute (WRI) undertakes research and consultancy on economic issues that impact on regional Australia. Throughout 2001 WRI continued its consultancies in the region, attracting non-CSU funding of over $250,000.

WRI's report on *Regional Airlines - Government influenced costs and charges* alerted the NSW State Government to the precarious state of regional airlines prior to the Ansett collapse. It also provided information that allowed the Government to fund $3 million to Hazelton Airlines within three days of the Ansett collapse. This funding was subsequently matched by the Federal Government, enabling some regional air services to be restored.

In collaboration with the School of Marketing and Management, WRI developed research modules for the Banking Research Program of the Commonwealth Bank. The modules will lead to the award of Graduate Certificate in Commerce (Business Banking).

Professional Centres

APPLIED ORNITHOLOGY GROUP

The Applied Ornithology Group is committed to advancing understanding of bird ecology and conservation, particularly within Australia.

The main emphasis within the Group is on applied ornithology, and especially bird conservation, although all members have strong interests in wider aspects of ecology and environmental management.

With the transfer of courses in ornithology from Bathurst Campus to the Albury-Wodonga Campus,

2002 will be a year of consolidation and planning for the Group.

AUSTRALIAN CENTRE FOR CHRISTIANITY AND CULTURE

The Australian Centre for Christianity and Culture is a joint venture between the University and the Anglican Diocese of Canberra and Goulburn, with support of the National Council of Churches. The Centre aims to promote the study of the diverse Christian traditions and expressions of faith in Australia and other aspects of Australian culture. It also aims to encourage dialogue between Christian denominations and between Christianity and other faiths in Australia, and to support the exhibition and performance of the arts in their interactions with Christianity.

AUSTRALIAN CENTRE FOR COOPERATIVE RESEARCH AND DEVELOPMENT

www.csu.edu.au/research/centres/accord.htm

The Australian Centre for Cooperative Research and Development (ACCORD) is a joint venture of the University of Technology Sydney (UTS) and CSU. The Centre's objectives are to advance the theory and practice of cooperatives and mutual organisations and to improve the governance and management of the cooperative sector, encompassing both a national and international perspective.

ACCORD staff at UTS were successful in winning an ARC Linkage Grant of $150,000 over 2 years. The project will examine the changing nature of membership in a variety of Australian based member organisations.

ACCORD's client list continued to expand during 2001. New clients commissioning work included the International Co-op Alliance, the NSW Office of Community Housing, the Fair Trading Advisory Council and a number of Australian co-operations.

ACCORD continued to sponsor seminars featuring leading co-operative speakers from the United States of America, Australia, Canada and the United Kingdom.

CENTRE FOR INFORMATION STUDIES

www.csu.edu.au/faculty/sciagr/sis/CIS/cis.html

The Centre for Information Studies is widely acknowledged as Australia's foremost publisher of library and information science monographs. The Centre aims to support and commission research, publications and continuing professional development

CSU - pursuing quality and excellence. Wagga Wagga Campus

in library and information science. It also encourages and facilitates the planning and implementation of activities aimed at improving the employment competencies of information professionals, and coordinates consultancy activities through which members of the community can access the broad information and research skills available.

GILMORE CENTRE

The Gilmore Centre was established to improve the quality of and access to rural health services; to encourage entrepreneurial activities in rural health; and to research rural health needs. In 2001 the Centre's activities were incorporated as a special program within the Continuing and Professional Education Centre.

NATIONAL WINE AND GRAPE INDUSTRY CENTRE

www.csu.edu.au/research/centres/grape.htm

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 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 provides excellence in wine industry research, extension and education based on the themes of vine pathology, sustainable viticulture, grape and wine quality and wine production technology. Funding is provided by the University, NSW Agriculture, the ARC, the Grape and Wine Research and Development Corporation and the CRC for Viticulture. Industry support is received from the NSW Wine Industry Association.

Research is conducted at several regional sites including the Riverina, Central Highlands, Tumbarumba, Hunter Valley, Hastings River and the Central West. A project has also commenced at the Mornington Peninsula in Victoria. The NWGIC coordinates the CRC for Viticulture's on-farm trial sites in Griffith, Wagga Wagga and the Hunter Valley, and is active in supporting the *Viticare* initiative of the CRC for Viticulture.

The NWGIC's Director represents CSU on the Council of the Australian Wine Research Institute, which successfully promoted a bid to the Federal Government's Major National Research Facilities scheme for the creation of a wine industry research cluster. One node of the research cluster will be at the NWGIC in Wagga Wagga.

Cooperative Research Centres (CRC)

CRC FOR PLANT-BASED MANAGEMENT OF DRYLAND SALINITY

www.csu.edu.au/research/centres/rcdryland.htm

The CRC for Plant-based Management of Dryland Salinity was established in 2001 to facilitate water management in the landscape through profitable farming systems based on perennial plants.

The Centre's objectives are to understand the structure and function of natural and agro-ecosystems, select woody and herbaceous plants for perennial plant-based farming systems, and to develop, test and demonstrate farming systems that reduce ground water and where necessary, tolerate waterlogging and salinity.

CRC FOR SUSTAINABLE RICE PRODUCTION

www.csu.edu.au/research/centres/crcrice.htm

The CRC for Sustainable Rice Production aims to increase the economic, environmental and social sustainability of the Australian rice industry. It also aims to increase its international competitiveness through addressing key constraints in the production market chain. The University leads the education program and makes specialist contributions in the management of soil acidity and fertility, weed ecology, and extension and information technology.

CRC FOR SUSTAINABLE TOURISM

www.csu.edu.au/research/centres/rctourism.htm

An office of the CRC for Sustainable Tourism was established on the Bathurst Campus in November 1999. The University's involvement in the CRC is through the International Nature Tourism Program, which currently runs research programs in China, Nepal and Papua New Guinea.

The Centre aims to underpin the development of a dynamic, internationally competitive and sustainable tourism industry by providing business, community and government agencies with innovative strategic knowledge and products.

CRC FOR VITICULTURE

www.csu.edu.au/research/centres/crcviticulture.htm

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 in Program 4, 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.

Faculty Research

This section highlights research conducted in the Faculties rather than in the various research and other centres where most of the University's research is undertaken.

FACULTY OF ARTS

www.csu.edu.au/faculty/arts/

Faculty staff successfully attracted funding from an ARC Discovery Grant for research into road rage, and a Linkage Grant for research into juvenile justice programs.

The Faculty helped sponsor two major conferences in 2001: the Second International Outlook Conference on Community Development, held in Hanoi; and the Arts and Ownership in the New Millennium Conference, sponsored jointly with the Arts Law Centre of Australia.

FACULTY OF COMMERCE

www.csu.edu.au/faculty/commerce/

Several Faculty staff successfully attracted research funds during 2001. Funding sources included Faculty Seed Grants, CSU Small and Competitive Grants and an ARC Linkage Grant with Land and Property NSW. A cross-faculty project funded by Woolworths, to examine young people's perceptions of employment opportunities in rural areas, was completed.

Staff continued to build doctoral supervision skills, to provide a supporting environment for the twenty PhD, five Master of Commerce and seventy Doctor of Business Administration (DBA) students enrolled in the Faculty, and research workshops were conducted in Thailand, Malaysia, Bathurst and Wagga Wagga.

The research seminar series was well supported on all campuses, and there was a significant increase in the number of staff involved in research activities. Full time, on campus Australian and international PhD and DBA students have added to the research enthusiasm that is emerging within the Faculty.

The Faculty of Commerce Research Excellence Award for 2001 was awarded to an academic from the School of Marketing and Management at Bathurst Campus. The award acknowledged the winner's excellent publication record, and the additional funding attracted as a result of this.

FACULTY OF EDUCATION

www.csu.edu.au/faculty/educat/

The Faculty of Education made a number of key decisions during 2001, aimed at maximising student enrolments in research higher degree courses over the next few years.

Four teaching assistantships, each worth over $20,000, will be provided in 2002 enabling full-time PhD students to be supported on campus. These students will also undertake some teaching during each session. The Faculty will provide up to five scholarships worth $4,000 each to part-time Doctor of Education students in 2002, and writing up grants will be available to higher degree graduates to encourage them to publish their research in refereed journals.

The Faculty approved a Research Management Plan in November 2001. The broad priorities of the plan include: focussing on research that fosters linkages between academic and industry environments; the dissemination of this knowledge through publication

and peer scrutiny; and improving the completion rate of research students. Underpinning the Research Management Plan is the need to concentrate the Faculty's research efforts in a limited number of areas. Specifically, these areas will be curriculum and learning, educational sociology and administration, vocational education and training, and human movement.

FACULTY OF HEALTH STUDIES

www.csu.edu.au/faculty/health/

Staff from the Faculty of Health Studies successfully attracted substantial funding during 2001.

The Commonwealth Department of Health and Aged Care awarded a grant of $660,000 to the School of Clinical Sciences at Wagga Wagga for a project on Aboriginal mental health.

The NSW Health Department awarded the Faculty a grant of $590,000 for mental health nursing and a series of projects that will arise from this grant.

Staff from the Schools of Biomedical Sciences and Wine and Food Sciences were awarded $113,000 for a three-year project from Biotech Ventures Pty Ltd, for research towards commercialisation of a new antifungal.

Staff from the School of Community Health received $57,000 from the Upper Hume Primary Care Partnership for a project titled An Evaluation of the Effectiveness of Coordination of Health Care for Older Adults within the Upper Hume Primary Care Partnership Catchment: A Multi-Method Study.

Other highlights for 2001 included the appointment of the Head of the School of Biomedical Sciences to the Srategic Research Development Committee of the National Health and Medical Research Council, and the awarding of the Faculty's Research Excellence Award to an academic from the School of Biomedical Sciences.

FACULTY OF SCIENCE AND AGRICULTURE

www.csu.edu.au/faculty/sciagr/

As has previously been the case, the majority of research activity conducted by Faculty staff has been done under the auspices of the University's Research Centres.

A major review of the Environmental Analytical Laboratory (EAL) was conducted during the year,

resulting in a number of changes that increased the profitability of this commercial operation. The additional funds were channelled into supporting research activity at the EAL.

To focus and increase research output in the information technology discipline the Faculty appointed a Professor of Information Systems. It is expected that the Professor, who has an international reputation for research in E-Business, will establish an E-Business Research Centre.

The CRC for Plant-based Management of Dryland Salinity was established during the year as an initiative in the fight against Australia's salinity problems. CSU became a full member of the CRC with the Faculty to be a major contributor to the research work being conducted.

Due to the efforts of the Faculty, the Centre for the Application of Molecular Biology to International Agriculture (CAMBIA) became an affiliate institute of the University. CAMBIA is a research organisation undertaking a multitude of projects aimed at achieving lasting solutions to food security and agricultural and environmental problems. The research work being undertaken by CAMBIA is complementary to much of the work being undertaken by the Faculty. The affiliation agreement will therefore provide mutual benefit for both organisations.

The increased commercial output of the CSU Winery has made it difficult for the facility to be used for research and teaching. With assistance from NSW Agriculture, an Experimental Winery was constructed. The Experimental Winery will allow for higher quality and increased scope of wine science research.

The excellence of the research work being undertaken was endorsed in 2001 when Faculty staff were awarded both the team and individual Vice-Chancellor's Awards for Research Excellence.

Division of Library Services

www.csu.edu.au/division/library/

Significant additions to the Library's online services in 2001 included: *ProQuest 5000*, 3500 titles; *Dow Jones Interactive*; *Journals@Ovid*, additional titles; *Wiley InterScience*, 362 titles; *American Chemical Society*, 24 titles; *American Theological Librarians Association index*; *Design and Applied Arts Index*; and *Philosopher's Index*.

regional commitment

Goal 5 -   conducting high quality research of regional significance and international distinction.

Goal 6 -   combining a dynamic regional commitment with a growing international reputation.

Charles Sturt University 2001 Public Lecture Series

A total of fourteen public lectures, aimed at informing the local community about current University research and forging closer links with regional communities, were held as part of the Charles Sturt University Public Lecture Series during 2001. The lectures were held at Albury, Bathurst and Wagga Wagga, and included an outreach component encompassing West Wyalong, Temora, Tumut, Tumbarumba and local high schools.

The lectures covered a diverse range of topics, including leadership in business, parks and recreation, sexuality and youth suicide, professional practice in childhood education, psychology in rural general practice, the HSC Online Project, agricultural research and education, advances in medical imaging, social change in rural areas, marketing the bush, and boutique wines. The outreach component proved particularly successful and will be expanded in 2002.

2001 Visiting Artist Program

A number of visiting artists were sponsored at the Albury-Wodonga, Bathurst and Wagga Wagga campuses during 2001, as part of a program to expose University students and staff, as well as members of the local community, to a variety of artistic mediums.Visiting artists in 2001 included a television director, a photographer, vocalists, writers, a puppeteer and a dancer.

Continuing and Professional Edcuation Centre (CPEC)

CPEC programs contribute significantly to the University's regional commitment by addressing the development needs of the region. Enrichment Studies Weekends are conducted in regional NSW and Victoria to focus on acceleration and enrichment as a means of meeting the special needs of gifted and talented children.

Albury-Wodonga Region

CAPITAL DEVELOPMENT

Construction costing $1.5 million commenced on the new Student Association building, and two more eight-bedroom student cottages were completed. These cottages were designed to provide accommodation for mobility impaired persons.

Planning commenced for the design and construction of a new office building for the School of Business, at the Thurgoona Campus.

The Teaching and Administration Centre was refurbishment to accommodate the Executive Director of Information Technology, who relocated to Albury-Wodonga from the Wagga Wagga Campus. The Division of Financial Services moved to the ground floor, where a new cashier's office was establsihed in the foyer.

THURGOONA CAMPUS AWARDS

The Thurgoona Campus continued to receive a number of architectural and environmental awards during 2001, including awards from the Royal Australian Institute of Architects, and an International Design Resources 'First Place' Award. Eighty architectural students from Deakin University visited the Thurgoona Campus to learn about the environmentally-sensitive buildings.

Visitors from America's Association of College University Housing Offices - International toured the campus and viewed the student residences.

CELEBRATION OF THE REGION

In September, 112 local dignitaries and guests attended the third University Dinner to celebrate the University's presence in the region. The guest speaker for the evening was a well-known television presenter and French chef, who selected the menu choosing ingredients of the region.

UNIVERSITY OPEN DAY

In conjunction with other higher education institutions in the border region, the University participated in an Open Day in August. More than 1,200 people visited Open Day events, attended lectures and demonstrations, and participated in tours of both the city and Thurgoona campuses.

OTHER EVENTS

The *Environmental Management Plan for the Thurgoona Campus* was launched in November when the author presented the document to the Vice-Chancellor.

Five presentations were given as part of the Charles Sturt University 2001 Public Lecture Series.

2002 will mark the thirtieth anniversary of Charles Sturt University's involvement in tertiary education in the Albury-Wodonga region. Plans are underway for a series of events to celebrate this milestone with local community, University staff and graduates of the Albury-Wodonga Campus.

CONFERENCES

In December the campus hosted the National Conference of the Career Education Association of Australia. More than 220 delegates attended the conference that included workshops and visits to local industries. The Association has links with all school career advisers, universities, industry and government departments, including the Department of Education and Training.

INTERACTION WITH THE LOCAL COMMUNITY

Albury Shire Council and many other groups from the community, including school principals, Rotary and Probus clubs, visited both campuses for meetings, dinners and tours.

The School of Business successfully promoted the involvement of local business leaders in the activities of the Faculty of Commerce. The Regional Consultative Group replaced the Industry Advisory Group, broadening the consultative action process and providing the means to assist students more effectively.

PROVISION OF TERTIARY EDUCATION ON THE BORDER

Heads of the four institutions providing tertiary education in the border region, Charles Sturt University, La Trobe University and Riverina and Wodonga Institutes of TAFE, met several times during 2001. The meetings highlighted the educational, financial, and cultural contribution these institutions make to the local community.

MURRAY CONSERVATORIUM

The University continued its close association with the Murray Conservatorium during 2001. Concerts were held at the University, and the Conservatorium participated in a number of University events. It is anticipated that in the near future the Conservatorium will become part of the Cultural Precinct of Albury

City Council. By the end of 2001 refurbishment costing more than $10,000 was carried out on the Conservatorium building.

MURRAY FOUNDATION TRUST

The Management and Development Committee of the Murray Trust of the Charles Sturt University Foundation continued to lobby for donations for scholarship funds. As a result extra scholarships were awarded in 2001, and additional scholarships will be offered in 2002.

Bathurst Region

CAPITAL DEVELOPMENT

The Contact Centre, built to accommodate the staff and communication facilities for responding to customer inquiries, was completed in April 2001 at a cost of $540,000. The Student Association building was extensively renovated and extended at a cost of $1.5m, which was jointly funded by the University and the Student Association. Proceeds from the sale of an off campus student residential property were used to fund erection of additional study/bedroom student residential cottages in Windradyne Village.

SOMERVILLE COLLECTION

Charles Sturt University became a stakeholder in a new company established to manage and develop the Somerville Collection, a world class collection of fossils, dinosaurs and minerals. As part of its commitment the University has employed a Professorial Associate as Curator of the Collection, and the Charles Sturt University Foundation will provide fund raising support to the venture. The Vice-Chancellor and the Head of the Bathurst Campus will each serve on the Board of the Company.

RECONCILIATION WEEK

Further to the establishment of Windradyne Village in 2000, the University celebrated the establishment of Windradyne Garden during Reconciliation Week in May 2001. The Garden consists of a range of plants suitable to the traditional Windradyne area.

INDIGENOUS STUDENT GAMES

As winners of the 2000 Indigenous Student Games, CSU Indigenous students earned the honour of hosting the 2001 Games in October.

CHARLES STURT ORATION

The Honorable Barry Jones delivered the Charles Sturt Oration in May 2001.

SCHOLARSHIPS

Scholarships totalling $270,000 were awarded during a ceremony in May 2001, at which a former scholar spoke about her career since winning a scholarship.

Several new scholarships were established during 2001, and Air New Zealand agreed to fund a number of return airfares to Los Angeles for University exchange students.

THEATRE

The musical *City of the Plains*, which portrayed Bathurst's role in the Federation of Australia, played to full houses in the Bathurst Memorial Entertainment Centre during May 2001. Funded by the Centenary of Federation Committee, the musical was written and produced by CSU staff. *City of the Plains* is being adapted for presentation to schools on the Internet. As a result of the presentation of a shortened version to a Rotary International District Conference, the University received a donation of $1,061 for the establishment of a scholarship in the Theatre and Media course.

The School of Communication presented *Our Country's Good*, as part of the 2001 season of plays at the Bathurst Memorial Entertainment Centre.

HERITAGE DINNER

The theme of the 2001 Heritage Dinner was "The Past to the Present". A number of songs from *City of the Plains* were performed, and an actor delivered the "Light on the Hill" address.

INTERNATIONAL STUDENTS NIGHT

The International Students' Association held its annual International Night in August at Bathurst Memorial and Entertainment Centre. The theme for the 2001 event was *Celebrating Humanity*.

BATHURST SPORT AND RECREATION COUNCIL

The University became an active participant in the Bathurst Sport and Recreation Council, with a CSU staff member and a Mitchell Associations of Student Councils staff member joining the Committee.

VOICES/YOUTH AT RISK PROJECT

Voices is a collaborative project between the Centre for Cultural Research into Risk and Bathurst City Council. The initiative, which was launched to help address youth issues in Bathurst, is aimed at giving young people an opportunity to talk about their lives and transform their experiences into pieces of theatre.

50TH ANNIVERSARY OF THE BATHURST
TEACHERS' COLLEGE

Approximately 350 former students attended the 50th anniversary of the Bathurst Teachers' College in November.

ALUMNI WALK

Graduates of the University and other potential donors have been offered the opportunity to purchase a personalised paver, for placement in a footpath known as *Alumni Walk*.

Dubbo Region

RELOCATION OF THE CAMPUS

In July 2001 Stage 1 of the new Dubbo Campus was completed with the occupation of the Interactive Learning Centre at a cost of $4.75m. The Interactive Learning Centre is designed specifically to utilise new communication technologies and to provide a range of learning spaces for access by students in ways and, at times, that are most convenient to them. The campus is part of the Dubbo educational precinct, an innovative development that brings together secondary, TAFE and higher education institutions with extensive cross-sectoral links and cooperation, and incorporates state-of-the-art education delivery technologies. The Interactive Learning Centre contains a large learning resources area, video-conferencing rooms, computer laboratories, large and small presentation rooms, student association, academic and administrative offices, and amenities. The development of the Dubbo Campus is supported by an $8.7m contribution from the Commonwealth's Capital Development Pool, from 1999 to 2003. Further work is being undertaken with the Dubbo City Council to plant a large number of trees on the site, and to manage the stormwater appropriately.

The University is currently planning and designing Stage 2 of the development, and will also construct a student residential accommodation precinct in 2002.

ENROLMENTS

All courses at Dubbo Campus filled their quotas in the Autumn 2001 session, and over 300 on campus students were enrolled in the five undergraduate programs offered. Twenty places were granted specifically for courses in Dubbo as part of the Government's 'Backing Australia' program.

MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding (MOU) with Sydney University to collaborate in the provision of medical and allied health education in Dubbo was signed in September 2001. Under the terms of the MOU, University of Sydney students can access CSU's learning infrastructure in Dubbo, and CSU will help design new teaching facilities at the Dubbo Base Hospital, which will also be utilised by the Faculty of Health Studies.

COMMUNITY SUPPORT

As part of the community's support for the University's initiative in Dubbo, the Rotary Club of South Dubbo committed itself to a contribution of $125,000 to go towards the construction of student residential accommodation.

AWARDS CEREMONY

A graduation ceremony was held in May 2001, at which scholarships, prizes and the inaugural Head of Campus Leadership Award were also awarded.

Wagga Wagga Region

CAPITAL DEVELOPMENT

The James Hagan Court administrative complex was completed in March 2001 at a cost of $2.515m. The two buildings accommodate staff from: the Faculties of Arts and Science and Agriculture; the office of the Pro-Vice-Chancellor (Learning and Student Support), including CELT and CPEC staff; the office of the Pro-Vice-Chancellor (Research and Graduate Training); and the office of the Head of Campus. These major administrative buildings were named in honour of Emeritus Professor James Hagan AM and were officially opened in March 2001 by the Minister for Education, Training, and Youth Affairs, the Hon. Dr David Kemp MP.

Major renovations to a building of local significance were completed, to provide an Experimental Winery. NSW Agriculture contributed towards the $635,000 cost of the renovations, which further consolidated the food, wine and grape teaching and research facilities of the University, NSW Agriculture, and the National Wine and Grape Industry Centre.

Additional student accommodation was provided with the conversion of small buildings previously used as administrative offices, and St Martin's College and the University jointly funded another two eight-bedroom student residential cottages costing $460,000.

At the end of 2001 work was in progress on: renovation of the agriculture engineering building, to accommodate an irrigation research facility; extensions to the drama studios; Stage 3 of renovations

to Akins Hall, in the food preparation areas; and a new production winery facility.

PUBLIC LECTURES

Seven lectures in the Charles Sturt University Public Lecture Series were held in Wagga Wagga, co-hosted by Wagga Wagga City Council. The Faculties of Arts, Education, Health Studies and Science and Agriculture participated in the series, which covered a range of topics relevant to the region.

SCHOLARSHIPS

A total of fifty-two scholarships ranging in value from $400 to $6,000 were awarded to undergraduate students at the Wagga Wagga Campus. In all, $103,710 was awarded to students to assist with their studies.

SENIORS' WEEK

The University conducts a guided bus tour of the campus each year as part of 'Seniors' Week'. In 2001 the tour encompassed the Equine Centre, Winery and Cheese Factory, and included a presentation about television production by a lecturer from the School of Visual and Performing Arts.

RECONCILIATION WEEK

Reconciliation Week was marked by the opening of Indyamarra, a walking track, viewing point and information area aimed at advancing reconciliation and promoting mutual respect and understanding between all peoples. Indyamarra was a joint venture between the Indigenous members of the community, Charles Sturt University and local industry. The second stage of the project will involve production of an education kit, planting of trees and shrubs, construction of an amphitheatre, and erection of directional markers and signage.

INTERACTION WITH REGIONAL COMMUNITIES

At the request of Griffith City Council, a needs analysis was conducted to ascertain the feasibility of establishing a University presence in the city. The report is currently being considered by the Riverina Regional Development Board. The results will be vital in lobbying the Commonwealth Government to obtain additional funded university places for students from the area.

As part of its involvement in the *Learning Communities National Project*, Deniliquin Shire Council invited Charles Sturt University to join the steering committee of the Deniliquin Learning Community Working Group. It is anticipated that Charles Sturt University will establish a presence in the region in collaboration with the Riverina Institute of TAFE.

Faculty of Commerce

The Faculty continued to support the region financially and to advise on strategies for regional development, both economically and socially, through the activities of three research centres: the Western Research Institute; the Group for Research in Employment and Training; and the Australian Centre for Cooperative Research and Development.

A number of regional high schools took advantage of the "Faculty of Commerce Prize", which is awarded to a Year 11 or Year 12 student who attains a consistent record of achievement in a business related subject.

The Thurgoona Campus continued to receive a number of architectural and environmental awards during 2001, including awards from the royal Australian Institute of Architects and an International Design Resources "First Place" Award.

international reputation

Goal 2 -   attracting students nationally and internationally because of the excellence of its courses, teaching, scholarship and support to students.

Goal 5 -   conducting high quality research of regional significance and international distinction.

Goal 6 -   combining a dynamic regional commitment with a growing international reputation.

International Office

In 2001 existing markets were significantly expanded and several new agreements were signed with international partners.

Existing agreements with SGA and IRI were renewed, and new partnerships signed with:

- TOP Group, Shanghai, for the delivery of information technology courses;

- Tianjin University of Commerce, Boustead Informatics College and IRI, for business and information technology courses in China, with articulation to Malaysia and Australia;

- New World Institute of Management, Taiwan, for the Master of Business Administration (MBA);

- IRI and Bipnet Institute of Management and Technology, India, for the MBA (E Commerce);

- IRI and Southern Institute of Technology, Invercargill and Christchurch in New Zealand, for the MBA (E Commerce);

- IRI and Economics and Finance Institute, Cambodia, for the MBA;

- IRI and Bushra International Institute of Graduate Studies, India, for the MBA (E Commerce), Master of Information Technology, Bachelor of Business Studies and Bachelor of Information Technology; and

- TAFE Global, for provision of the Bachelor of Information Technology in Cairo and the Bachelor of Business Studies in Macau.

SIGNIFICANT EXPANSION IN EXISTING MARKETS

The contribution of international students to the University continues to be considerable. In 2001 there were 1916 students studying offshore (542 EFTSU), 4987 students studying with partners (2773 EFTSU) and 326 students studying in Australia (300 EFTSU). Taken together, these represent over 7000 students, more than 20% of total enrolments for the University.

The table and chart below show the growth of student numbers. CSU's performance continues to exceed national growth, and while the number of on shore students has been stagnant, performance in distance education and off shore enrolments has been strong.

	CSU			Australia				
	2000	2001	% change	2000	2001	% change	CSU to total (%)	CSU ranking
On campus	327	326	0	70 479	91 285	30	0	33
Distance	1526	1916	26	6 251	12 887	106	15	3
Offshore campuses	3510	4987	42	3 1863	39 616	24	13	4
Total	**5363**	**7229**	**35**	**10 8593**	**143 788**	**32**	**5**	**9**

Percentage change in International student numbers (2000-2001)
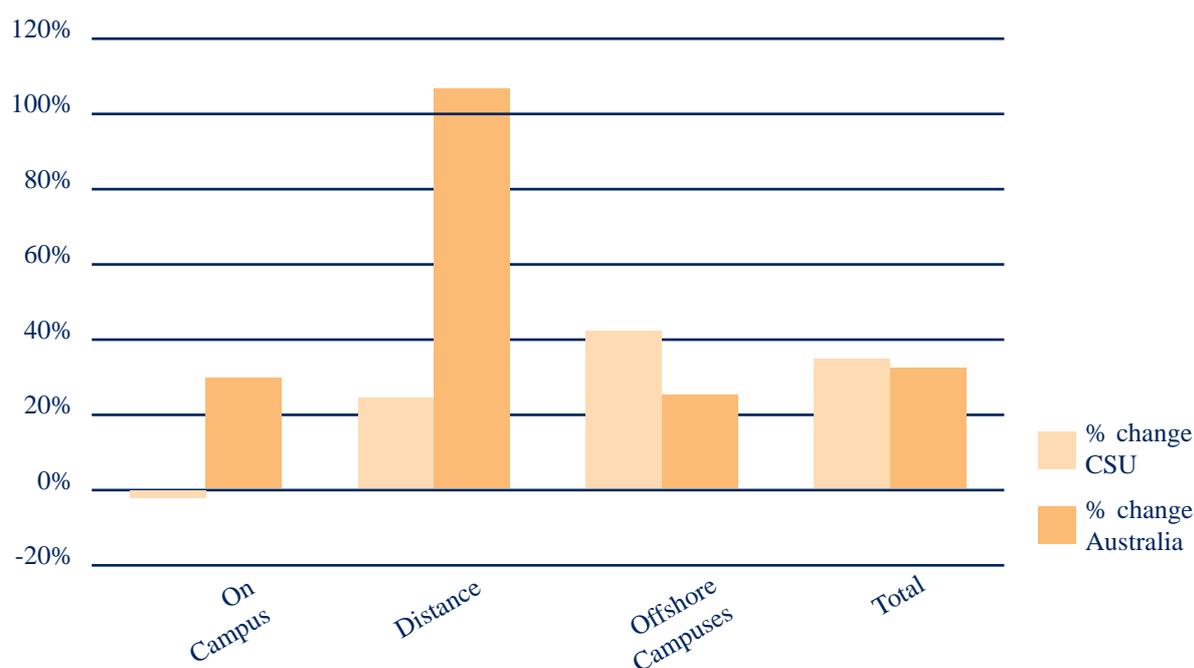
GRADUATIONS

A total of 1,131 international students graduated at overseas ceremonies in 2001, an increase of approximately 100 over the previous year.

Four graduation ceremonies were held in Malaysia: two ceremonies organised by IRI in April at which 460 CSU graduands received their awards; and two ceremonies in October, organised by CSU, at which 422 students graduated.

A ceremony was held in Hong Kong in November for 95 graduands, and a ceremony held in Canada in September, for a group of 107 graduands, mostly from the Faculty of Health Studies. A ceremony was also conducted in the United Kingdom in April for 47 Faculty of Health Studies graduands.

Faculty of Arts

The National Strategic Intelligence course continued to develop international linkages. Students from Columbia, Spain, the Netherlands, the Philippines, Iran, Argentina and Indonesia participated in the course under the sponsorship of the Commonwealth's Law Enforcement Cooperation Program.

Funding from the Japan Foundation Asia Centre and the Association of Commonwealth Universities was used to support a workshop, research and training program in community informal care and welfare systems in Asia-Pacific countries.

The Faculty helped sponsor the Second International Outlook Conference on Community Development, held in Hanoi.

Faculty of Commerce

The Faculty's success in providing quality programs in China, India, South East Asia and the UK has continued to attract large numbers of students. Negotiations are continuing with a range of international partners for the provision of the Master of Business Administration and the Bachelor of Business Studies. Negotiations include investigating the extended educational pathways and TAFE collaborative programs for international partners.

The Faculty implemented new initiatives to ensure that programs offered internationally maintain a high standard. In July representatives from HELP Institute and IRI visited CSU to attend a two-day workshop. The workshop was aimed at strengthening the relationship between CSU and these partners, while at the same time providing an opportunity for staff to meet their counterparts. The visitors were able to familiarise themselves with some of CSU's computer systems, and were taken on a tour of the campus before leaving. Major outcomes from the workshop included the development of a procedures document for use by CSU and its partners, and streamlining of some internal processes for moderation and marking.

Regular forums were conducted at partner institutions to discuss Faculty programs, teacher training, assessment, quality assurance and staff development, and Faculty staff continued to support the overseas teaching programs to ensure that requirements of professional bodies are met.

The program of staff exchanges continued, with an academic exchange between CSU and the University of Montana. Schools in the Faculty host academics from China on a regular basis. The exchange of staff from partner institutions fosters a better understanding of the programs offered by the Faculty, and exposes staff to the importance of understanding cultural differences.

Faculty of Education

The Faculty continued to promote its programs in Canada. The Master of Education attracted a growing number of distance education students as qualified teachers seek to maintain their registration in Canada by enrolling in approved professional development programs. Similarly, applications for the Graduate Diploma of Education (Secondary) and the Bachelor of Primary Education Studies, both on campus, initial teacher education programs for graduate students, continued to increase. The Faculty is also marketing the Doctor of Education in North America and has been negotiating with the Ontario College of Teachers about upgrading courses for early childhood practitioners.

Approval to offer the Bachelor of Teaching (Birth to 5 Years) to students in Singapore was granted in 2001. Graduates of the Modern Montessori program in Singapore, an initial early childhood teaching qualification, will complete the course by distance education over two years. Staff from the Faculty will travel to Singapore each session to conduct intensive residential schools for the students. The course will commence in Autumn 2002, with approximately twenty five students expected to enrol each session.

In collaboration with the Western Institute of TAFE, the Faculty offered a number of programs in vocational education and training in Malaysia during 2001. These certificate level courses, based on modules developed by both CSU and TAFE, are designed to articulate with CSU's Associate Degree in Vocational Education and Training and Bachelor of Vocational Education and Training.

The Faculty's involvement in international aid projects was maintained. The most significant of these projects is in Papua New Guinea (PNG) where the Faculty is a member of a consortium coordinating the $17m AusAID program, *Primary and Secondary Teacher Education Project*. The project's Team Leader in PNG is from the School of Teacher Education at Bathurst Campus. The project provides the opportunity for teacher education staff from the University of Goroka to visit on short-term attachments to CSU. The first two PNG nationals were hosted by the Faculty

during November and December. The Faculty is exploring opportunities for participation in other aid projects, including a major AusAID development in East Timor.

Faculty of Health Studies

The Faculty's international activities continued to flourish. The Dean of the Faculty officiated at two graduation ceremonies in the United Kingdom, where pre-hospital care and health services management students received their awards, and also at graduation ceremonies in Kuala Lumpur, Hong Kong and Toronto. A presentation ceremony was held at Auckland in May for the first group of New Zealand Bachelor of Health Science (Complementary Medicine) graduates from the Faculty.

The Faculty has a close affiliation with the Ajisai Nursing College in Japan, and in the Spring session received the first intake of graduates from the College into the Bachelor of Health Science (Nursing).

The Faculty is also closely affiliated with The Michener Institute for Applied Health Science in Toronto, Canada. Current initiatives and possibilities for future programs, including joint research, were discussed at a series of meetings with the President and Vice-President of the Institute in April.

New initiatives in Pre-Hospital Care commenced in Malaysia.

The first group of Master of Health Services Management graduates from the Apollo Hospitals in India received their awards.

Faculty of Science and Agriculture

The international operations of the Faculty, particularly in the area of information technology and library science, continued to grow during 2001. Enrolments in existing programs increased and several new partnership agreements were initiated.

As the result of a partnership agreement with Garcorp in China, students commenced business courses during the year. Their studies will include several information technology subjects. Negotiations for a partnership agreement with the China-based TOP Group were also commenced.

An agreement with IDM Computer Studies based in Sri Lanka saw students commence study in the Bachelor of Information Technology in 2001, with students likely to commence the Master of Information Technology in 2002.

Centre for Rural Social Research

The Centre for Rural Social Research is recognised internationally as a centre of excellence for research into rural social issues.

A number of activities during 2001 enhanced the University's international reputation. The Centre's Associate Director undertook a three-month secondment to the World Bank in Washington, to develop an impact assessment framework for considering the social impacts of structural adjustment and policy reform.

The Centre was successful in attracting funding from the Japan-Australia Foundation. These funds enabled researchers from a number of Asian countries to visit CSU to work on a rural community development manual that was completed in 2001.

Rural community development research was also undertaken in India during 2001.

Continuing and Professional Education Centre (CPEC)

Tertiary students from Papua New Guinea will benefit from CSU's expertise in distance education as the result of a new agreement between CSU and the University of Papua New Guinea (UPNG). As part of a two-and-a-half year, $800,000 AusAID contract, CSU will assist UPNG to develop distance education courses in 24 subject areas.

In 2001 CPEC continued its long and successful relationship with IDP Education Australia Ltd, again hosting two detectives from the Government of Botswana. The detectives visited Goulburn, Bathurst and Manly and were placed for three weeks with the Australian Federal Police for the practical component of this highly successful, one-session course.

CSU was the selected service provider for a two-week Insurance Industry study tour for four high-ranking industry delegates from China. CSU drew on the excellent working relationship it has with the Australian and New Zealand Institute of Insurance and Finance (ANZIIF) to deliver the study tour.

teaching & learning

Goal 1 -   balancing professional and vocational course needs with the development of skills for, and positive attitudes towards, life-long learning.

Goal 2 -   attracting students nationally and internationally because of the excellence of its courses, teaching, scholarship and support to students.

Goal 3 -   being committed to open learning through access, articulation and student support programs.

Goal 4 -   providing a variety of learning environments to meet the different needs of students drawn from diverse educational, social, ethnic and economic backgrounds.

Goal 7 -   providing a flexible, innovative and challenging environment in which to teach, learn, research and work.

Student Services

Student Services continued to prepare students for study in a variety of learning environments, in particular the online environment. Skills for Learning Online (SSS003) is offered and taught completely online, utilising forums, listservs, email and chat rooms. This subject provides students with the opportunity to gain competence and confidence in the online environment prior to commencing formal study. Other STUDY LINK subjects, such as Academic Skills Development (SSS002), prepare students with the academic skills necessary to succeed in university study. In 2001 two additional STUDY LINK subjects, Introductory Chemistry (SSS010) and Introductory Physics (SSS011), were offered with online support as well as in the distance education mode. It is anticipated that by the end of 2003 all STUDY LINK subjects will be offered with online support.

Centre for Excellence in Learning and Teaching (CELT)

CELT continued its commitment to providing quality services and resources for staff and students in learning and teaching in 2001. CELT's focus on the needs of the learner and flexible learning was apparent in the widespread linking of subject resources and services through an online student subject outline in all distance education subjects offered in Autumn and Spring 2001.

Critical to the capacity to achieve multiple modes of delivery, multimedia resource development capacity and flexibility, has been the establishment by CELT of Learning Media Laboratories (LMLs) at Albury, Bathurst and Wagga Wagga campuses. The function of the LMLs is to investigate new uses or enhancements of existing CSU tools and applications for learning and teaching. The laboratories provide a space where content developers, supported by a team, can collaborate on multimedia projects, and design technology based learning and teaching strategies that will enhance student learning in the e-environment. Projects in progress include an examination of forum interactivity, a forum engagement tool, a prototype of visual and auditory technologies for non-recent school leavers and a plant pathology web-based image bank.

Educational designers were instrumental in the implementation of a University-wide assessment policy, the running of workshops, and the management of one-to-one staff development.

A new curriculum design model for the National Indigenous Mental Health Project, a cross-divisional endeavour with the School of Clinical Sciences and Maladahan Gilanna Indigenous Education Unit, was designed with CELT's guidance.

CELT staff developed the Professional Development node of the NSW HSC Online website. The website, designed to cater for the professional needs of the teachers contributing to the HSC Online project, was well received by the professional bodies.

CELT's Evaluation Unit was broadened to include the survey of subjects offered on a continuous session basis, and of subjects taught by the University's overseas partner organisations. Online surveying is being trialed across the suite of learning and teaching surveys for particular, fully-online cohorts of students.

Division of Information Technology

The Division continued the implementation of a new information architecture for the University, to ensure that the infrastructure is in place to support the rapid growth of the University's online teaching and learning activities.

Division of Human Resources

In 2001 the Division of Human Resources enhanced its support of the University's investment in its staff through the implementation of several strategic initiatives. The purpose of these initiatives was to assist the University to achieve its key human resources and related goals and objectives.

An organisational development function was established within the Division of Human Resources. This function will operate from the commencement of 2002 and will provide support to the management and staff of the University in the areas of academic staff development, general staff development, executive and management development, equal opportunity, and change management.

A new 'Performance Management Scheme for Executive, General Staff and Heads of School' was adopted by the University Council. The scheme aims to provide assistance to employees to help them develop to their full potential and to provide recognition and constructive feedback to employees on their performance. The scheme was introduced to all general staff and supervisors through a series of information sessions delivered on the Bathurst, Dubbo, Wagga Wagga and Thurgoona campuses. It is anticipated that all staff at these locations will have actively participated in the scheme by the end of May 2002.

A working party was formed to develop a University-wide Customer Service Charter. The charter will assist in the establishment of a market focussed, client service culture throughout the University, based on service excellence. Significant progress was made through a series of meetings of the working party and focus groups toward development of the Charter.

The University was successful in obtaining "first round" supplementary funding from the Department of Education, Science and Training (DEST) under the Workplace Reform Program. This funding represents 2% of the University's notional salary component of its operating budget. Substantial progress was made throughout 2001 in implementing the organisational innovations identified by the University in its application to DEST. The University's "second round" application to DEST is expected to be made in March 2002.

The Australian Industrial Relations Commission certified three new enterprise agreements covering general staff and English language teaching staff of the University. The agreements contain a number of new and important policy initiatives for the University.

The Division of Financial Services and the Division of Human Resources collaborated to develop and implement the *CSU Voluntary Salary Packaging Scheme*. This Scheme is the first of its kind to be made available to staff of the University.

A variety of e-environment initiatives were implemented and refined. These initiatives included the enhancement of the University's online recruitment and application receipt facilities, implementation of the initial phase of the self-service Concept Human Resources System, and development of an interactive equal opportunity training package titled, *EO Online*. The *EO Online* package is the result of the collaborative efforts of CSU, the University of Wollongong, the University of Newcastle and University of Technology Sydney, and has the sponsorship of the Office of the Director of Equal Opportunity in Public Employment.

An "injury management at work" seminar was successfully delivered to a responsive audience of University staff. The seminar was developed as a result of Workcover NSW's sponsorship of seven athletes, each of whom achieved paralympian status after sustaining serious workplace injuries. The aim of the presentation was to motivate and inspire positive cultural change across the University and wider community with regard to managing staff (and students) with injuries and illnesses.

The University was one of nineteen participants in the *University Risk Management Benchmarking 2001* project. Key areas of assessment included occupational health and safety, chemical and laboratory safety, and rehabilitation. The University was rated third of the nineteen Australian universities that participated in the project.

Division of Library Services

Statistics indicate steady student usage of Web-ezy, the interactive information skills tutorial, during its first full academic year of operation. Two new modules, ProQuest and APAFT (APAIS Full Text), were added to cover major databases. The catalogue modules are being re-worked for 2002 to match the new library system.
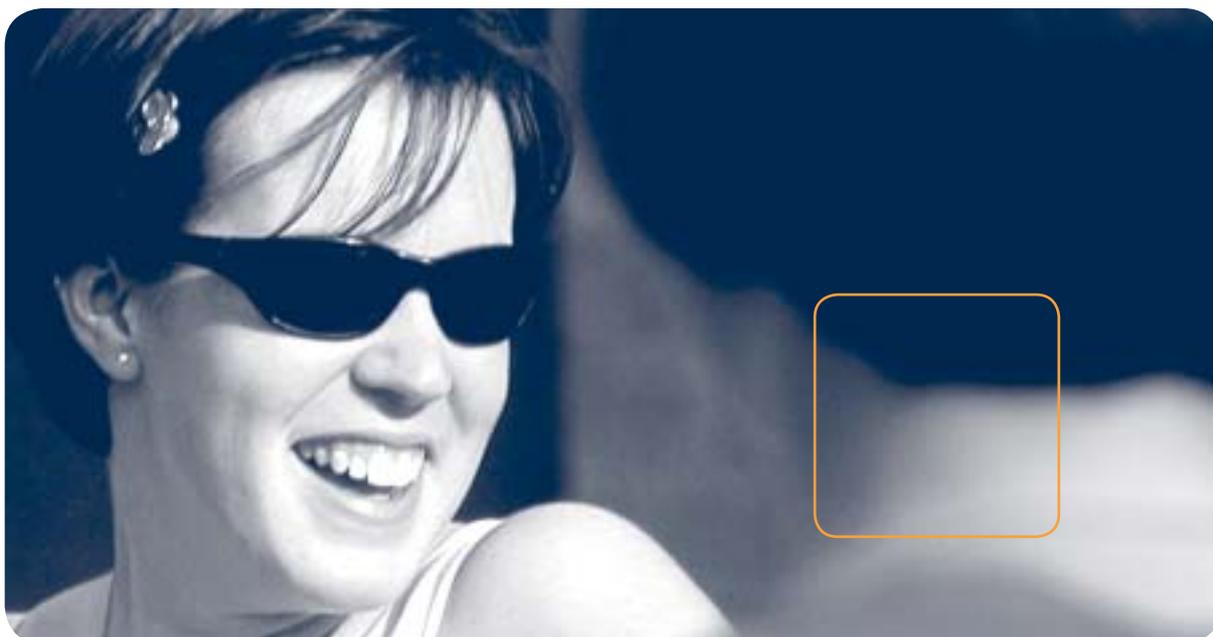
commitment to students

Faculty of Arts

www.csu.edu.au/faculty/arts/

A senior lecturer in psychology, from the School of Humanities and Social Sciences at Wagga Wagga Campus, received the Vice-Chancellor's Award for Teaching Excellence for 2001. A senior lecturer from the School of Social Sciences and Liberal Studies at the Bathurst Campus (a past winner of the Vice-Chancellor's Award for Teaching Excellence) was awarded a NSW Minister for Education and Training and Australian College of Education Quality Teaching Award.

Faculty of Commerce

www.csu.edu.au/faculty/commerce/

Flexibility of learning modes and the innovative application of technology to course delivery have been major factors in the Faculty's successful promotion of its courses and ability to meet the demands of professional organisations, employers and its partners.

The International Marketing Institute of Australia, which offers CSU Masters and Doctor of Business Administration programs, has invested considerable resources to convert subjects for online delivery: students access study materials, including prescribed textbooks and readings, online; student interactions with staff is facilitated by email, electronic forums and teleconferencing; and student interaction with other students is facilitated through an electronic forum.

Student achievements are recognised through "Dean's List" awards, and three scholarships worth $5000 each have been approved for students enrolled in the Bachelor of Business (Honours) program.

Staff from the Schools in the Faculty successfully promoted the business internship program, with

feedback from both the students and the host organisations very positive.

As part of the Faculty's commitment to providing a variety of environments to meet the different needs of its students, teaching staff with language skills have been recruited. Their appointment not only enhances the delivery of the Faculty's programs to international partners, but also helps meet the needs of on campus international students.

Faculty of Health Studies

www.csu.edu.au/faculty/health/

The Faculty's commitment to students is clearly demonstrated by the numerous awards won by Faculty students and staff during 2001. Three of the six 2001 University Medallists were students from the Faculty of Health Studies. The Vice-Chancellor's Award for Teaching Excellence for 2000 (announced in early 2001) went to a staff member from the School of Biomedical Sciences, and staff at the Orana Health Unit at Dubbo received the Vice-Chancellor's Team Award for Teaching Excellence for 2000 (also announced in early 2001). The Pearson Education Uniserve Science Teaching Award was awarded to a School of Clinical Sciences staff member in recognition of work done with the development of MRI concepts on CD Rom.

A total of 150 students of the Faculty received a Dean's award for academic excellence during presentation ceremonies in Bathurst, Wagga Wagga and Albury-Wodonga.

Division of Information Technology

wwwdb.csu.edu.au/division/dit/

In 2001 the uptake of students into the University's online environment continued strongly. The Division of Information Technology facilitated this with the introduction of the highly successful forums, *my.csu* and increased "up time" of services for distance education students. The Division was also heavily involved in developing the University's e-Environment initiative, through the revolutionary e-Box strategy, which provides secure and reliable electronic communications between the University and its students.

Student Administration

www.csu.edu.au/division/deanstud/

Student Administration continued to develop systems that provide improved services to both internal and distance education students. While the new systems will improve services for all students, they will specifically overcome some of the perceived disadvantages associated with studying at a distance.

In 2001 students were able to enrol, manage their records and update personal details online. This service provides students with 24 hour access to their records and allows them to maintain their records in real time, at their convenience.

2001 also saw the development of the e-Communications project. To be fully implemented in 2002, the system will convert official correspondence traditionally sent by post to online delivery. Correspondence is sent to students at their personalised area of the CSU website.

Students will receive correspondence instantly, will be able to access messages at their convenience and from any location, and will be able to respond to the correspondence using the e-Communications system.

Student Services

www.csu.edu.au/division/studserv/

The University is committed to providing the highest possible quality of support services to its students. This commitment forms the primary role of Student Services. During 2001 Student Services continued to provide students with extensive academic and personal support, and to develop opportunities through a variety of programs and resources.

The Learning Skills Team developed a comprehensive Lunchtime Seminar Series on various topics for students seeking assistance. The Study Centres have also expanded to now include Chemistry, Physics, Mathematics and Statistics and Learning Skills. (www.csu.edu.au/division/studserv/learning/seminars.htm)

The Student Services Help Desk provides a point of contact and assistance to all students. Demand has increased markedly with student enquiries averaging over 4000 per month. The Help Desk responds to complaints and general enquiries on all services offered within Student Services, and acts as a referral point for enquiries regarding other CSU facilities and services. The implementation of software to

collate statistics and assist with the quality assurance requirements of the University is proposed for 2002.

A Student Services Quality Assurance Officer worked with the International Student Adviser to establish a 'buddy' system for international students, to be implemented in 2002. This system is designed to assist with the smooth transition of international students into Australian culture and university studies.

Student Services developed the Peer Assisted Study Session (PASS) that was piloted during 2001. PASS is a compilation of both supplemental instruction and peer mentoring, and was developed as a participatory and collaborative learning experience. The program targets subjects that have a high rate of withdrawal and/or failure and provides regular, scheduled, out-of-class, peer-facilitated sessions giving the students an opportunity to discuss and process course information. Developments in 2002-2003 will result in greater participation opportunities for both on campus and online students.

Development of the CSU Disability Action Plan (DAP) commenced, with 'Focus Groups' being held towards the end of 2001. Local communities were invited to provide feedback. It is envisaged that the DAP will be finalised by March 2002, and lodged with the Human Rights and Equal Opportunity Commission.

Student orientation programs were refined to include on campus practical sessions. Rather than the static information sessions previously presented, students will in future be invited onto campus for the opportunity of hands-on workshops, particularly in relation to online resources.

The Student Services website was revised to include additional information, including a mission statement, customer service undertakings, principles of staff conduct, and procedures for handling student enquiries, complaints and grievances. Help Desk information, an online student calendar and a "What's new at Student Services" section were also included in the revised website.

A website that provides information about basic competencies necessary for CSU students, titled "Get on with I.T", was launched (www.csu.edu.au/getonwithit).

Student Services was instrumental in promoting *my.csu* and the *e-Box*, and in supporting students during the introduction of these services, through face-to-face information sessions, information websites, a video and a comprehensive orientation programs for both on campus and distance education students.

As a result of a survey conducted by Student Services to gauge the information technology training needs of students, a training website was developed for students, and an information listserv established for staff. A program of hands-on workshops are being developed for implementation in 2002. (www.csu.edu.au/division/studserv/online/ITsurveyreport.htm)

Ethnic Affairs

Several activities were initiated at the University in 2001, in line with the CSU Ethnic Affairs Priority Statement.

Students in the School of Community Health were active in developing cross-cultural experience and expertise. Speech Pathology students organised a language program involving first year international students on the Albury-Wodonga Campus. Their language needs were analysed and a program developed to meet these needs. The program received extremely positive feedback from the international students.

Occupational Therapy and Speech Pathology students undertook a fourth year placement in orphanages in Ho Chi Minh City and Baria in Vietnam. It is expected that this will be a continuing program. The students developed an inter-cultural communications competencies package to assist their colleagues who were participating in this challenging program, and plan to develop the package further for use within the University.

The School of Environmental and Information Sciences, in conjunction with the Indigenous Education Unit and members of the local Indigenous community, hosted a "cultural information day" designed for staff and students who may be involved in research programs with Indigenous communities.

International students have been involved in an ongoing motivational program for year 7 students and their parents at a local school (Scots School, Albury). The international students talk about their experience as students in Albury, including discussions on different religions. Feedback from the coordinator of this program has been extremely positive.

A high school in Wagga Wagga sought assistance from the University in meeting part of its curriculum for the new HSC course in the subject "Society and Culture".

CSU international students met with twenty high school students, working in small groups to develop their cross-cultural knowledge and communication skills.

The Equity Office publication *Equitylink* includes regular reports on the various activities of the University's international students, including reports on the International Nights held at each campus.

A number of staff development activities addressing cultural diversity and awareness issues were held at the University during 2001. A series of workshops on working with diverse clients was held for staff on the Wagga Wagga Campus. The "Management Skills for Supervisors" course, offered across the University in 2001, included a four-hour session on managing diversity. A "Cultural Diversity Leadership and Management in Higher Education" workshop was also held as a pilot for a series of programs in diversity training intended for 2002.

Key strategies for 2002 include: continued 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; 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; and the trial of a mentoring system for new international students, using orientation week leaders to introduce them to the social and academic life of the campus.

Maladahan Gilanna Indigenous Education Unit

The Maldahan Gilanna Indigenous Education Unit addresses the special needs of Aboriginal and Torres Straight Islander students, providing them with substantial emotional and academic support.

governance of the university

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.

University Management

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 (NSW)*. 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 or 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 and 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 auditors and external auditors on any significant regulatory, accounting or reporting issue, 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 a Pro-Vice-Chancellor, Executive Director or Director who have University-wide responsibilities.

The Divisions include: Human Resources; Financial Services; University Properties; Information Technology; Library Services; Planning and Development; Research and Graduate Training; and Communications and International Affairs. The Departments include: Student Administration; the International Office; Student Services; the University Secretary; and Maldahan Gilanna Indigenous Education Unit.

Academic Governance

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; the Quality Audit Committee which is responsible for auditing the effectiveness of Senate's policies; 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 its 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.

COUNCIL AND ITS COMMITTEES:

Council

Standing Committee

Audit Committee   Finance Committee   Personnel Committee   Honorary Awards Committee
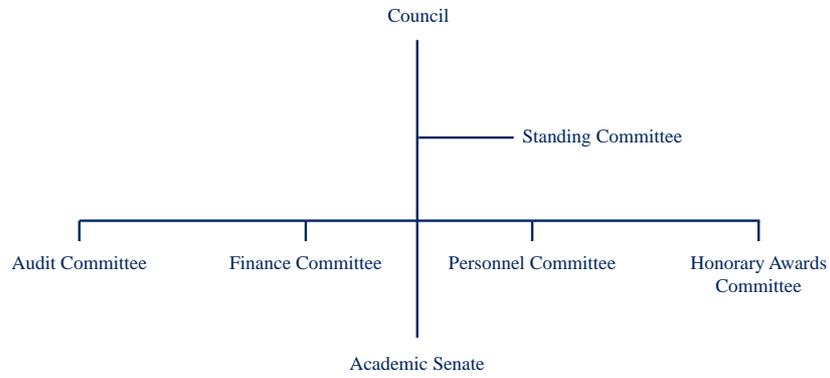
Academic Senate

ACADEMIC SENATE AND ITS COMMITTEES:

Academic Senate

Standing Committee

Academic Awards Committee   Academic Programs Committee   Quality Audit Committee   Board of Graduate Studies   Research Management Committee   University Medals Committee

Academic Appeals Committee   Faculty Boards
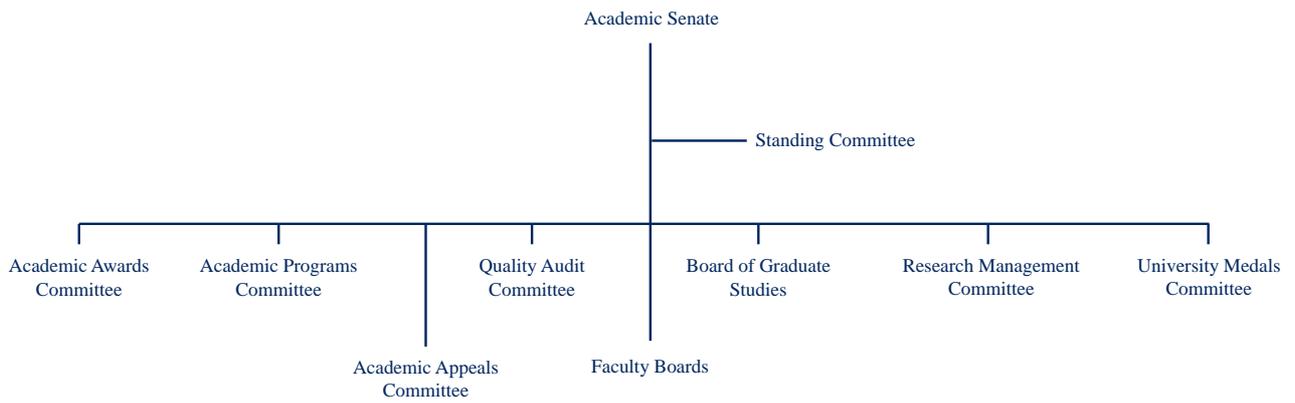
UNIVERSITY STRUCTURE
FACULTIES AND DIVISIONS

Vice-Chancellor
Bathurst

Pro-Vice-Chancellor (Public Affairs) and Head, Bathurst and Dubbo Campuses
Bathurst

Pro-Vice-Chancellor and Head Albury-Wodonga Campus
Albury-Wodonga

Pro-Vice-Chancellor (Planning & Development)
Bathurst

Pro-Vice-Chancellor Research and Graduate Training
Wagga Wagga

Presiding Officer Academic Senate and Head Wagga Wagga Campus
Wagga Wagga

Pro-Vice-Chancellor (Learning & Student Support)
Wagga Wagga

Executive Director Financial Services
Wagga Wagga

Executive Director Human Resources
Bathurst

Executive Director University Properties
Wagga Wagga

Executive Director Library Services
Bathurst

Executive Director Communications & International Relations
Bathurst

Executive Director Information Technology
Albury-Wodonga

Director Student Administration
Wagga Wagga

University Secretary
Bathurst

Dean Faculty of Arts
Wagga Wagga

Dean Faculty of Commerce
Bathurst

Dean Faculty of Education
Bathurst

Dean Faculty of Health Studies
Albury-Wodonga

Dean Faculty of Science & Agriculture
Wagga Wagga

Director Indigenous Education Unit
Wagga Wagga

Director Centre for Enhancing Learning and Teaching
Wagga Wagga

Director Learning Materials Centre
Wagga Wagga

Director Continuing Professional Education Centre
Wagga Wagga

Director Student Services
Wagga Wagga

Commitee Memberships

The Council

OFFICIAL MEMBERS

Chancellor *(term to 8 December 2002)*

Asimus, David J, AO, BEc *Syd*, HonDSc *NSW*, HonDAgrEc *Syd*

Vice-Chancellor

Goulter, Professor Ian C, BE *Cant*, MSc PhD *Ill*

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

Green, Professor David L, NDD DesRCA *Lond* (from 1 July 2000)

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

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 *(term to 30 June 2003)*

Brassil, Anne, BA DipEd *Syd* (Deputy Chancellor)

Macintosh, A Ian, BA *ANU*

McMorrow, James, BEc DipEd *Syd*, MEd PhD *Qld*

Wise, Geoffrey A, BVSc *Syd*

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 *(term to 30 June 2003)*

Beavan, Gordon R, BA *Riverina-MurrayIHE*, MLitt *NE*

Benedyka, Susan E, GradDipBus *CSturt*

Mahon, John K J, DipAgr *WaggaAgrColl*

Treloar, John N, DipTeach(Prim) *RiverinaCAE*, BEd *Deakin*, GradDipEd(CompEd) *Riverina-MurrayIHE*

ELECTED MEMBERS

Two members of the academic staff *(term to 30 June 2002)*

Allen, Robert D, MA *CalifState*, EdPsychD *SanFrancisco*

Brennan, Roslin E, DipReadLang *RiverinaCAE*, BA *Macq*

One member of the general staff *(term to 30 June 2002)*

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*

One undergraduate student *(term to 30 June 2002)*
MacLean, Trevor

Attendances - Council meetings

During 2001 there were six ordinary meetings of the Council.

Member	Council	
	Maximum	Attended
Mr David Asimus, AO	6	6
Professor C D Blake, AM	3	3
Professor I C Goulter	3	3
Professor David Green	6	5 (1)
Mr Gerard Martin, MP	6	1 (5)
The Hon Ian Macdonald, MLC	6	4 (2)
Dr Peter Hodgson	3	3
Mrs Anne Brassil	6	5 (1)
Mr Gordon Beavan	6	5 (1)
Dr Jim McMorrow	6	4 (2)
Dr Geoff Wise	6	5 (1)
Mr Ian Macintosh	6	4 (2)
Ms Susan Benedyke	6	4 (2)
Mr John Mahon	6	5 (1)
Dr Rob Allen	6	6
Mr John Treloar	6	3 (3)
Ms Roslin Brennan	6	4 (2)
Mr Trevor MacLean	6	3 (3)
Mr Ian Macdonald	6	5 (1)
Ms Barbara Lawrence	6	5 (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 metings for which apoliges were received.

STANDING COMMITTEE OF THE COUNCIL

Chancellor

Mr David Asimus, AO

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

Dr Jim McMorrow

Mr Ian Macintosh

Mr Gordon Beavan

Mr John Mahon

FINANCE COMMITTEE

Deputy Chancellor

Mrs Anne Brassil

Vice-Chancellor

Professor Ian C Goulter

Head of Campus

Professor David Green *(until 30 June 2001)*

Dr P G Hodgson *(from 1 July 2001)*

Six members of the Council appointed by the Council

Dr Robert Allen

Ms Susan Benedyka

Mr Ian Macintosh

Mr John Treloar

Dr Geoffrey Wise

Mr Trevor MacLean

PERSONNEL COMMITTEE

Deputy Chancellor

Mrs Anne Brassil

Vice-Chancellor

Professor Ian C Goulter

Head of Campus

Professor David Green *(until 30 June 2001)*

Dr P G Hodgson *(from 1 July 2001)*

Six members of the Council appointed by the Council

Mr Gordon Beavan

Mr John Mahon

Dr Jim McMorrow

Mr John Treloar

Ms Roslin Brennan

Ms Barbara Lawrence

HONORARY AWARDS COMMITTEE

Chancellor

Mr David Asimus, AO

Deputy Chancellor

Mrs Anne Brassil

Vice-Chancellor

Professor Ian C Goulter

Presiding Officer, Academic Senate

Professor David Green

Head of Campus

Professor David Green *(until 30 June 2001)*

Dr P G Hodgson *(from 1 July 2001)*

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)

Professor Don Thomson *(until 1 August 2001)*

Vice-Chancellor

Professor Cliff D Blake, AM *(until 1 July 2001)*

Professor Ian C Goulter *(from 2 July 2001)*

Deputy Vice-Chancellor

Professor Kath Bowmer *(until January 2001)*

Vacant *(from January 2001)*

Four Pro-Vice-Chancellors Appointed by the Council

Dr Ian Barnard

Dr Peter Hodgson

Mr Bernie O'Donnell

Professor Paul Burnett *(from 15 February 2001)*

Deans of Faculty

Professor Ross Chambers (Arts)

Professor John Hicks (Commerce)

Professor Bob Meyenn (Education)

Professor David Battersby (Health Studies)

Professor Jim Pratley (Science and Agriculture)

Executive Director, Library Services

Ms Margaret Macpherson

Director, Graduate Studies
(position deleted 15 February 2001)

Professor Mike King *(until 15 February 2001 when position disestablished)*

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)

Professor Mark McFadden (Education) *(until January 2001)*

Professor Mike King (Education) *(from 6 March 2001)*

Dr Geoff McKenzie (Health Studies)

Mr Brian Lord (Science and Agriculture) *(until 30 June 2001)*

Dr David Tien (Science & Agriculture) *(from 1 July 2001)*

One Academic Staff Member of the AGSPM elected by the AGSPM School Board
(AGSPM disestablished June 2001)

Dr John Casey *(until 30 June 2001)*

Two Students Nominated by the Student Associations

Ms Elaine West (Postgraduate) *(until December 2000)*

Mr Troy Whitford (Postgraduate) *(from 28 March 2001 until 30 June 2001)*

Mr Jack Cannon (Postgraduate) *(from 1 July 2001)*

Mr Keith Hunter (Undergraduate) *(until 30 June 2001)*

Mr David Dorman (Undergraduate) *(from 1 July 2001)*

ACADEMIC PROGRAMS COMMITTEE

Presiding Officer, Academic Senate

Professor David Green

Pro-Vice-Chancellor (Learning and Student Support)

Dr Ian Barnard

Pro-Vice-Chancellor (Planning and Development)

Mr Bernie O'Donnell

Member of the Professoriate nominated by the Academic Senate

Professor Mark McFadden *(until January 2001)*

Professor Mike King *(from 19 September 2001)*

Board of Graduate Studies

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

Professor Paul Burnett *(from 14 February 2001)*

Director of Graduate Studies (Presiding Officer)
(position disestablished February 2001)

Professor Mike King *(until February 2001)*

Deputy Vice-Chancellor

Professor Kath Bowmer *(retired January 2001)*

Vacant *(from February 2001)*

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

Mr David Hatherly

Nominees of the Vice-Chancellor

Professor Ross Harvey

Professor Jim Pratley *(from 21 March 2001)*

Dr Lyn Gorman *(from 21 March 2001)*

Associate Professor Greg Walker *(from 21 March 2001)*

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

Ms Ragini Flower *(until 20 March 2001)*

Mr Mark Fraser *(from 21 March 2001 until 30 May 2001)*

Ms Angela Chittick *(from 5 September 2001)*

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

Professor Ross Chambers

Head, School of Social Science & Liberal Studies

Dr Marian Tulloch

Head, School of Humanities & Social Sciences

Dr Lyn Gorman

Head, School of Communication

Professor John O'Hara

Head, School of Visual & Performing Arts

Mr Fred Goldsworthy

Head, School of Theology

Associate Professor Stephen Pickard

Head, School of Policing Studies

Associate Professor Tracey Green

Head, Australian Graduate School of Policing

Mr Mark Wall *(until August 2001)*

Associate Professor Gordon Elliott *(from August 2001)*

Members of Professoriate

Professor David L Green

Associate Professor Graham Tyson

Professor Ben Bradley

Associate Professor Margaret Alston

Professor Don Thomson

Associate Professor Sotirios Sarantakos

Associate Professor Anthony Thompson

Professor John Painter

Professor Julie Marcus

Professor John Tulloch *(on leave until 2002)*

Associate Professor Catherine Layton

Associate Professor John Carroll

Associate Professor Ian Gray *(Sub-Dean, Graduate Studies)*

Associate Professor Bill Fitzwater

Associate Professor Michael Kiernan

Associate Professor Frank Vanclay

Associate Professor Deborah Lupton *(part-time until the end of 2002)*

Sub-Deans

Dr Frank Molloy *(Sub Dean, Research from November 2001)*

Ms Frances Hagon *(Sub Dean, International Relations from November 2001)*

Nominee of Information Learning Systems Group (ILSG)

Ms Kerryn Amery *(until May 2001)*

Dr Ian Barnard *(from June 2001)*

Nominee of the Director, Maldahan Gilanna Indigenous Education Unit

Ms Donna Murray

Elected Staff Member, School of Visual & Performing Arts

Mr Ray Goodlass *(from November 2001)*

Mr Michael Agzarian *(until Novmeber 2001)*

Elected Staff Member, School of Humanities & Social Sciences

Dr Dean Cocking *(until May 2001)*

Ms Sue Wood *(from August 2001)*

Elected Staff Member, School of Social Sciences & Liberal Studies

Dr Leonora Ritter

Elected Staff Member, School of Communication

Mr Bill Blaikie *(until May 2001)*

Mr Peter McDonald *(from August 2001)*

Elected Staff Member, School of Policing Studies

Mr Michael Enders *(until May 2001)*

Mr Phillip Walsh *(from August 2001)*

Elected Staff Member, School of Policing Studies

Mr Graeme Garrett *(from November 2001)*

Elected Staff Member, Australian Graduate School of Policing

Vacant

Undergraduate Student Representatives

Ms Jayne Stinson

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 *(on leave from 23 July to 31 December 2001)*

Associate Professor Mark Farrell *(Acting Head from 23 July 2001 and Director, Graduate Business Programs from 14 August 2001)*

Head, School of Business

Dr Michael O'Mullane

Head, School of Accounting

Professor Vic Fatseas *(retired 29 June 2001)*

Professor Reg Matthews *(from 2 July 2001)*

Head, School of Marketing & Management

Associate Professor Greg Walker

Head, School of Management

Associate Professor Eddie Ozcowski

Head, School of Financial Studies

Associate Professor John Williams

Members of Professoriate

Professor Charles Noble

Professor Vic Fatseas *(until 12 May 2000)*

Associate Professor Alan Fish

Associate Professor Mark Farrell

Associate Professor Norm Philp

Associate Professor Andy Smith *(on leave until 2002)*

Nominee of the Information Systems Learning Group

Mr Brian Leis *(until 30 June 2001)*

Mr Colin Sharp *(from 1 July 2001)*

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

Mr Brian Couper

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

Professor Terry Heazlewood *(until 30 June 2001)*

Mr Frank Rossi *(from 1 July 2001)*

Nominated Student Member (Undergraduate)

Mr Arif Hady *(until 20 June 2001)*

Vacant *(from 21 June 2001)*

Nominated Student Member (Postgraduate)

Vacant *(until 30 June 2001)*

Mr Steven Watson *(from 1 July 2001)*

EDUCATION FACULTY BOARD

Dean and Presiding Officer

Professor Bob Meyenn

Head, School of Teacher Education

Professor Paul Burnett *(until 4 February 2001)*

Mr Rod Allan *(Acting Head from 5 February 2001)*

Head, School of Education

Professor Mark McFadden *(until 4 February 2001)*

Professor Mike King (from 5 February 2001)

Head, Murray Education Unit

Ms Barbara Sparrow

Head, Human Movement Studies Unit

Professor Bob Meyenn *(Acting Head until July 2001)*

Dr Frank Marino *(from 16 July 2001)*

Sub-Dean for Graduate Studies

Associate Professor Rod Francis

Sub-Dean for Research

Dr John Retallick

Sub-Dean for Quality Assurance

Mr Terry Norwood *(from 13 June 2001)*

Member, Professoriate

Associate Professor David McKinnon

Up to Three Nominees of the Dean

Dr Frank Marino *(until 15 July 2001)*

Ms Louise Hard *(from 16 July 2001)*

Ms Ros Brennan

Ms Pauline Jones

Nominee of the Information Learning Systems Group

Associate Professor Denise Kirkpatrick *(until February 2001)*

Ms Gail Wilson *(from 6 March until 30 June 2001)*

Ms Mary Macaulay (from 1 July 2001)

Nominee of Director, Maldahan Gilanna Indigenous Education Unit

Mr John Williams-Mozley

Elected Academic Member, School of Teacher Education

Mr Terry Norwood *(until 30 June 2001)*

Ms Robyn Bentley-Williams *(from 1 July 2001)*

Elected Academic Member, School of Education

Dr Kennece Coombe *(until 30 June 2001)*

Dr Tom Lowrie *(from 1 July 2001)*

Nominated Student Member (Postgraduate)

Mr S Burroughs *(until 30 June 2001)*

Ms Vickie Vance *(from 1 July 2001)*

Nominated Student Member (Postgraduate)

Vacant

HEALTH STUDIES FACULTY BOARD

Dean and Presiding Officer

Professor David Battersby

Head, School of Nursing & Health Science

Ms Jan Allan

Head, School of Clinical Sciences

Associate Professor Scott Bowman

Head, School of Public Health

Associate Professor David Hodge

Head, School of Biomedical Studies

Associate Professor Mark Burton

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) *(from 1 July 2001)*

Dr Geoff McKenzie (Courses and Quality Assurance) *(from 1 July 2001)*

Dr Rober Trevethan (Students) *(from 1 July 2001)*

Up to Three Nominees of the Dean

Mr Basseer Jeeawody *(until 30 June 2001)*

Dr Geoff McKenzie *(until 30 June 2001)*

Ms Jenni Brackenreg *(until 30 June 2001)*

Ms Lorraine Holland *(from 1 July 2001)*

Members of Professoriate

Associate Professor Peter Lloyd

Professor Heather Gibb

Associate Professor Sally Ruston

Nominee of the Information Learning Systems Group

Ms Mary Macauley *(until 30 June 2001)*

Mr Peter Dunn *(from 1 July 2001)*

Nominee of the Director, Maldahan Gilanna Indigenous Education Unit

Mr John Williams-Mozley *(until 30 June 2001)*

Ms Deidre Naden *(from 1 July 2001)*

Elected Academic Member, School of Biomedical Sciences

Ms Lyndall Angel

Elected Academic Members, School of Clinical Sciences

Ms Fran White *(until 30 June 2001)*

Mr Ron Kerr *(from 1 July 2001)*

Elected Academic Member, School of Nursing & Health Science

Mr Charles Fogliani

Elected Academic Member, School of Public Health

Mr John Lunn

Elected Member, School of Community Health

Dr Simone Fullager *(until 30 June 2001)*

Ms Jodi Sita *(from 1 July 2001)*

Undergraduate Student Member

Ms Anna Nguyen

Postgraduate Student Member

Vacant

SCIENCE & AGRICULTURE FACULTY BOARD

Dean and Presiding Officer

Professor Jim Pratley

Head, School of Information Studies

Professor Ross Harvey (Acting Head until February 2001)

Mr Ken Dillon *(from March 2001)*

Head, School of Information Technology

Professor Terry Bossomaier *(until 7 March 2001)*

Ms Susan Moffatt *(from 8 March 2001)*

Head, School of Agriculture

Dr Peter Cregan

Head, School of Environmental & Information Sciences

Dr Brian Lord

Head, School of Science & Technology

Associate Professor Kevin Robards

Head, Environmental Studies Unit

Dr Al Gibbs

Head, School of Wine & Food Sciences

Professor Geoff Scollary

Members of the Professoriate

Associate Professor Scott Black (also Sub-Dean, Graduate Studies)

Professor Ted Wolfe

Professor Martin Sillence

Professor David G Green

Professor Alistar Robertson

Associate Professor Terry Harden

Professor John Spriggs

Associate Professor Nick Klomp (also Sub-Dean, Research)

Associate Professor John Weckert

Professor Graeme Batten

Professor Ross Harvey

Associate Professor Dirk Spennemann *(from 8 March 2001)*

Associate Professor Irfan Altas *(from 10 March 2001)*

Professor Terry Bossamaier

Professor Simpson Poon

Associate Professor Chris Steel *(from 17 August 2001)*

Up to Three Nominees of the Dean

Dr David Lindley *(also Sub-Dean, International Information Technology from 16 August 2001)*

Mr Jonathon Howard

Dr Gayner Eyre

Sub-Deans

Dr Wayne Moore *(Information Technology from 16 August 2001)*

Nominee of the Information Learning Systems Group

Ms Colleen Shaw *(until 30 June 2001)*

Ms Kerryn Amery *(from 1 July 2001)*

Nominee of Director, Maldahan Gilanna Indigenous Education Unit

Ms Diann Witney

Elected Academic Member, School of Environmental and Information Sciences

Dr Neil Lipscombe

Elected Academic Member, School of Agriculture

Dr Nigel Urwin

Elected Academic Member, School of Information Studies

Dr John Louis

Elected Academic Member, School of Science & Technology

Dr Terry Haig

Elected Academic Members, School of Wine & Food Sciences

Dr Chris Steel *(until 16 August 2001)*

Dr Jian Zhao *(from 17 August 2001)*

Elected Member, School of Information Technology

Mr David Tien

Undergraduate Student Member

Mr Daryl Robinson *(until 30 June 2001)*

Mr James Nalder *(from 1 July 2001)*

Postgraduate Student Member

Mr Giles Flower *(until 30 June 2001)*

Ms Elisa Heylin *(from 1 July 2001)*

Campus Advisory Committees

ALBURY-WODONGA CAMPUS

Nominee of the Council (Presiding Officer)

Beavan, G R, BA R*iverina-MurrayIHE*, MLitt *NE*

Head of Campus

Battersby, Professor D, MHEd *NSW*, PhD *Waik*

Community Members

Fitzpatrick, Sister F, MEdAdmin *Deakin*

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*, MAgrSc *Melb*

Klomp, N I, BAppSc *Curtin*, BSc *Murd*, PhD *Glas*

Student Representatives

Harding, M

White, J

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

Hope, C

Hudson, J

Jones, I, RN, BHA *NSW*, UNE *Armidale*

King, H, BScAgr *Syd*

McDiarmid, C, DipT BEd GDipEdStud *MitchellCAE*, MEd *NE*

Stapleton, K

Elected Members

Cooper, M, BA *CSturt*

Marsden, E

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

Barnard, I F, BSc MEd *Syd*, PhD *Sur*

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

McKerihan, R, Bed *CSturt*, Dip Teaching *Wolllongong*

Riley-Mundine, L, GdipEd *ArmidaleCAE*

Elected Members

Lee, J

Parame, M

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

Adams, P, BA *Deakin*, ADipAppSci(Comp) *CSturt*, GDipMgt(TechMgt) *APESMA/Deakin*

Andrews, B, PSM, GDipLocalGovMgt *MitchellCAE*

Braid, Y

Brennan, Bishop WJ, DipEd BA *Syd*, MLitt *NE*, STL *Rome*

Gorrel, G

Hart, A

Jarratt, B, CSC, RFD, DipLaw SAB, DipCrim *Syd*, GDipTaxLaw *Riverina-MurrayIHE*

Pickett, Major P, CSM, BMus Melb (until 14 July 2001)

Elected Members

Pollard, K, ADipDMR *NewcastleCAE*, MHEd *NSW*, MIR, GradCertUnivTeach&Learn *CSturt*

Vanderaa, P, BAgSc *CSturt*

Ward, RJ, BA GDipEd *CSturt*

Yu, N

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 that 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;

· 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;

· respect for other students' and staff members' right to privacy and confidentiality.

The Academic Senate approved the Charter on 16 December 1998. The Charter, and the University's academic regulations, policies and procedures are to be found in the University Handbooks which are available for purchase or may be accessed on the web, www.csu.edu.au/handbook; and in the Academic Manual which is only published on the web at: www.csu.edu.au/acadman.

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 (eg 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 that 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 be 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 which 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

11.1 Staff should avoid situations in which private interests, whether pecuniary or otherwise, conflict or might reasonably be thought to conflict with their duties to the University.

11.2 Staff shall disclose immediately to their supervisor any matter which could directly or indirectly compromise the performance of staff members' duties, or conflict with the University's interests.

11.3 Examples of conflict of interest are where staff members' personal or family relationships could:

i. influence the selection, appointment or promotion of staff: or

ii. impinge on employment related decisions where one staff member is in a supervisory relationship to another.

11.4 Where a relationship has created or has the potential to create a conflict in the supervision, teaching and/or assessment of a student, staff must formally terminate any supervisory and/or evaluative role and make alternative arrangements for the supervision and/or evaluation of the student's work.

11.5 Staff who consider that they are actually or potentially involved in a conflict of interest with a student should ensure that the matter is referred to the relevant Head of School, Dean of Faculty or other senior officer for appropriate action.

11.6 Where staff are unsure as to whether a conflict of interest has occurred or may occur, advice should be sought from their supervisor or other senior officer.

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 the 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
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
human resources
occupational health and safety
Code of Conduct for Users of Electronic Facilities

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.

Freedom of Information

Annual returns to 30 June 2001

Applications for Access to Documents

Received

Brought Forward

Granted in Full

Granted in Part

Refused

Withdrawn

Carried Forward

Applications for Amendment of Personal Records

Received

Processing Time (hours)

0 - 10

11 - 20

> 20

Fees Charged

Access Standard Fee

Access 50% Reduced Fee

Processing 50%
Reduced Fee $15.00/hour

Internal Review

Received

Determination Upheld

Determination Varied

Withdrawn

External Appeal

Appeal to Ombudsman

Privacy

The Privacy and Personal Information Protection Act 1998 (NSW) became effective on 1 July 2000. The Act required the University to prepare a management plan setting out the action the University would take to ensure that it complied with the Act. A copy of the plan and other documents relating to privacy at the University may be found on the University's privacy website: www.csu.edu.au/adminman/privacy.htm

Internal Reviews

Two internal reviews, lodged in 2001 under Part 5 of the Act, were subsequently withdrawn.

Equal Employment Opportunity

KEY OUTCOMES 2001

Efforts to increase staff and managers' awareness of the implications of the carers' amendment to the Anti-Discrimination Act (NSW) 1977, in particular its impact on managing work and family issues, continued.

Development of an employment plan for people with disabilities was commenced, and a survey of staff with disabilities initiated.

The following University policies, guidelines and procedures were reviewed in 2001:

• *Equal Opportunity and Affirmative Action Policy Statement;*

• *Guidelines for Communicating Without Bias;* and

• *Grievance Resolution Policy and Procedures*

KEY GOALS 2002

The University's key goals relating to equal opportunity for 2002 are: to continue the collection and analysis of data, and to improve the University's understanding of the value and relevance of Equal Opportunity (EO) statistical information to broader University processes; to review the University's *Policy on Accommodating Work and Family Responsibilities*, with a view to including additional issues such as breast feeding, and children on campus; to complete the review of the University's grievance policy and procedures, and to promulgate and implement the changes resulting from the review; to introduce an EO online training package; and to initiate a survey of staff returning from maternity leave.

Charles Sturt University

2. EMPLOYMENT BASIS (GENERAL STAFF)

Table 2.3 Percent of Total Staff by Employment Basis

EMPLOYMENT BASIS		TOTAL STAFF (Number)	Subgroup as % of Total Staff in each Employment Category			Subgroup as Estimated Percent of Total Staff in each Employment Category				
			Respondents	Men	Women	Aboriginal People & 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	People with a Disability Requiring Adjustment at Work
Permanent	Full-Time	736	95%	43%	57%	1.4%	5%	4%	5%	1.4%
	Fractional	153	98%	9%	91%		4%	2%	5%	3.3%
Contract	Full-Time <1 Year	16	100%	63%	38%		6%		13%	
	Full-Time 1 < 3 Years	38	100%	45%	55%	5.3%	3%	5%		
	Full-Time 3+ Years	21	100%	52%	48%		10%	5%	14%	9.5%
	Fractional <1 Year	16	100%	13%	88%		13%		13%	6.3%
	Fractional 1 < 3 Years	17	94%		100%		19%	19%	6%	
	Fractional 3+ Years	2	100%		100%		50%	50%		
Casual										
TOTAL		999	96%	37%	63%	1.3%	5%	4%	6%	1.9%
Estimate Range (95% confidence level)						1.1% to 0.0%	50.0% to 5.6%	50.0% to 4.5%	5.3% to 0.0%	1.7% to 0.0%

Charles Sturt University

2. EMPLOYMENT BASIS (ACADEMIC STAFF)

Table 2.3   Percent of Total Staff by Employment Basis

EMPLOYMENT BASIS		TOTAL STAFF (Number)	Subgroup as % of Total Staff in each Employment Category			Subgroup as Estimated Percent of Total Staff in each Employment Category				
			Respondents	Men	Women	Aboriginal People & 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	People with a Disability Requiring Adjustment at Work
Tenurable	Full-Time	452	95%	66%	34%	0.7%	16%	11%	5%	2.8%
	Fractional	9	100%	22%	78%				11%	
	< 1 Year	21	100%	57%	43%	4.8%	10%	5%		
Full-Time	1 < 3 Years	24	100%	67%	33%	8.3%	13%	13%	13%	4.2%
	3+ Years	63	95%	63%	37%		22%	23%	2%	
Contract	< 1 Year	9	100%	44%	56%				11%	
	Fractional 1 < 3 Years	9	100%	56%	44%		22%	11%		
	3+ Years	1	100%	100%						
Casual										
TOTAL		588	96%	64%	36%	1.0%	16%	12%	5%	2.3%
Estimate Range (95% confidence level)						0.9% to 0.0%	15.4% to 0.0%	11.0% to 0.0%	4.8% to 0.0%	2.0% to 0.0%

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.

NEWSLETTERS
- Times - published quarterly for external audiences
- Billboard - staff newsletter

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

PROSPECTUSES
- Domestic Prospectus - a guide for prospective students
- Distance Education Prospectus - a comprehensive guide listing distance education study details
- International Prospectus - a guide for prospective international students
- International Distance Education Guide - a guide listing international distance education study details
- St Mark's Prospectus - a guide to courses offered through the School of Theology at St Mark's National Theological Centre in Canberra
- New Directions in Policing - a prospectus for the School of Policing Studies in Goulburn

BROCHURES
•Undergraduate course brochures for the:
- Faculty of Arts
- Faculty of Commerce
- Faculty of Education
- Faculty of Health Studies
- Faculty of Science & Agriculture

Postgraduate course brochures and Postgraduate fee-paying 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 Police Management
- Scholarships - provides details of available scholarships
- Living on campus - a guide to living on campus at CSU
- International Office brochures - programs for international onshore and offshore students including postgraduate and undergraduate courses.
- ELS brochure
- Brochures for the Continuing and Professional Education Centre (CPEC) - programs including industry-based courses and short courses, bridging and enabling courses.

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

OTHER PUBLICATIONS
- Graduation Ceremony Program
- Yr 10 Career Chooser
- Master of Business Administration

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

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 - 1999 to 2001

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

Legend: □ 1999 ■ 2000 □ 2001

Category	1999	2000	2001
Completed Higher Education Qualification	32.0%	26.4%	27.9%
Incomplete Higher Education Qualification	25.8%	20.5%	19.1%
TAFE Award	10.8%	13.2%	12.6%
Secondary School Leaver	7.4%	15.6%	9.5%
Secondary Education TAFE	0.0%	0.1%	0.0%
Mature Age Entry	2.3%	2.2%	0.9%
Special Entry	3.5%	1.3%	4.4%
University Assessment	6.5%	6.9%	7.6%
Employment Experience	6.7%	6.7%	8.7%
Professional Qualification	2.0%	1.4%	1.3%
Other	3.0%	5.7%	8.0%

INDICATOR 2

Demand for Internal Undergraduate Places, Applicants by Faculty (First Preference Only)1999 to 2001

The ratio of first preferences to quota has continued to decline as internal undergraduate quotas have been progressively increased.

| FACULTY | 1999 | | | 2000 | | | 2001 | | | 1999/2000 | 2000/2001 |
	First Pref Appl.	Quota Heads	Ratio of Appl. to Quota	First Pref Appl.	Quota Heads	Ratio of Appl. to Quota	First Pref Appl.	Quota Heads	Ratio of Appl. to Quota	% Change for First Pref Applications	% Change for First Pref Applications
Arts	1079	475	2.27	1006	500	2.01	959	558	1.72	-6.8%	-4.7%
Commerce	388	295	1.32	351	295	1.19	304	288	1.06	-9.5%	-13.4%
Education	736	340	2.16	786	400	1.97	793	460	1.72	6.8%	0.9%
Health Studies	833	370	2.25	899	450	2.00	883	490	1.80	7.9%	-1.8%
Science & Ag.	542	333	1.63	541	296	1.83	599	328	1.83	-0.2%	10.7%
Total	3578	1813	1.97	3583	1941	1.85	3538	2124	1.67	0.1%	-1.3%

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 - 1999 TO 2001

Total student load increased only slightly in 2001 as intakes into the Diploma of Policing Practice began to plateau and enrolments through offshore partners stabilised.

LEVEL BY FACULTY	FULL-TIME			PART-TIME			DISTANCE EDUCATION			MIXED MODE			TOTAL			1999/00 % Change	2000/01 % Change
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
AGSP																	
Higher Degree - Research	0.0	0.0	0.0	0.0	0.0	0.0	1.3	7.0	3.5	0.0	0.0	0.0	1.3	7.0	3.5	460.0%	-50.0%
Higher Degree - Coursework	0.0	0.0	0.0	0.0	0.0	0.0	26.6	24.8	15.9	0.0	0.0	0.0	26.6	24.8	15.9	-7.0%	-35.9%
Other Postgraduate	0.0	0.0	0.0	0.0	0.0	0.0	71.9	59.6	28.9	0.0	0.0	0.0	71.9	59.6	28.9	-17.0%	-51.6%
TOTAL AGSP	0.0	0.0	0.0	0.0	0.0	0.0	99.8	91.4	48.3	0.0	0.0	0.0	99.8	91.4	48.3	-8.4%	-47.2%
FACULTY OF ARTS																	
Higher Degree - Research	14.0	13.0	16.0	9.3	7.3	3.8	29.8	35.0	31.8	0.0	0.0	0.0	53.0	55.3	51.5	4.2%	-6.8%
Higher Degree - Coursework	3.0	2.0	1.0	4.4	3.3	0.8	105.3	111.3	111.8	0.0	0.0	0.0	112.7	116.5	113.6	3.4%	-2.5%
Other Postgraduate	0.0	2.8	0.0	1.5	0.9	1.1	178.5	183.6	212.4	0.8	1.0	0.1	180.8	188.3	213.6	4.1%	13.5%
Bachelor	1329.7	1294.7	1232.9	76.2	85.0	60.4	897.8	810.4	799.3	161.9	220.3	183.0	2465.6	2410.4	2275.6	-2.2%	-5.6%
Cross Institution	0.0	0.0	0.3	0.0	0.6	0.5	0.0	7.3	2.5	0.0	0.0	0.4	0.0	7.9	3.6		-54.0%
Other Undergraduate	169.7	683.4	63.4	7.9	23.6	268.0	441.5	1222.8	1819.1	583.1	14.2	0.9	1202.1	1944.1	2151.3	61.7%	10.7%
Non-Award (Other)	0.0	0.1	0.0	1.3	1.0	0.0	24.6	27.4	14.0	0.0	0.3	0.0	25.9	28.8	14.0	11.4%	-51.4%
TOTAL FACULTY OF ARTS	1516.4	1996.0	1313.6	100.4	121.6	334.5	1677.5	2397.8	2990.8	745.7	235.8	184.4	4040.0	4751.3	4823.2	17.6%	1.5%
FACULTY OF COMMERCE																	
Higher Degree - Research	3.0	1.0	3.5	1.0	1.5	6.0	24.9	15.0	20.0	0.0	0.8	0.0	28.9	18.3	29.5	-36.8%	61.6%
Higher Degree - Coursework	15.1	547.1	234.1	11.1	186.6	146.1	547.9	439.3	433.0	3.5	2.4	2.4	577.7	1175.4	815.6	103.5%	-30.6%
Other Postgraduate	0.0	0.0	0.0	2.8	0.9	0.8	82.3	71.0	54.4	0.0	0.0	0.0	85.0	71.9	55.0	-15.4%	-23.5%
Bachelor	609.9	784.5	1489.3	384.8	805.3	1811.6	1024.6	971.8	961.9	224.0	221.0	238.8	2243.3	2782.5	2871.6	24.0%	3.2%
Cross Institution	0.0	0.0	0.0	2.0	1.8	0.8	3.6	0.1	0.5	0.0	0.0	0.4	5.6	1.9	1.6	-66.7%	-13.3%
Non-Award (Other)	0.0	0.3	2.9	3.4	9.6	6.6	39.0	38.0	45.6	0.4	0.0	0.0	42.8	47.9	55.1	12.0%	15.1%
TOTAL FACULTY OF COMMERCE	828.0	1332.9	1729.8	405.0	1005.8	341.8	1722.3	1535.1	1515.4	227.9	224.1	241.5	2983.2	4097.8	3828.4	37.4%	-6.6%

Table 1

LEVEL BY FACULTY	FULL-TIME			PART-TIME			DISTANCE EDUCATION			MIXED MODE			TOTAL			1999/00 % Change	2000/01 % Change
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
FACULTY OF EDUCATION																	
Higher Degree - Research	5.0	2.1	3.0	0.0	1.5	0.0	28.1	28.4	18.4	0.4	0.0	0.6	33.5	32.0	22.0	-4.5%	-31.3%
Higher Degree - Coursework	0.0	0.0	0.0	0.0	0.0	0.4	53.9	55.5	55.9	0.0	2.0	0.0	53.9	57.5	56.3	6.7%	-2.2%
Other Postgraduate	47.4	13.8	8.1	2.0	1.3	1.8	184.3	194.3	214.1	29.5	59.4	69.9	263.1	268.6	293.9	2.1%	9.4%
Bachelor	1111.4	1234.8	1294.6	26.4	42.7	28.4	324.3	331.5	379.6	108.0	141.3	225.3	1570.0	1750.2	1927.8	11.5%	10.2%
Other Undergraduate	0.0	0.0	0.0	0.0	0.0	0.0	19.9	13.9	15.8	0.0	0.0	0.0	19.9	13.9	15.8	-30.2%	12.6%
Non-Award (Other)	0.0	0.0	0.5	7.6	1.6	0.9	7.8	8.3	13.0	0.0	0.5	1.0	15.4	10.4	15.4	-32.5%	48.2%
TOTAL FACULTY OF EDUCATION	1163.8	1250.6	1306.3	36.0	47.0	31.4	618.1	631.8	696.6	137.9	203.1	296.8	1955.8	2132.5	2330.9	9.0%	9.3%
FACULTY OF HEALTH STUDIES																	
Higher Degree - Research	4.0	2.0	5.0	1.0	0.8	2.0	6.8	11.3	10.0	0.0	0.0	0.0	11.8	14.0	17.0	18.1%	21.4%
Higher Degree - Coursework	0.0	0.0	0.0	0.0	0.0	0.0	102.3	95.9	104.5	0.0	0.0	0.0	102.3	95.9	104.5	-6.2%	9.0%
Other Postgraduate	0.0	0.0	0.0	0.0	0.0	0.3	55.1	59.1	74.2	0.0	0.0	0.0	55.1	59.1	74.4	7.3%	25.9%
Bachelor	860.7	1075.1	1162.3	54.9	53.8	48.9	711.1	668.8	695.0	133.9	174.6	221.6	1760.8	2002.3	2127.8	13.7%	6.3%
Other Undergraduate	39.5	21.9	0.8	2.3	0.9	0.0	117.9	84.5	57.9	0.5	0.0	0.0	160.1	107.3	58.6	-33.0%	-45.3%
Non-Award (Other)	0.0	0.0	0.0	0.4	0.0	0.0	17.1	19.0	10.1	0.0	0.0	0.0	17.5	19.0	10.1	8.6%	-47.0%
TOTAL HEALTH STUDIES	904.2	1099.0	1168.0	58.6	55.4	51.1	1010.2	868.6	951.6	134.4	174.6	221.6	2107.5	2297.5	2362.4	9.0%	4.1%

Table 2

LEVEL BY FACULTY	FULL-TIME			PART-TIME			DISTANCE EDUCATION			MIXED MODE			TOTAL			1999/00 % Change	2000/01 % Change
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
FACULTY OF SCIENCE & AGRICULTURE																	
Higher Degree - Research	44.8	45.9	50.0	7.8	9.4	7.8	19.6	22.5	29.1	0.0	1.6	3.5	72.1	79.4	90.4	10.1%	13.9%
Higher Degree - Coursework	2.6	29.3	38.5	15.8	23.8	21.8	210.2	220.8	231.5	6.0	9.1	3.3	234.7	283.0	295.0	20.6%	4.3%
Other Postgraduate	6.5	1.8	0.5	4.5	5.0	1.4	127.8	134.6	175.6	2.6	3.6	1.5	141.4	144.9	178.9	2.5%	23.5%
Bachelor	592.0	644.6	999.2	289.5	398.3	71.5	1109.2	1070.6	1119.9	265.5	256.4	265.1	2256.2	2369.9	2455.7	5.0%	3.6%
Other Undergraduate	0.0	0.0	0.0	0.3	0.0	0.1	94.2	87.3	81.0	0.0	0.1	0.0	94.5	87.4	81.1	-7.5%	-7.2%
Non-Award (Other)	0.1	0.0	0.0	0.4	0.3	0.4	41.2	28.3	16.4	0.4	0.9	0.0	42.1	29.5	16.8	-29.9%	-43.0%
TOTAL SCIENCE & AGRICULTURE	646.1	721.4	1088.2	318.1	436.7	102.9	1602.2	1564.1	1653.5	274.5	271.7	273.4	2841.0	2904.0	3118.0	5.4%	4.1%
MISCELLANEOUS																	
Enabling Course	5.0	5.8	7.2	0.6	4.1	1.8	18.3	30.0	56.2	0.2	2.2	0.9	23.9	42.0	65.1	75.8%	54.9%
Non-Award (Other)	0.0	1.3	9.8	4.1	8.9	0.6	205.2	204.4	198.0	0.4	1.1	1.5	209.7	215.6	210.0	2.8%	-2.6%
TOTAL MISCELLANEOUS	5.0	7.0	17.0	4.6	12.9	2.4	223.4	234.4	253.2	0.6	3.3	2.5	233.6	257.6	275.1	10.3%	6.5%

SUMMARY BY FACULTY

SUMMARY BY FACULTY	FULL-TIME			PART-TIME			DISTANCE EDUCATION			MIXED MODE			TOTAL			1999/00 % Change	2000/01 % Change
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
AGSP	0.0	0.0	0.0	0.0	0.0	0.0	99.8	91.4	48.3	0.0	0.0	0.0	99.8	91.4	48.3	-8.4%	-47.2%
ARTS	1516.4	1995.0	1313.5	100.4	121.5	334.5	1677.5	2397.8	2990.8	745.7	235.8	184.4	4040.0	4751.3	4823.2	17.6%	1.5%
COMMERCE	628.0	1332.9	1729.8	405.0	1005.6	341.8	1722.3	1535.1	1515.4	227.9	224.1	241.5	2983.2	4097.8	3828.4	37.4%	-6.6%
EDUCATION	1163.8	1250.6	1306.3	36.0	47.0	31.4	618.1	631.8	696.6	137.9	203.1	296.8	1955.8	2132.5	2330.9	9.0%	9.3%
HEALTH STUDIES	904.2	1099.0	1188.0	58.8	55.4	51.1	1010.2	968.6	951.6	134.4	174.6	221.6	2107.5	2297.5	2392.4	9.0%	4.1%
SCIENCE AND AGRICULTURE	646.1	721.4	1088.2	318.1	436.7	102.9	1602.2	1564.1	1653.5	274.5	271.7	273.4	2841.0	2994.0	3118.0	5.4%	4.1%
MISCELLANEOUS	5.0	7.0	17.0	4.8	12.9	2.4	223.4	234.4	253.2	0.6	3.3	2.5	233.6	257.6	275.1	10.3%	6.8%
TOTAL UNIVERSITY	4863.5	6407.0	6622.8	922.7	1679.3	964.0	6953.6	7423.1	8109.3	1521.0	1112.6	1220.1	14260.8	16622.0	16816.3	16.6%	1.2%

CSU SUMMARY BY LEVEL OF STUDY

CSU SUMMARY BY LEVEL OF STUDY	FULL-TIME			PART-TIME			DISTANCE EDUCATION			MIXED MODE			TOTAL			1999/00 % Change	2000/01 % Change
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
Higher Degree - Research	70.8	64.0	77.5	19.0	20.4	19.6	110.4	119.1	112.8	0.4	2.4	4.1	200.5	205.9	213.9	2.7%	3.9%
Higher Degree - Coursework	20.9	578.4	273.6	31.3	213.6	169.0	1046.1	947.5	952.6	9.5	13.5	5.6	1107.8	1753.0	1400.8	58.2%	-20.1%
Other Postgraduate	53.9	18.3	8.6	10.8	8.0	5.1	699.8	702.2	759.5	32.9	64.0	71.5	797.3	792.4	844.7	-0.6%	6.6%
Bachelor	4503.8	5033.7	6178.3	831.7	1385.0	390.7	4067.0	3883.1	3995.6	883.3	1013.5	1133.8	10295.8	11335.2	11668.5	9.9%	3.0%
Other Undergraduate	209.2	705.3	64.1	10.4	24.5	268.1	673.5	1408.5	1973.6	583.6	14.4	0.9	1476.6	2152.6	2306.7	45.6%	7.2%
Enabling Course	5.0	5.8	7.2	0.5	4.1	1.8	18.3	30.0	55.2	0.2	2.2	0.8	23.9	42.0	65.1	75.6%	54.9%
Cross Institution	0.0	0.0	0.3	2.0	2.4	1.3	3.6	7.4	3.0	0.0	0.0	0.8	5.6	9.8	5.3	73.3%	-46.2%
Non-Award (Other)	0.1	1.6	13.2	17.1	21.4	8.5	334.9	325.4	297.1	1.1	2.7	2.5	353.2	351.1	321.3	-0.6%	-8.5%
TOTAL UNIVERSITY	4863.5	5407.0	6622.8	922.7	1679.3	964.0	6953.6	7423.1	8109.3	1521.0	1112.6	1220.1	14260.8	16622.0	16816.3	16.6%	1.2%

Note:
1. All load is attributed to the course of enrolment.
2. Numbers have been rounded, however sub-totals and percentage rates are based on the unrounded numbers.

INDICATOR 4

Student Load (EFTSU) in Award Courses by Faculty 2001

The University continues to rely heavily on distance education enrolments. Total load in award courses in 2001 was 16490 EFTSU of which 47% (or 7809 EFTSU) were in distance education mode, 40% (6609 EFTSU) were internal full-time and the remainder in mixed or part-time modes.
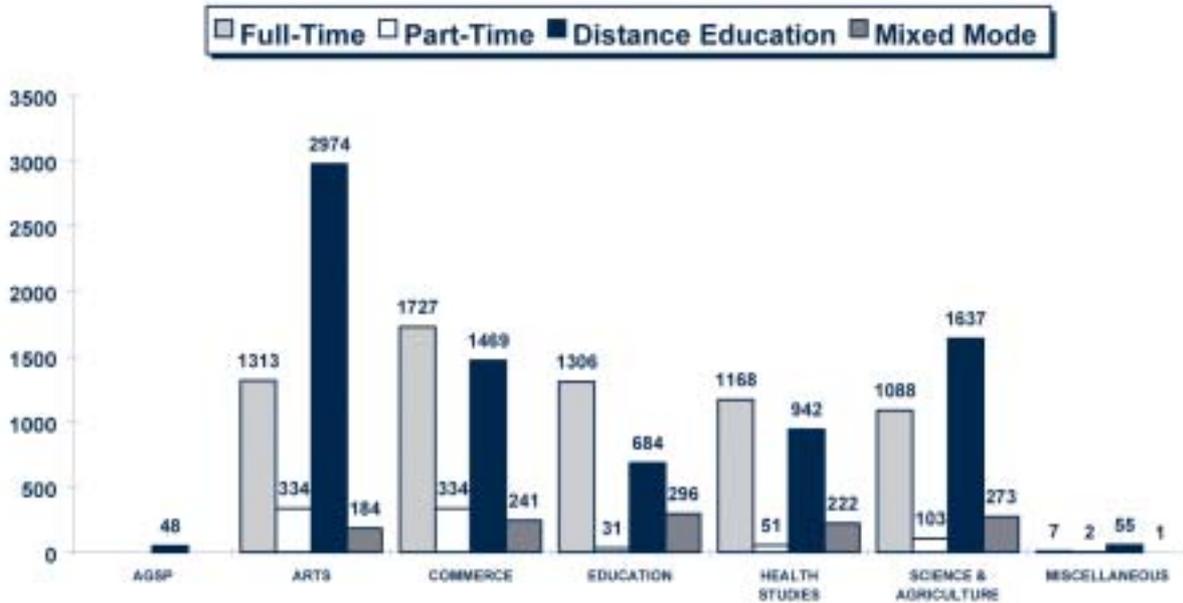
Note:
1. Numbers have been rounded, however totals are based on the unrounded numbers.

INDICATOR 5

Student Enrolments (Headcount) in Award Courses by Faculty/Gender 2001

In 2001, 55.7% of commencing enrolments and 55.9% of total enrolments in award courses were female students.

The graph below shows the proportion of total CSU award course enrolments within each faculty by gender. While females are significantly over-represented in Education and Health Studies, they are under-represented in the AGSP and Science and Agriculture.
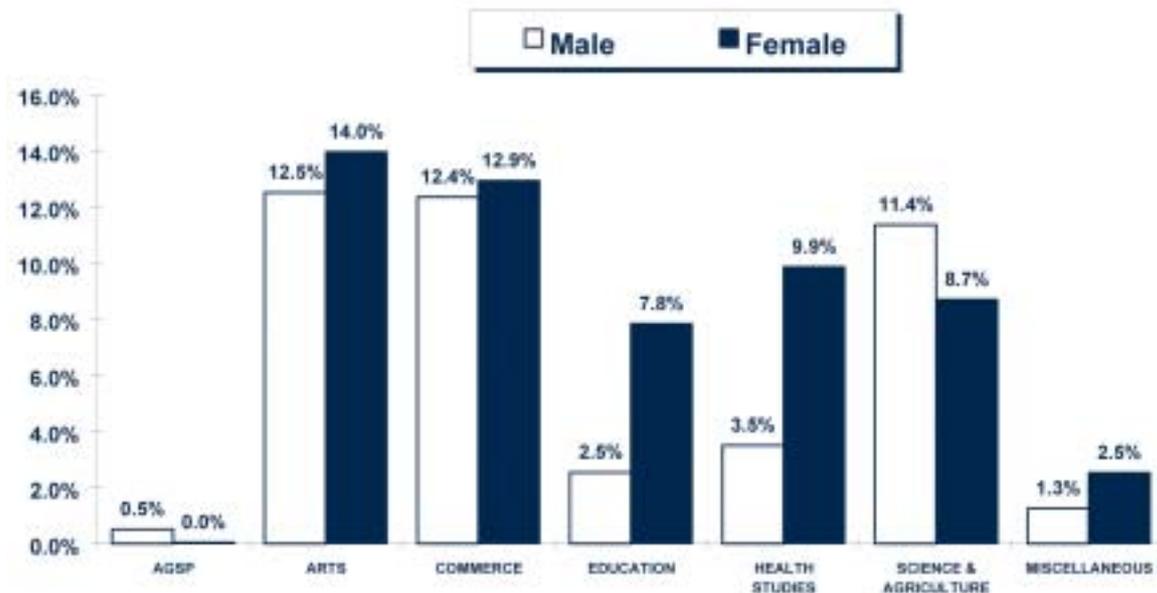
INDICATOR 6

Total Student Enrolments (Headcount) by Geographic Area 1999 to 2001

The increase in total students to 34623 was largely attributed to an increase in enrolments from the Sydney region.
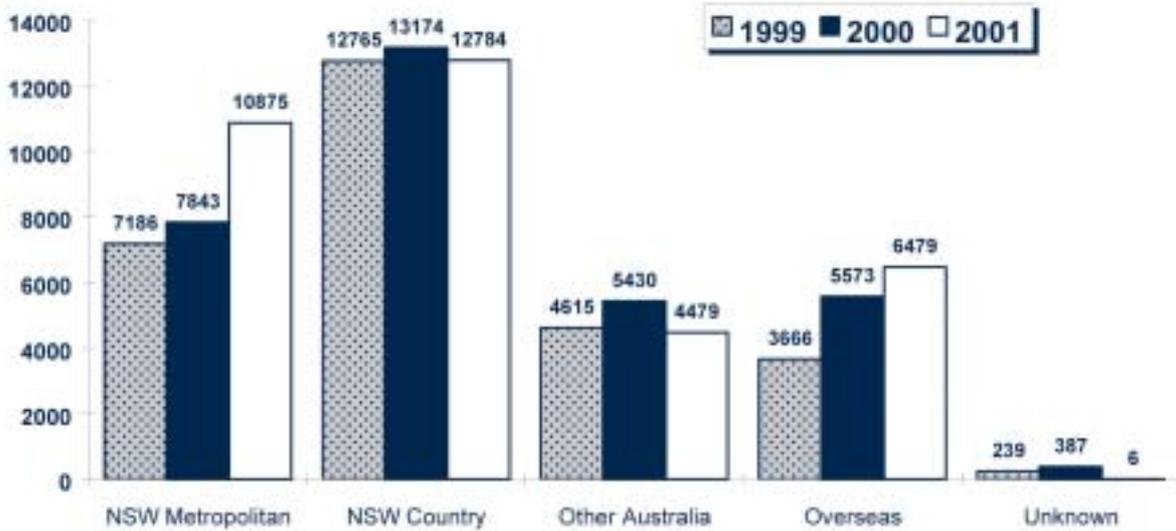
Note:
1. Students classified by Home Location Postcode.

INDICATOR 7

Total Student Enrolments by Isolated Areas (Headcount) 1999 to 2001

Enrolments at the University from isolated regions declined slightly in 2001.

REGION	1999	2000	2001
Dubbo	173	170	169
Far West	233	252	227
North Coast	1	2	3
Northern Tablelands	35	37	38
Greater Gippsland VIC	5	4	7
North West VIC	2	1	2
NT	51	42	49
QLD	53	56	55
SA	39	30	35
TAS	3	4	3
WA	46	63	62
Total	**641**	**661**	**650**

Note:
1. Students classified by Home Location Postcode.

INDICATOR 8

Total Student Enrolments by Rural Areas (Headcount) 1999 to 2001

Enrolments from rural regions grew 5.6% from 2000 to 2001, with almost all regions contributing to the growth.

Note:

REGION	1999	2000	2001
Albury	1496	1474	1489
Bathurst	1145	1248	1282
Cowra/Parkes/Forbes	569	552	593
Dubbo	770	830	925
Far West	148	157	167
Goulburn	365	408	412
Hunter	208	243	291
North Coast	539	611	689
Northern Tablelands	310	346	373
Orange	618	643	648
South Coast/Snow	469	519	588
Wagga Wagga	2338	2385	2365
Canberra	19	11	14
Central North VIC	317	315	360
Greater Gippsland VIC	95	105	108
Melbourne	5	9	5
North West VIC	92	93	121
QLD	369	380	440
SA	112	129	158
South West VIC	91	105	128
TAS	113	129	131
WA	29	35	42
Total	**10217**	**10727**	**11329**

1. Students classified by Home Location Postcode.

Fee Paying Overseas Onshore Student Enrolments (Headcount) by Course - 1999 to 2001

Total Onshore Fee Paying Overseas enrolments in 2001 were down 23% on year 2000, with commencing enrolments down 30%.

COURSE	1999			2000			2001		
	COMM	CONT	TOTAL	COMM	CONT	TOTAL	COMM	CONT	TOTAL
FACULTY OF ARTS									
PhD (Humanities &SocSc)	0	1	1						
PhD(Psych) (HighCst)							1	0	1
MA (Hons)	1	1	2	0	1	1			
MA (Comm) -Journ	1	2	3	0	1	1			
MA (Vis& Perform Arts)	0	1	1						
GradCert Fraud				2	0	2			
BA	1	4	5	1	1	2	0	1	1
BA (Hons)	2	0	2						0
BA (ActScreen&Stage)	1	1	2	1	1	2	0	2	2
BA (Comm)	29	4	33	25	7	32	14	4	18
BA (Comm) (Hons)	2	0	2						
BA (FineArts)	1	2	3	1	2	3	0	1	1
BA (GraphicDsgn)	3	3	6	3	3	6	4	2	6
BA (Photog)	0	1	1	1	1	2	1	2	3
BA (TV&SndProdn)	2	4	6	4	3	7	1	6	7
BPsych	1	0	1						
BPsych (Hons)				1	0	1			
BSocSc (Psych)	1	0	1				1	0	1
BSocSc (SocWelf)	1	0	1						
BSocSc (Hons)	1	0	1						
BSocWk	2	0	2	0	1	1			
Miscellaneous (Old B)							1	1	2
Assoc Student (Arts)	1	0	1						
TOTAL FACULTY OF ARTS	50	24	74	39	21	60	23	19	42
FACULTY OF COMMERCE									
PhD (Commerce)	0	2	2	1	1	2	1	0	1
DBA	4	1	5				2	2	4
DBA (Coursework)				2	1	3			
MCom (Hons)				1	0	1			
MAcc				1	0	1	0	1	1
MBA	2	0	2	138	20	158	32	9	41
MBA (GTM)	14	6	20	5	5	10			
MBA (InternatBus)				11	0	11	0	2	2
MBA (InternatBus) (Old W/A2)	14	10	24	6	6	12	14	0	14
MBA (OpsMgt)	0	1	1						
MBus (AppFin)	0	2	2	0	1	1			
GradCert GTM	2	0	2						
BBus (Acc)	11	13	24	4	10	14	3	5	8
BBus (Bank)				2	0	2			
BBus (BusMgt)	66	30	96	69	74	143	50	55	105
BBus (Econ)				1	0	1	0	1	1
BBus (ElectCom)	2	0	2	5	2	7	4	4	8
BBus (Fin)	4	5	9	2	3	5	0	1	1
BBus (HRM)	1	1	2	1	1	2	0	1	1
BBus (Mkt)	21	20	41	30	35	65	24	32	56
BBus Studies	13	0	13	55	17	72	81	39	120
BBus (TourismMgt)	7	1	8	7	9	16	1	2	3
BBus (VariousStrands)				16	0	16			
Comp Study (Business/Admin)PG	1	0	1						

COURSE	1999			2000			2001		
	COMM	CONT	TOTAL	COMM	CONT	TOTAL	COMM	CONT	TOTAL
FACULTY OF COMMERCE CONTINUED									
CompStud (Bus/Admin)				7	1	8	5	1	6
Assoc Student (Com)	9	1	10	4	0	4	2	1	3
AustInst CreditUnionMgt	0	1	1						
TOTAL FACULTY OF COMMERCE	171	94	265	368	186	554	219	156	375
FACULTY OF EDUCATION									
MEd (Coursework)	1	0	1						
MEd (Hons)	1	0	1	0	1	1			
GradDip Ed (Primary)	1	0	1						
GradDip Ed (VariousStrands)				1	0	1	2	0	2
BEd (Prim) Pre-S	0	1	1						
BHMvt/ BBusStud				1	0	1	0	1	1
BPrim EdStud	1	0	1	5	0	5	2	0	2
BTeach (EarlyChild) Pre-S (Old B)	0	1	1						
BVocEd &Train				1	0	1			
ADeg VocEdTrain (Aviation)	1	2	3						
TOTAL FACULTY OF EDUCATION	5	4	9	8	1	9	4	1	5
FACULTY OF HEALTH STUDIES									
PhD (Hlth)	1	1	2	0	2	2	1	2	3
MHSc (OMT) Conv	1	0	1	0	1	1			
GradCert RespSc	0	1	1						
BAppSc (Med&AppBiotech)	0	1	1	1	1	2	0	1	1
BAppSc (MedImaging)	1	4	5						
BAppSc (NucMedTech)							1	0	1
BHSc (OT)	1	0	1				1	0	1
BMedSc	3	0	3	2	3	5	2	3	5
BNurs	1	1	2	1	2	3	2	2	4
BPharmacy	0	2	2	0	2	2	0	2	2
Assoc Student (Hlth)	2	0	2	2	1	3	1	0	1
TOTAL FACULTY OF HEALTH STUDIES	10	10	20	6	12	18	8	10	18

COURSE	1999			2000			2001		
	COMM	CONT	TOTAL	COMM	CONT	TOTAL	COMM	CONT	TOTAL
FACULTY OF SCIENCE & AGRICULTURE									
PhD (Science)	3	5	8	2	6	8	5	5	10
MAppSc (Agric)							1	0	1
MAppSc (Lib&InfoMgt)	1	0	1						
MAppSc (Research)	0	1	1	1	0	1	0	1	1
MInfoTech	20	4	24	39	6	45	36	12	48
GradDip AppSc (AgricStud) (New)				1	0	1			
GradDip EnvMgt				1	0	1	1	0	1
GradDip InfoTech	12	3	15	9	3	12	1	2	3
GradDip InfoTech (InfoSys)	3	0	3						
GradCert AppSc				1	0	1			
BAppSc (Agric)	1	0	1						
BAppSc (EnvSc)	1	2	3	0	2	2	1	0	1
BAppSc (EquineStud)	0	1	1	0	1	1	2	0	2
BAppSc (FoodSc)				1	0	1	0	1	1
BAppSc (Viticulture)	1	1	2	1	2	3	0	3	3
BAppSc (WineSc)	1	0	1	2	0	2	3	1	4
BBus/ BInfoTech				2	0	2	1	1	2
BInfoTech	54	25	79	105	42	147	84	62	146
BInfoTech (CompSys)	1	0	1						
BInfoTech (InfoSys) Bus	0	7	7	0	2	2	0	2	2
Miscellaneous (Old B)	5	1	6	3	3	6			
Assoc Student (Sc)	1	0	1	2	0	2	1	0	1
TOTAL FACULTY OF SCIENCE & AGRICULTURE	104	50	154	170	67	237	136	90	226
MISCELLANEOUS									
Assoc Student	72	20	92	55	12	67	39	8	47
Internat Exchange Program	9	2	11	13	1	14	20	0	20
CSU SupplCrse (Fee)				2	0	2	10	0	10
Study Abroad Program	1	0	1	4	0	4	4	0	4
TOTAL MISCELLANEOUS	82	22	104	74	13	87	73	8	81
TOTAL UNIVERSITY	422	204	626	665	300	965	463	284	747

INDICATOR 10

Fee Paying Overseas Onshore Student Load (EFTSU) in Award Courses by Faculty 1999 to 2001

Fee Paying overseas students continue to be concentrated in the Faculties of Commerce and Science and Agriculture.
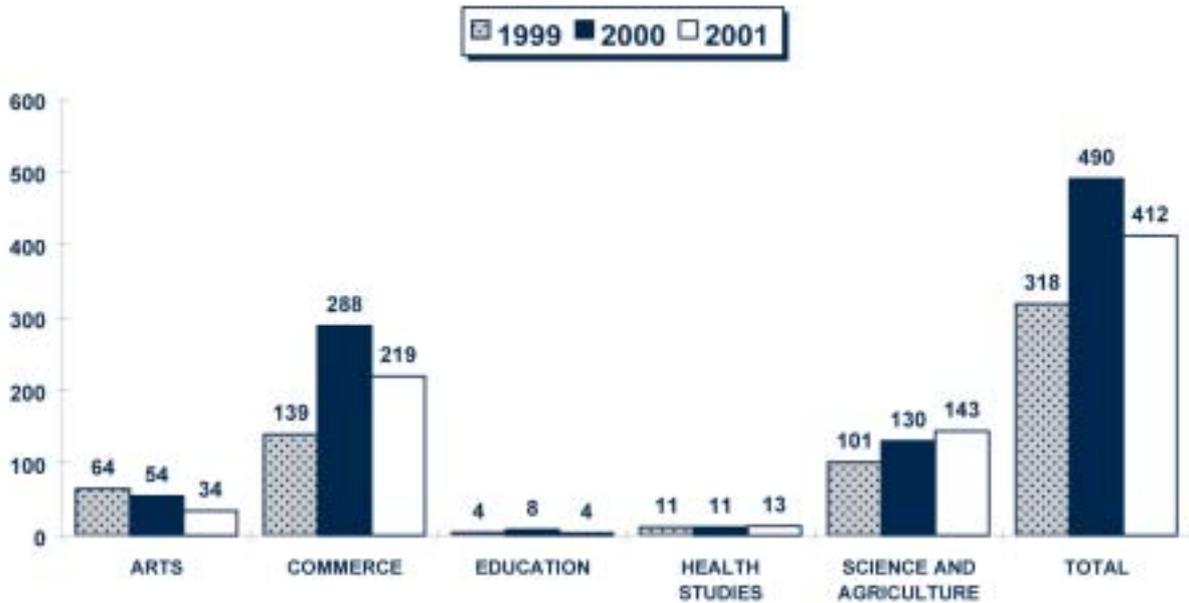
INDICATOR 11

Fee Paying Overseas Offshore Student Load (EFTSU) in Award Courses 1999 to 2001

Fee Paying Overseas Offshore Student load stabilised in 2001, after a period of substantial growth. The Faculty of Commerce remains the dominant contributor.
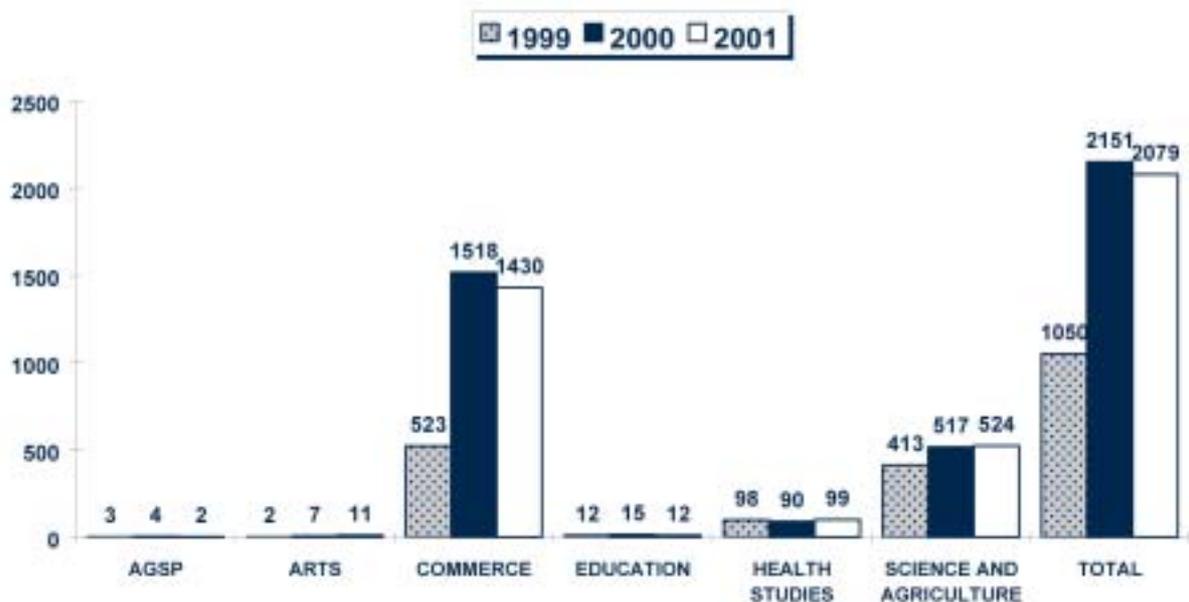
INDICATOR 12

Course Completions by Level (Headcount) 1999 to 2001

Course completions grew by 13% in 2001, with growth of 24% over the period 1999 to 2001.
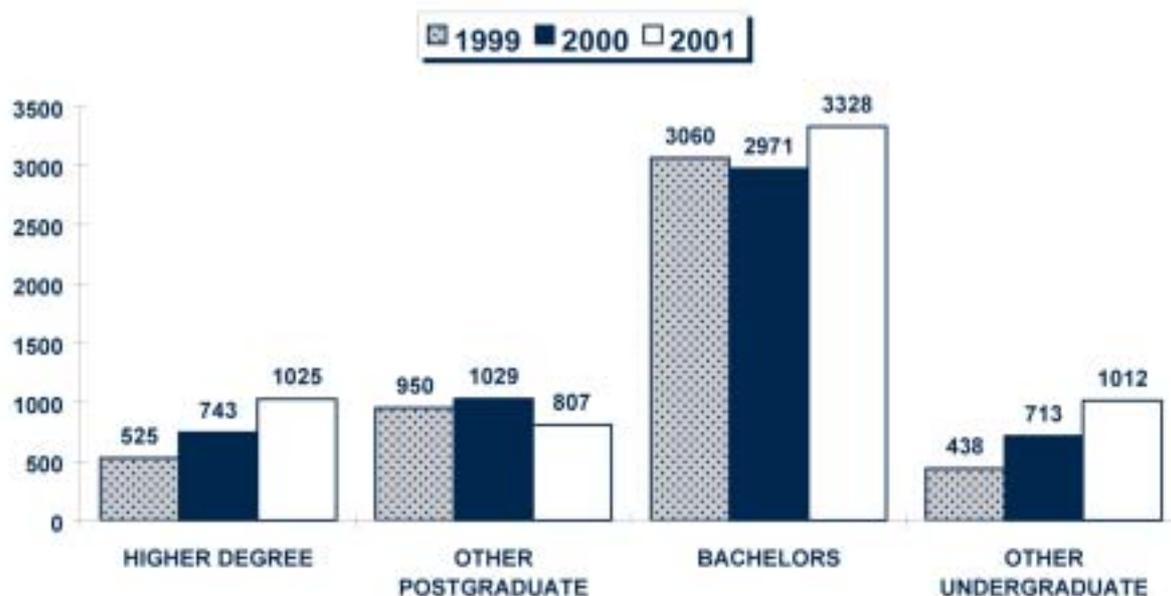
Note:
1. Students completed study in year prior to graduation. For example, graduates in 1999 completed their studies in 1998.

INDICATOR 13

Course Completions by Broad Field of Study 1999 to 2001

'Business, Administration and Economics', 'Law, Legal Studies' and 'Science' all experienced strong growth in course completions.

BROAD FIELD OF STUDY	1999	2000	2001
Agriculture	283	217	252
Arts, Humanities and Social Science	907	983	914
Business, Administration and Economics	901	1174	1681
Education	896	822	738
Health	827	872	844
Law, Legal Studies	776	914	1143
Science	383	474	600
TOTAL UNIVERSITY	4973	5456	6172

Note:
1. Students completed study in year prior to graduation. For example, graduates in 2001 completed their studies in 2000.

INDICATOR 14

Graduate Destinations 1999 to 2001

Graduate employment in 2001 was 89.3%, a similar level to 2000.

EMPLOYMENT CATEGORY	1999	2000	2001	1999 %	2000 %	2001 %
Full-Time Employment:						
Federal Public Service	154	155	149	4.7%	5.0%	4.7%
State Public Service	783	726	743	24.1%	23.4%	23.5%
Local Government	119	91	81	3.7%	2.9%	2.6%
Education, Public	303	305	225	9.3%	9.9%	7.1%
Education, Private	142	121	126	4.4%	3.9%	4.0%
Private Sector	602	653	795	18.5%	21.1%	25.1%
Self Employed	73	86	107	2.2%	2.8%	3.4%
Non-Profit Organisations	101	100	99	3.1%	3.2%	3.1%
Unknown	74	61	78	2.3%	2.0%	2.5%
Total Full-Time Employment	2351	2298	2403	72.2%	74.2%	75.9%
Total Other Employment	530	489	422	16.3%	15.8%	13.3%
TOTAL EMPLOYMENT	2881	2787	2825	88.5%	90.0%	89.3%
TOTAL SEEKING EMPLOYMENT	144	126	146	4.4%	4.1%	4.6%
TOTAL NOT SEEKING EMPLOYMENT	230	183	194	7.1%	5.9%	6.1%
GRAND TOTAL	3255	3096	3165	100.0%	100.0%	100.0%

Note:
1. The 1999 survey received a 60.1% response rate.
2. The 2000 survey received a 56.7% response rate.
3. The 2001 survey received a 51.3% response rate.

INDICATOR 15

Academic and General Staff by Gender (Full-time Equivalent) 1999 to 2001

Total staffing increased slightly in 2001.

CLASSIFICATION	FEMALE			MALE			TOTAL		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Academic Staff									
Vice Chancellor & Deputies	1.00	1.00	0.00	4.00	5.00	6.00	5.00	6.00	6.00
Level E	2.00	3.40	2.40	25.80	25.50	23.00	27.80	28.90	25.40
Level D	7.50	7.00	5.00	28.00	33.20	32.20	35.50	40.20	37.20
Level C	28.30	30.30	36.70	93.67	96.67	97.17	121.97	126.97	133.87
Level B	127.15	120.00	119.55	183.17	188.50	181.65	310.32	308.50	301.20
Level A	23.60	32.40	29.80	22.60	21.50	25.40	46.20	53.90	55.20
Total Academic Staff	189.55	194.10	193.45	357.24	370.37	365.42	546.79	564.47	558.87
General Staff									
HEW: Levels 1 to 5	415.74	428.30	424.43	215.90	210.80	204.89	631.64	639.10	629.32
HEW: Levels 6 to 9	107.61	108.61	116.16	116.60	116.30	129.11	224.21	224.91	245.27
HEW: Levels 10 and above	7.00	6.00	7.00	22.00	18.00	20.00	29.00	24.00	27.00
Total General Staff	530.35	542.91	547.59	354.50	345.10	354.00	884.85	888.01	901.59
ALL CLASSIFICATIONS	719.90	737.01	741.04	711.74	715.47	719.42	1431.64	1452.48	1460.46

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 16

Staffing and Commonwealth Funded Student Load 2001

Academic staffing for 2001 was approximately 24 FTE below the 2000 level, contributing to the student academic staff ratio rising from 17.35:1 to 18.24:1.

CATEGORY	2001
Staff (FTE) (Includes Casuals)	
Academic	662
General	1034
All Staff	**1696**
Students (Operating Grant)	
Headcount	20578
EFTSU	12072
Operating Grant	$97,459,000
Operating Grant/Student (EFTSU)	$8,073
Student/Staff Ratios	
Student (EFTSU)/Academic Staff (FTE)	18.24:1
Student (EFTSU)/General Staff (FTE)	11.68:1
Student (EFTSU)/All Staff (FTE)	**7.12:1**

Note:
1. Staff figures for 2001 include estimates for casual general staff and casual academic staff.
2. In 2001, undergraduate over-enrolment is funded at a rate of $2640 per EFTSU. This funding is not included in these calculations.

budgets

financial statements