Communication Objectives

Whilst this Annual Report has been written to comply with statutory reporting requirements, it also aims to demonstrate the University of Newcastle’s commitment to its strategic objectives as described in the Institutional Strategic Plan 2003 – 2006. The report describes the University’s operational framework, reviews activities for 2006 and offers a view to plans for improvement.

Feedback

We would like to hear your suggestions for the Annual Report. Please send any comments to the Deputy Vice-Chancellor (Services), the University of Newcastle.

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2006 was a busy and exciting year for the University of Newcastle and one which was focused on consolidating the organisation’s performance following the significant change processes of 2005. This annual report shows that much was achieved to provide a firm foundation for future growth and expansion.

A primary activity in 2006 was the development of a new strategic plan to foster growth in areas of strength and distinction. For the next five years, this plan, Building Distinction, encourages us to focus on the education of professionals, research excellence, Indigenous collaboration, community engagement and organisational strength. In addition, we have refreshed the University’s brand image to align with our new strategic directions. This work involved staff, students, business, media, government, international agents, careers advisors and prospective students in interviews, workshops, seminars and surveys throughout 2006. Our new strategic plan and brand image captures and communicates the University’s values and direction.

After the challenges faced by the organisation during 2005, we saw a pleasing financial recovery in 2006. We recorded a modest profit as part of our recovery plan, a plan we will maintain for the next four years while we consolidate our position of a financially independent and growing organisation. Underpinning this success was the implementation of an institution-wide program of business transformation, NUways, which supported and delivered high quality outcomes and business improvements for staff and students. University Council actively monitored the NUways program and congratulated the University on the major successes for 2006 in terms of shared service delivery and information technology support.

In teaching and learning, the University received funding from the Commonwealth Government to continue to improve the delivery of our programs and courses using the most up-to-date technologies. Two members of our academic staff, Doctors Philip Morgan and Jill Gibbons from the Faculty of Education and Arts, were named among the best university teachers in New South Wales with Quality Teaching Awards by the New South Wales Minister for Education and Training. Professor Scott Holmes was awarded the National Business Higher Education Round Table Award for Educational Entrepreneurship.

Evidence of the strength of the University’s reputation within the higher education sector can also be taken from our ability to attract outstanding people to senior leadership positions in 2006. The University was ranked in the world’s top 100 universities for engineering technology and computer sciences in Shanghai Jiao Tong University’s respected international ranking system by field. We were also ranked 63 in the world’s top biomedicine universities by the UK Times Higher Education Supplement in 2005.
In research, the University identified 10 new Priority Research Centres and established a Research Fellowship Scheme – both of which are key components of the University’s strategy to build research capacity. We received research income of $51.3 million, an increase of almost 20% on 2005, with more than $18 million of this from the Australian Research Council and National Health and Medical Research Council. Research higher degree students made up 4.15% of the University’s total student load and the University will look to increase this under its new strategic plan.

It was extremely pleasing that our researchers continued to attract international attention for their work. The Thomson Scientific newsletter named Professor John Forbes from the Faculty of Health as one of the top 10 ‘Hottest Researchers’ in the world for 2005 to 2006. Professor Forbes was the only Australian-based researcher to be included on the prestigious international citation list.

Professor Scott Sloan of the Faculty of Engineering and Built Environment was elected to the Fellowship of the prestigious Australian Academy of Science, one of only four civil engineers Australia-wide in the Academy, which comprises more than 400 of Australia’s top scientists.

Supporting our students is a key priority at the University of Newcastle. Over the last 12 months we have launched a highly successful mentoring program to support students settling in to university studies and we have enhanced their access to student services through the creation of new and modern student hubs at key locations – Callaghan, Ourimbah and the Newcastle City Precinct. In 2006, several information technology projects delivered better outcomes for students and the University is committed to further improvements in service delivery throughout 2007.

Finally, in 2006 our students and staff also excelled in areas beyond teaching and learning and research. Two of our law students, Ross Abbs and Kate Philipson, won the highly prestigious Sir Harry Gibbs National Constitutional Mooting Competition, and students from the NUbots team trained four-legged robotic dogs to play soccer and win the World RoboCup in Germany. As athletes, our students succeeded in both the 2006 Commonwealth Games and Indigenous Student Games, and as performers, our Newcastle Chamber Choir was named ABC-FM Choir of the Year.

These examples are by no means an exhaustive list of the achievements of the staff, students and alumni of the University in 2006. Reflecting on 2006, it is possible to see what can be achieved by staff and students working hard together and it is very satisfying that in many cases, successes exceeded expectations.

We look forward to a bright and prosperous future for the University of Newcastle.

Professor Trevor Waring AM  
Chancellor

Professor Nicholas Saunders  
Vice-Chancellor and President
Highlights 2006

Further information about each of the highlights noted here can be found in the relevant chapter in this report.

Teaching and Learning

- Professor Gail Huon appointed as Director of the Centre for Teaching and Learning
- Dr Philip Morgan and Dr Jill Gibbons received national awards for Teaching Excellence from the prestigious Carrick Institute for Learning and Teaching in Higher Education
- Dr Philip Morgan received a Carrick Award for Australian University Teaching (CAAUT - Early Career)
- Associate Professor Behdad Moghtaderi and Dr Philip Morgan received a Citation for Outstanding Contribution to Student Learning from the Carrick Institute for Learning and Teaching in Higher Education
- Professor Scott Holmes named the Best Entrepreneurial Educator of the Year at the Business/Higher Education Round Table (BHERT) Awards
- Growth places allocated in the disciplines of health, science and education
- Bachelor of Podiatry approved for commencement in 2007
- Upgrade to online learning capacity and to the University’s online learning system, Blackboard
- Ongoing awareness of cultural diversity and Indigenous Australian issues in teaching and learning

Research and Research Training

- Ten new Priority Research Centres
- $9 million secured from National Health & Medical Research Council (NHMRC)
- $9 million secured from the Australian Research Council (ARC)
- Research Fellowship Scheme approved
- Research income of $51.3 million – an increase of over 17% on the previous year
- Professor John Forbes named as one of the top 10 ‘hottest’ researchers in the world

Our Students

- New Student Hubs in operation
- Voluntary Student Unionism introduced
- First graduates of the Port Macquarie campus
- Equity Scholarship Scheme expanded
- First Year Experience Project developed
- National awards to University of Newcastle students
- NUbots – canine soccer stars bring home the World Cup
- Elite athletes combine study and sport
<table>
<thead>
<tr>
<th>Our Staff</th>
<th>Our Community</th>
<th>Organisational Performance</th>
<th>Financial Performance</th>
</tr>
</thead>
</table>
| • Three new workplace agreements approved  
• Appointment of key members of the University's Senior Executive Team  
• Vice-Chancellor's Awards for General Staff Excellence  
• Introduction of targeted leadership programs  
• Implementation of Women's Leadership Development Initiative, Women@UoN  
• Continued improvements and innovations to support the online delivery of HR functions | • Science and Engineering Challenge received another $1 million in funding  
• SMART Mentor Scholarship awarded  
• University of Newcastle Chamber Choir won ABC Classic FM Choir of the Year Competition  
• NUSport named NSW Fitness Facility of the Year 2006/2007  
• Inner city living idea won international award  
• Newcastle Poetry Prize boosted by $50,000 over three years | • International ranking of the University of Newcastle improved  
• Brand new look for the University  
• $8 million in Commonwealth funding to implement innovative workplace improvements  
• University named best institution at Australian Institute of Energy's Awards  
• Development of NUways projects to underpin service delivery  
• Major improvements in Information Technology and Corporation Information | • An operating surplus of $33.5 million  
• Total assets approaching $1 billion  
• Revenue grew by more than 10% over the previous year  
• Cash and financial investments totalling $98.0 million |
Our Organisation
Functions of the University

The object and functions of the University are defined under Section 6 of the University of Newcastle Act 1989 and include:

Object and functions of University

(1) The object of the University is the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.

(2) The University has the following principal functions for the promotion of its object:

(a) the provision of facilities for education and research of university standard, having particular regard to the needs of the Hunter region, the Central Coast and surrounding areas,

(b) the encouragement of the dissemination, advancement, development and application of knowledge informed by free inquiry,

(c) the provision of courses of study or instruction across a range of fields, and the carrying out of research, to meet the needs of the community,

(d) the participation in public discourse,

(e) the conferring of degrees, including those of Bachelor, Master and Doctor, and the awarding of diplomas, certificates and other awards,

(f) the provision of teaching and learning that engage with advanced knowledge and inquiry,

(g) the development of governance, procedural rules, admission policies, financial arrangements and quality assurance processes that are underpinned by the values and goals referred to in the functions set out in this subsection, and that are sufficient to ensure the integrity of the University's academic programs.

(3) The University has other functions as follows:

(a) the University may exercise commercial functions comprising the commercial exploitation or development, for the University's benefit, of any facility, resource or property of the University or in which the University has a right or interest (including, for example, study, research, knowledge and intellectual property and the practical application of study, research, knowledge and intellectual property), whether alone or with others,

(b) the University may develop and provide cultural, sporting, professional, technical and vocational services to the community,

(c) the University has such general and ancillary functions as may be necessary or convenient for enabling or assisting the University to promote the object and interests of the University, or as may complement or be incidental to the promotion of the object and interests of the University,

(d) the University has such other functions as are conferred or imposed on it by or under this or any other Act.

(4) The functions of the University may be exercised within or outside the State, including outside Australia.

Charter

After initially operating as a College of the University of New South Wales, the University of Newcastle was established by an Act of the New South Wales Parliament in 1964 (the University of Newcastle Act 1964), which was later replaced by the University of Newcastle Act 1989.

The Higher Education (Amalgamation) Act 1989 provided for the amalgamation of the Hunter Institute of Higher Education and the Newcastle Branch of the State Conservatorium of Music with the University of Newcastle from 1 November 1989.

Under the Act the University has the authority to adopt a By-law. The University's current By-law was gazetted on 7 October 2005 and provides a legislative framework for the appointment of members to Council, terms of office for members of the Council, the conduct of elections (where appropriate), functions of the Academic Senate, the establishment and operations of Convocation, making of rules by the Council and the Vice-Chancellor, graduates of the University, the term of office of the Chancellor and the use of the University Seal.
<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>The following vision, mission and values are reflected in the University's Institutional Strategic Plan 2003 - 2006.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>What we will be known for: The University of Newcastle will be recognised for the excellence of our education and research, the strength of our partnerships and the value of our contribution to regional, national and global enrichment.</td>
</tr>
</tbody>
</table>
| Mission             | What we do: The University of Newcastle:  
  - prepares graduates who contribute to society, are adaptable global citizens and are sought out by employers;  
  - undertakes outstanding research, including creative works and scholarship; and  
  - contributes to social, economic and cultural enrichment and environmental sustainability. |
| Values              | The University of Newcastle values:  
  - our students and staff;  
  - our region and our partners;  
  - freedom of enquiry and expression;  
  - liveliness and innovation;  
  - the creation, dissemination and application of new knowledge;  
  - pursuit of lifelong learning;  
  - aboriginal and Torres Strait Islander peoples’ culture and aspirations;  
  - diversity, equity and social justice; and  
  - environmentally sustainable practices. |
Building Distinction at the University of Newcastle

In September 2005, the University commenced discussions regarding the development of a new institutional strategic plan and held a workshop with members of the University Council to set the overall strategic direction. This was followed by an extensive process of consultation with University stakeholders during the first half of 2006.

The final draft of the strategic plan, Building Distinction 2007 – 2011, was presented to University Council on 27 October 2006 and approved. The strategic plan reflects that the University of Newcastle understands the needs, and is prepared to make choices, that will secure the organisation’s future and continue its journey towards distinction. The strategic plan also identifies critical success factors and guiding principles which capture the strong desire to be a well-governed university with a culture based on collegiality and open, effective leadership.

The priorities for 2007 to 2011 are:

**Priority 1:** We will make the high quality education of professionals a defining feature of the University.

**Priority 2:** We will further enhance our international research profile and impact.

**Priority 3:** We will extend our reputation as a national and international leader in Indigenous collaboration.

**Priority 4:** We will foster partnerships that enrich and develop our communities in mutually beneficial ways.

**Priority 5:** We will ensure a financially strong university with sound academic and organisational governance and high quality performance.
Senior Executive of the University

Vice-Chancellor and President
The Vice-Chancellor and President of the University is appointed by the Council under Section 12 of the University of Newcastle Act 1989. The Vice-Chancellor and President is the chief executive officer of the University. He has charge of the overall direction of corporate planning, budget activities and external relations of the University. Under the Council, he manages and supervises the administrative, financial and other activities of the University. He consults with and advises the Academic Senate and other bodies, supervises the discipline of the University and puts into effect the by-laws, reports or resolutions passed or adopted by the Council. The Vice-Chancellor is ex-officio a member of every Faculty Board and of all committees within the University and may preside at any meeting of those Boards and Committees.

Senior Officers
In 2006, there were a number of new members to the University’s Senior Executive.

The senior officers for 2006 were as follows:

Senior Executive Group
The Senior Executive Group is the Vice-Chancellor and President’s chief advisory committee and comprises the senior management of the University:

- Vice-Chancellor and President;
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (Research);
- Deputy Vice-Chancellor (Services);
- President of Academic Senate;
- the five Pro Vice-Chancellors responsible for the academic leadership and efficient and effective operation of their faculties (Business and Law; Education and Arts; Engineering and Built Environment; Health; and Science and Information Technology);
- the four Pro Vice-Chancellors responsible for the leadership and coordination of strategic University-wide portfolios (Central Coast Campuses; Corporate Partnerships and Community Development; International; and Research); and
- University senior officers including the Director Financial Services, Director Human Resource Services and Director Change Program Office.

In 2006, the Vice-Chancellor initiated a review of the Senior Executive Group covering its role, structure, membership, agenda, quality of supporting papers and group functioning. As a result of the review report and further discussion, the Vice-Chancellor approved a change in name to Executive Committee and adopted new terms of reference effective from 2007. The membership was revised to include the Vice-Chancellor, Deputy Vice-Chancellors, Pro Vice-Chancellors and President of Academic Senate.

In addition, the Vice-Chancellor established the Senior Executive Forum which is held to be held bi-monthly from 2007 and will include a wider senior executive membership to facilitate effective communication throughout the organisation.
Committees reporting to the Vice-Chancellor

The following committees reported to and/or advised the Vice-Chancellor in 2006:

- 2NUR FM Advisory Board
- Academic Staff Consultative Committee
- Animal Services Unit Management Committee
- Board of Aboriginal and Torres Strait Islander Education and Training
- Board of Central Coast Campuses
- Board of the English Language and Foundation Studies Centre
- Student Discipline Committee
- Family Action Centre Board
- General Staff Consultative Committee
- Medals Committee - established as a committee of the Deputy Vice-Chancellor (Academic) from 28 April 2006
- Occupational Health and Safety Committee
- Outside Study Programs Committee
- Promotions Committee (Academic) - established as a committee of the Deputy Vice-Chancellor (Academic) from 28 April 2006
- Renwick College Academic Appointments Advisory Committee
- Renwick College Academic Board
- Selection Committee for Vice-Chancellor's Award for General Staff Excellence
- Senior Executive Group
- TAFE - University Coordination Committee
- Teaching Staff Consultative Committee
- University Foundation Board
Organisational Structure - Lines of Responsibility

The chart information is correct as at December 2006 and reflects the University of Newcastle's organisational structure.
### Key Student and Staff Statistics

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
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<tr>
<td><strong>Number of Students¹</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>21980</td>
<td>22903</td>
<td>23155</td>
<td>23079</td>
<td>22997</td>
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<tr>
<td>Female as Percentage of Total</td>
<td>55.0%</td>
<td>55.0%</td>
<td>54.5%</td>
<td>55.5%</td>
<td>56.3%</td>
<td>1.4%</td>
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<td>Commencing</td>
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<td>8741</td>
<td>8430</td>
<td>8610</td>
<td>8886</td>
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<tr>
<td>Female as Percentage of Commencing</td>
<td>56.5%</td>
<td>57.9%</td>
<td>57.4%</td>
<td>59.1%</td>
<td>58.7%</td>
<td>-0.6%</td>
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<td><strong>Student Load²</strong></td>
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<td></td>
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<tr>
<td>Total</td>
<td>15926</td>
<td>16329</td>
<td>16058</td>
<td>16668</td>
<td>16137</td>
<td>-3.2%</td>
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<tr>
<td>Undergraduate</td>
<td>13933</td>
<td>14130</td>
<td>13704</td>
<td>14095</td>
<td>14168</td>
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<td>Postgraduate</td>
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<td>2354</td>
<td>2573</td>
<td>1969</td>
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<tr>
<td><strong>Funding Source³</strong></td>
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<tr>
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<td>16057</td>
<td>16668</td>
<td>16137</td>
<td>-3.2%</td>
</tr>
<tr>
<td>DEST Funded</td>
<td>13601</td>
<td>13678</td>
<td>13020</td>
<td>13028</td>
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<tr>
<td>Fee-Paying Overseas Students</td>
<td>1463</td>
<td>1715</td>
<td>2039</td>
<td>2441</td>
<td>2091</td>
<td>-14.3%</td>
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<tr>
<td>Fee-Paying Domestic Students</td>
<td>862</td>
<td>935</td>
<td>998</td>
<td>1199</td>
<td>941</td>
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<td><strong>Award Completions⁴</strong></td>
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<td></td>
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<tr>
<td>Total</td>
<td>4533</td>
<td>5013</td>
<td>5151</td>
<td>5363</td>
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<td>3515</td>
<td>3492</td>
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<td>Postgraduate</td>
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<td>Academic</td>
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<td>817</td>
<td>837</td>
<td>854</td>
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<td>Teaching and Research</td>
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<td>691</td>
<td>664</td>
<td>685</td>
<td>611</td>
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<td>Research only</td>
<td>64</td>
<td>86</td>
<td>90</td>
<td>107</td>
<td>134</td>
<td>24.8%</td>
</tr>
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<td>7</td>
<td>18</td>
<td>7</td>
<td>4</td>
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</tr>
<tr>
<td>Other</td>
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<td>33</td>
<td>41</td>
<td>19</td>
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<tr>
<td>General</td>
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</tr>
<tr>
<td>Teaching and Research</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>-5.9%</td>
</tr>
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<td>Research only</td>
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<td>7</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>78.5%</td>
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<tr>
<td><strong>Non-Academic⁵</strong></td>
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<td></td>
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<tr>
<td>Faculty</td>
<td>1271</td>
<td>1371</td>
<td>1369</td>
<td>1333</td>
<td>1167</td>
<td>-12.5%</td>
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<td>111</td>
<td>100</td>
<td>91</td>
<td>102</td>
<td>-12.4%</td>
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<tr>
<td>Other</td>
<td>437</td>
<td>516</td>
<td>527</td>
<td>526</td>
<td>368</td>
<td>-30.1%</td>
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<tr>
<td>General</td>
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<tr>
<td>Research only</td>
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<td>14</td>
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<td>Other</td>
<td>707</td>
<td>733</td>
<td>723</td>
<td>703</td>
<td>686</td>
<td>-2.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>228</td>
<td>233</td>
<td>291</td>
<td>282</td>
<td></td>
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<tr>
<td>Academic</td>
<td>160</td>
<td>157</td>
<td>187</td>
<td>183</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Academic</td>
<td>68</td>
<td>76</td>
<td>104</td>
<td>99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
1. Number of students represents the number of student enrolments in Programs as at 31 March.
2. Student load represents the sum of the load for each semester, as recorded at the official census date in each semester, expressed in Equivalent Full-time Student Load (EFTSL).
3. Funding Program Load expressed in Equivalent Full-time Student Load (EFTSL) as at 31 March.
4. Award completions represents the number of completed program enrolments.
5. Full-time Equivalent positions occupied by full-time and part-time staff members as at 31 March (excluding Independent Operations).
   (Casual figures are calculated one year behind Full-time).
   p Preliminary and subject to revision.
Corporate Governance
The Council

The Council is the governing body of the University. It has, by virtue of Section 16 of the University of Newcastle Act 1989, the responsibility for the management of the affairs and concerns of the University and may act in all matters concerning the University.

The Council holds six ordinary meetings each year. Council meetings are divided into two parts – an open section which members of the University and community are welcome to attend and a closed confidential section which is restricted access to Council members only.

Under the University of Newcastle Act 1989 the Council comprises nineteen members:

- Three official members;
- Seven appointed members (six members appointed by the Minister and one member appointed by the Council); and
- Nine elected members.

The Council may, at its discretion, appoint an additional member. The provision has always been invoked to provide for a greater breadth of background and expertise on the Council.

From its membership, the Council elects a Chancellor for a term of up to four years and it is the role of Chancellor to chair the meetings of the University Council. The Council also elects a Deputy Chancellor for a period of up to two years and both positions are honorary.

Members of the Council during 2006 were:

The Official Members (3)

- The Chancellor
  Professor Trevor C Waring AM
  BA, MSc, FAPS
  Ordinary meetings of Council attended: 5/6

- The Vice-Chancellor and President
  Professor Nicholas Saunders
  M(Stud.), Hon LLD(Monash), FRACP
  Ordinary meetings of Council attended: 6/6

- The President of the Academic Senate
  Professor Linda Connor
  BA(Hons), PhD(Syd.)
  Ordinary meetings of Council attended: 6/6

Members appointed by the NSW Minister for Education and Training (6)

Six external persons appointed by the Minister, from as far as practicable, the following categories

(a) Persons experienced in the field of education or the arts
(b) Persons experienced in technology, industry, commerce or industrial relations
(c) Persons who are practising, or have practised, a profession.

- Mr Wilton E Ainsworth
  (Until 31 August 2006)
  BSc(Hons)(NSW)
  Ordinary meetings of Council attended: 3/4

- Ms Sharryn Brownlee
  (Re-appointed from 1 September 2006)
  Ordinary meetings of Council attended: 3/6

- Ms Crystal Condous OAM
  (Appointed from 1 September 2006)
  Ordinary meetings of Council attended: 2/2

- The Honourable Kayee Griffin MLC
  (Until 31 August 2006)
  Ordinary meetings of Council attended: 1/4

- Ms Catherine Henry
  (Appointed from 1 September 2006)
  BA, LLB(UNSW)
  Ordinary meetings of Council attended: 2/2

- Dr William Jonas AM
  (Re-appointed from 1 September 2006)
  BA(Hons), DipEd(NSW), MA, PhD(PNG), DUniv(honoris causa)
  Ordinary meetings of Council attended: 6/6

- Ms Julie Midson York JP
  (Until 31 August 2006)
  DipSchoolAdmin, DipTeach, BAdminLead(NE)
  Ordinary meetings of Council attended: 4/4

- Mr John Charles Price MP
  FIEAust
  (Re-appointed from 1 September 2006)
  Ordinary meetings of Council attended: 4/6

One position vacant from 1 September 2006 pending Ministerial appointment

Member appointed by Council (1)

- Mr Michael K Johns
  (Re-appointed from 1 April 2006)
  (Deputy Chancellor from 13 May 2006)
  LLM(Syd.), FAICD
  Ordinary meetings of Council attended: 6/6

Elected Members (5)

Two persons who are members of the academic staff of the University elected by members of the academic staff of the University:

- Professor Janet E Aisbett
  (Until 31 August 2006)
  BSc(NSW), MA, PhD(W.Ont.)
  Ordinary meetings of Council attended: 3/4

- Professor Leonie Ashman
  (Elected from 1 September 2006)
  BSc(Hons)(Flinders), PhD(Adelaide)
  Ordinary meetings of Council attended: 2/2

- Mr Egbert Groen
  (Elected from 1 September 2006)
  BA(ANU), LLB, MLLR(Syd)
  Ordinary meetings of Council attended: 2/2

- Associate Professor Wayne Reynolds
  (Until 31 August 2006)
  BA, Dip Ed, PhD
  Ordinary meetings of Council attended: 2/4

One person who is a member of the non-academic staff of the University elected by members of the non-academic staff of the University:

- Ms Greta Davies
  (Elected from 1 September 2006)
  BA, DipBus(Newc)
  Ordinary meetings of Council attended: 2/2

- Ms Vicki E Petersen
  (Until 31 August 2006)
  GradDipMedia
  (AustFilmTV & Radio Sch), BA
  Ordinary meetings of Council attended: 4/4
One person who is an undergraduate student of the University but who is not a member of the academic or non-academic staff of the University elected by the undergraduate students of the University:

Ms Jarra Hicks
(Elected for a one year term of office from 1 September 2006)
Ordinary meetings of Council attended: 1/2

Ms Claire Osborn
(Elected for a one year term of office expiring on 31 August 2006)
Ordinary meetings of Council attended: 4/4

One person who is a postgraduate student of the University but who is not a member of the academic or non-academic staff of the University elected by the postgraduate students of the University:

Mr Yuhua Shi
MMktg (Newc.)
(Re-elected for a one year term of office from 1 September 2006)
Ordinary meetings of Council attended: 5/6

External persons who are members of Convocation appointed by the Council (4)

Ms Dianne Allen, JP
BCom(Newc.)
Ordinary meetings of Council attended: 5/6

Emeritus Professor Ken Dutton OAM
(Deputy Chancellor until 13 May 2006)
BA, MA(Syd.), Docteur de l’Université (Paris), DLitt(honoris causa), FACE, Officier dans l’Ordre des Palmes Académiques
Ordinary meetings of Council attended: 6/6

Mr Neil Hatherly
BSc(Hons) (Newc.), FAICD, FAIM , FAIM M
Ordinary meetings of Council attended: 6/6

Dr Geoff Leonard
BCom, FCA, HonDBus(Ncle), FCPA
Ordinary meetings of Council attended: 5/6

Note: In 2006, there were no special meetings of the University Council.

Committees of the Council

The major committees of Council are:

- Academic Senate – the peak academic governing body established under the University of Newcastle Act 1989
- Audit and Risk Management Committee
- Finance and Capital Development Committee
- Nominations Committee
- Planning and Performance Committee.

Additional committees reporting to the University Council include:

- Animal Care and Ethics Committee
- Gladys M Brawn Memorial Gift Committee
- Human Research Ethics Committee
- Kelver Hartley Awards Committee
- Promotions Appeals Committee – established as a committee of the Vice-Chancellor from 28 April 2006
- Disciplinary Appeals Committee – name changed to Student Disciplinary Appeals Committee from 28 April 2006
- University Tender Committee.

The range of University committees is regularly reviewed to determine the appropriateness or otherwise of the committees and their terms of reference. Except when confidential items are to be considered, members of the University may attend meetings of any University committees as observers.

Academic Senate

The Academic Senate is the principal academic body of the University of Newcastle. It is the primary forum for debate on all academic issues in the University and has a major role in academic quality assurance processes. The Academic Senate has the mission to protect, promote and enhance the excellence of the core academic activities in the University – teaching and research. The majority of the members of the Academic Senate are elected by the academic staff of the University.

The functions of Academic Senate are specified in section 32 of the University of Newcastle By-law 2005:

The Academic Senate is the principal academic body in the University, and has the following functions:

(a) to advise the Council on matters concerning the academic activities of the University,
(b) to consider, and report to the Council on, any matter referred to it by the Council,
(c) to refer matters to any faculty, school, board or other body within the University for consideration and report,
(d) to consider, and report to the Council on, any proposal concerning teaching, scholarship or research that is made by any faculty, school, board or other body within the University,
(e) to determine, after consultation with each of the faculties, schools, boards or other bodies concerned, any matter concerning any course of study or examination that is not solely within the province of any single faculty, school, board or other body,
(f) to consider, and report to the Council or to any other body within the University on, any matter affecting the policies and activities of the University or of any such body,
(g) to exercise such other functions as may be conferred or imposed on the Academic Senate by the rules.

The Academic Senate also has formally delegated authority from the Council to:

i) approve policy and procedures relating to teaching, learning and research;
ii) approve revisions to programs; and
iii) carry out academic quality assurance (through the Academic Quality Assurance Committee).

The President of Academic Senate is the senior elected academic in the University, with primary responsibility for the Academic Senate.
In 2006, the Academic Senate met six times.

Committees of the Academic Senate
In 2006, the following committees reported to and/or advised the Academic Senate:
Curriculum, Teaching and Learning Committee
  - Policy Development Sub-Committee
  - Program and Course Appraisal Sub-Committee
Faculty Boards
  - Faculty of Business and Law
  - Faculty of Education and Arts
  - Faculty of Engineering and Built Environment
  - Faculty of Health
  - Faculty of Science and Information Technology
Research Committee
  - Research Grants Sub-Committee
  - Research Training Sub-Committee
Student Progress Sub-Committee
TAFE – University Co-ordination Committee

Key Activities in 2006
In addition to routine academic matters, the Academic Senate focused on a review of academic governance structures within the University. After an extensive consultation process, the Senate recommended revisions to the Constitution of Academic Senate, Rules Governing Faculties and Rules Governing Schools which were approved by Council on 15 December 2006.

Audit and Risk Management Committee
The Audit and Risk Management Committee was established on 1 July 2005 and previously existed as the Audit Committee. In general terms, the committee monitors the University’s governance framework and administrative operations, and reviews the activities of the organisation’s controlled entities on behalf of the Council.

More specifically, the Audit and Risk Management Committee undertakes the following functions:
- assists the Council to fulfill its responsibilities in relation to the University’s accounting and reporting practices, by serving as an independent and objective reviewer of the University’s financial information;
- ensures that the University’s financial reporting complies with all applicable laws and accounting standards;
- reviews
  - the accounting policies of the University;
  - significant estimates and judgements in the financial statements;
  - compliance of the financial statements with laws, regulations and standards;
- regularly monitors and reviews corruption resistance strategies;
- determines the adequacy of the University’s administrative operating and accounting controls;
- reviews annually the Risk Management Policy and the Risk Management Implementation Plan to ensure that appropriate action is taken in relation to strategic and operational risks across the University; and
- acts as the conduit for communication between the NSW Auditor-General and the University on the one hand, and between the Internal Auditor and the University on the other, on the auditing of the University’s accounts and the outcomes of those audits.

Membership and Meetings of Audit and Risk Management Committee
Deputy Chancellor (ExOfficio) until 13 May 2006 and then as Member of the Council
Emeritus Professor Ken Dutton OAM
Meetings of the Committee attended: 4/4

Chair (Member of Council) and then Deputy Chancellor (ExOfficio) from 14 May 2006
Mr Michael Johns
Meetings of the Committee attended: 5/5

Other members (Members of Council)
Ms Catherine Henry
Meetings of the Committee attended: 1/1
Dr Geoff Leonard
Meetings of the Committee attended: 3/5
Ms Julie Midson York
Meetings of the Committee attended: 5/5
Mr John Price MP
Meetings of the Committee attended: 3/5

In Attendance (ExOfficio)
Chancellor
Professor Trevor Waring AM
Meetings of the Committee attended: 1/5

Vice-Chancellor and President
Professor Nicholas Saunders
Meetings of the Committee attended: 4/5

The Committee is required to meet at least four times per year and as frequently as necessary. It met four times in 2006.

Qualifications of Members
The Charter of the Audit and Risk Management Committee requires at least one member with a background in accounting or auditing, and members with qualifications and experience related to the operations of the University. This experience is brought to the Committee by Dr Geoff Leonard.
Key Activities in 2006

Matters considered by the Audit and Risk Management Committee in 2006 included:

- development and plans for implementation of an enterprise wide risk management framework;
- a review of both the Internal and External Audit Plans;
- ongoing review of the Risk Register;
- revisions to the Delegations Schedule;
- revised reporting requirements for controlled entities;
- analysis of audit reports and the management responses to comments and recommendations;
- compliance against the National Governance Protocols;
- development of fraud control strategies;
- pandemic preparedness planning;
- reports on network security;
- review of insurance risk and reporting on insurance renewal;
- review of reports on legal and external agency matters;
- register of commercial activities; and
- statutory reporting and other compliance issues.

Risk Management

In 2006, the University identified a need to improve its practices and procedures in terms of enterprise wide risk management and in recognition of the importance of this area, appointed a Director, Enterprise Risk to lead the Risk Management Unit. The Risk Management Unit has primary responsibility for the ongoing coordination and implementation of the University’s integrated risk management framework, the management of disaster and business continuity planning, insurance and audit and compliance. The Risk Management Unit will support the broad objectives of the Audit and Risk Management Committee Constitution to:

- establish the context
- identify risks
- analyse risks
- evaluate risks
- treat risks
- monitor and review
- communicate and consult in relation to high level strategic and operational risks across the University (ref Risk Management Standard AS/NZS 4360:1999).

In 2006, planning commenced for the implementation of an Integrated Risk Management Framework to clarify the roles and responsibilities for oversight, accountability and management and coordination of identified risks:

Corporate/Strategic Risk: the top 10 strategic risks that could impact at a University wide level and impact on the University's Strategic Plan; and

Operational Risk: risks that arise as a function of our day to day operations. The University would further define its operational risk and accountability at 2 distinct levels:

Business Critical Operational Risk: those risks that arise in day to day operations, but which require specific and detailed response and monitoring regimes

Compliance and Non-Critical Operational Risk: those risks resulting from the University’s operations and/or legal, statutory compliance responsibilities, requiring ongoing monitoring and review, but for which monitoring and review can occur via control self assessment or through line management oversight in faculties and divisions.

The University’s integrated approach to risk management process will ensure:

- risk management becomes embedded within the University’s processes and organisational culture;
- risk management is dynamic and responsive as the organisation changes;
- the University adopts a clear consistent approach to identifying, analysing, evaluating, treating, monitoring and reviewing risk such that risks are not assessed in isolation and form part of an overall treatment strategy;
- the University's risk treatment plans become integrated with the management, planning and budgetary processes of the University;
- risk management is more proactive and dynamic and less reliant on third party reviews and audits to identify risks; and
- adequate resources and improved systems are implemented to ensure the timely implementation of the Integrated Risk Management framework, including consistent risk analysis and prioritisation as well as ongoing review and monitoring of risks at appropriate levels within the organisation.

The implementation of the Integrated Risk Management Framework will be carried out during 2007 with progress reports to be provided to each meeting of the Audit and Risk Management Committee.

Insurance activities

The University maintains comprehensive insurance policies in relation to Directors and Officers, Industrial Special Risk (including machinery breakdown), Professional Indemnity, Motor Vehicle, Personal Accident (including travel), Goods in Transit, Marine and Workers’ Compensation. In April 2006, the University undertook a review of its insurable risk profile (facilitated by its broker) which confirmed that the University’s level and extent of insurance coverage is appropriate.

Directors’ and Officers’ Liability insurance covers damages (not fines and penalties) and legal expenses incurred due to a breach or alleged breach of duty, misleading statement or wrongful act by a director or officer acting in that capacity. The level of cover was reviewed at last renewal and was deemed insufficient for the size and complexities of the University and accordingly the level of cover was increased from $10 million to $20 million.
Directors’ and Officers’ Supplementary Legal Expenses covers legal expenses on behalf of directors, employees and organisations in defending against actions which are not covered in the standard Directors’ and Officers Liability Policy, eg. prosecutions related to OH&S, EPA and some employment related matters such as harassment, discrimination or wrongful termination. The current policy provides coverage of $1 million.

Statutory Liability covers penalties and defence costs arising out of an unintentional breach of legislation, for example, Acts relating to OH&S, environment, etc.

All Policies have an insurance period of 1 November 2006 to 1 November 2007. The annual premium for each policy was Directors’ and Officers’ Liability - $17,097 (excl gst), Directors’ and Officers’ Supplementary Legal Expenses - $5,040 (excl gst) and Statutory Liability $4,915 (excl gst).

Finance and Capital Development Committee

From 1 July 2005, the Finance and Capital Development Committee was established. In general, the Committee is responsible for advising the Council on the management and organisation of the University’s financial affairs, including the annual budget and business plan. Additional responsibilities are defined in its Constitutions as:

- the exercise of the Council’s power under section 16(1B)(d)&(g) and 16(1)(d)(e)(f)(i) & (j) of the Act, to:
  - borrow money within such limits, to such extent and on such conditions as to security or otherwise as the Governor on the recommendation of the Treasurer may approve
  - invest any funds belonging to or vested in the University
  - promote, establish or participate in (whether by means of debt, equity, contribution of assets or by other means) partnerships, trusts, companies and other incorporated bodies, or joint ventures (whether or not incorporated)
  - approve significant commercial activities of the University, (ref the Act, Division 3, sections 21A, 21B, 21C, 21D & 21E)
  - make loans and grants to students
  - impose fees, charges and fines;
- the exercise of the authority of Council under sections 18, 19, 20 and 21 of the Act, relating to Property;
- the development, maintenance and management of the University’s physical and virtual infrastructure and environment; including the production of a Capital Plan; and
- general administrative matters in such manner as to promote the objects and interests of the University.

Membership and Meetings of Finance and Capital Development Committee

Chancellor (ExOfficio) (Acting Chair)
Professor Trevor Waring AM
Meetings of the Committee attended: 4/6

Vice-Chancellor and President (ExOfficio)
Professor Nicholas Saunders
Meetings of the Committee attended: 5/6

Other members (Members of Council)
Mr Wilton Ainsworth
(Chair for first meeting)
Meetings of the Committee attended: 1/1

Ms Dianne Allen (Chair for last meeting)
Meetings of the Committee attended: 6/6

Mr Michael Johns
Meetings of the Committee attended: 5/6

Mr John Price MP
Meetings of the Committee attended: 3/6

Associate Professor Wayne Reynolds
Meetings of the Committee attended: 3/4

Deputy Vice-Chancellor (Research)
(ExOfficio)
Professor Barney Glover
Meetings of the Committee attended: 3/5

Deputy Vice-Chancellor (Services)
(ExOfficio)
Dr Sue Gould
Meetings of the Committee attended: 5/6

The Committee is required to meet at least six times per year and as frequently as necessary. It met six times in 2006.

Key Activities in 2006

In 2006, the key activities of the Finance and Capital Development Committee related to the review and monitoring of the financial statements and forecasts, and the University’s budget and Capital expenditure Plan for 2007, to oversee the process for the University’s commercial borrowings, and to review fees and charges for 2007.

Nominations Committee

From 1 July 2005, the Nominations Committee was established with the following responsibilities:

- Functions as prescribed in the By-law in relation to the appointment of members of Council pursuant to section 9(1)(b), (c) and (h) of the Act, and in addition shall advise the Council in relation to:
  - the appointment of members to standing and ad hoc committees of the Council
  - the appointment of members to boards of controlled and associated entities
  - the appointment and termination of the appointment, and remuneration of, the Vice-Chancellor and senior executive staff of the University
  - the conferment of the title "Professor Emeritus"
  - the conferment of honorary degrees and exceptional service medals;
- monitoring the performance of the Vice-Chancellor;
- overseeing of the Council Induction and Development program; and
- monitoring the performance of members of the Council in relation to the Duties of Council Members as prescribed in section 21F and Schedule 2A of the Act.
Membership and Meetings of Nominations Committee

Chancellor and Chair (ExOfficio)
Professor Trevor Waring AM
Meetings of the Committee attended: 7/7

Vice-Chancellor and President (ExOfficio)
Professor Nicholas Saunders
Meetings of the Committee attended: 4/7

Other members (Members of Council)
Ms Crystal Condous OAM
Meetings of the Committee attended: 1/1
Mr Michael Johns
Meetings of the Committee attended: 7/7
Ms Julie Midson York
Meetings of the Committee attended: 4/4

President of Academic Senate (ExOfficio)
Ms Crystal Condous OAM
Meetings of the Committee attended: 1/1

The Committee is required to meet at least two times per year and as frequently as necessary. It met seven times in 2006.

Key Activities
In 2006, the Nominations Committee reviewed appointments to University Council, membership of standing committees of Council and boards of controlled and associated entities and considered nominations for the conferment of the title "Professor Emeritus" or for the conferment of honorary degrees and exceptional service medals.

Planning and Performance Committee
In 2006, the Planning and Performance Committee was established as a new standing committee of the Council, with the purpose of advising Council in relation to:

- the University’s mission and strategic direction, including the conduct of an annual planning forum and the preparation of the strategic plan;
- the University’s performance, including the setting of key performance indicators for the University, and a protocol for regular monitoring and reporting of the performance of the University, and its controlled and associated entities;
- the size and scope of the University including the nature, establishment and maintenance of branches and colleges of the University, within the University and elsewhere, and associated capacity planning;
- the external context within which the University operates including the legislative and policy framework, and relationships with the Commonwealth and the State;
- in consultation with the Academic Senate, the academic activities and future academic focus of the University;
- the establishment of policies and procedural principles for the University consistent with legal requirements and community expectations;
- the exercise of the powers of Council in relation to Property, sections 18, 19, 20 and 21 of the Act, and in relation to Commercial Activities, Division 3, sections 21A, 21B, 21C, 21D & 21E of the Act;
- the preparation and review of a statement of the Council’s primary responsibilities;
- the conduct of regular reviews of the Council’s own performance (in light of its functions and obligations imposed by or under the University of Newcastle Act or any other Act), including the conduct of an annual Council self-review; and
- the reporting of the University’s operations to Parliament (including in relation to risk management and insurance arrangements) and a range of financial and other matters, as required by the Annual Reports (Statutory Bodies) Act 1984.

Membership and Meetings of Planning and Performance Committee
Chair (Member of Council)
Mr Neil Hatherly
Meetings of the Committee attended: 5/5

Chancellor (ExOfficio)
Professor Trevor Waring AM
Meetings of the Committee attended: 3/5

Vice-Chancellor and President (ExOfficio)
Professor Nicholas Saunders
Meetings of the Committee attended: 3/5

Other members (Members of Council)
Professor Leonie Ashman
Meetings of the Committee attended: 0/1
Ms Sharryn Brownlee
Meetings of the Committee attended: 3/5
Ms Crystal Condous OAM
Meetings of the Committee attended: 0/1
Emeritus Professor Ken Dutton
Meetings of the Committee attended: 4/5
Ms Jarra Hicks
Meetings of the Committee attended: 1/1
Ms Julie Midson York
Meetings of the Committee attended: 4/4
Associate Professor Wayne Reynolds
Meetings of the Committee attended: 2/4
Deputy Vice-Chancellor (Academic) (ExOfficio)
Professor Kevin McConkey
Meetings of the Committee attended: 2/5

Deputy Vice-Chancellor (Research) (ExOfficio)
Professor Adrian Page
Meetings of the Committee attended: 1/1*

Deputy Vice-Chancellor (Services) (ExOfficio)
Dr Sue Gould
Meetings of the Committee attended: 4/5

President of Academic Senate (ExOfficio)
Professor Linda Connor
Meetings of the Committee attended: 2/5

Pro Vice-Chancellor (International) (ExOfficio)
Professor Williams Purcell
Meetings of the Committee attended: 0/1*

* In March 2006, the Constitution of the Committee was revised by Council such that the Deputy Vice-Chancellor (Research) and Pro Vice-Chancellor (International) were no longer ex-officio members.

The Committee met five times in 2006.
Key activities
In 2006 the Planning and Performance Committee’s key activities related to monitoring the implementation of the NUways program and IT program of works, development of University performance reports, the Council review of performance, the development of the Institutional Strategic Plan and the implementation of Voluntary Student Unionism legislation.

Ensuring Quality Governance
In 2006, the University of Newcastle was assessed by the Department of Education, Science and Training as being compliant with the requirements of the National Governance Protocols and Higher Education Workplace Relations Requirements (HEWRRs) and this received the 7.5% tranche of funding for 2007. More information about HEWRRs compliance is provided in the “Our Staff” section of this report.

Under the National Governance Protocols, the University Council continued its program of self-review and improvement. A review of the performance of Council and its standing committees was undertaken with Council members requested to complete questionnaires and follow-up interviews with the Chancellor. Results of the review of performance were presented at a two day Council planning workshop held on 31 August and 1 September 2006. Issues arising from the review included:

- the need to clearly define protocols in relation to confidential ‘in camera’ documents coming to Council, as well as procedures for dissemination of information after Council meetings;
- the need to provide more opportunities for Council to engage in high-level strategic discussions and debate, particularly in relation to monitoring performance against the Institutional Strategic Plan, new initiatives and changes in the higher education sector;
- the need to establish a single point of contact for Council members to request further information and to ensure University responsiveness to these requests; and
- the need to strengthen the University’s enterprise wide risk management activities and to ensure exception reporting is provided to Council.

Based on this, the Council has: defined and adopted Principles of Confidentiality; participated in an introductory governance workshop through the University Governance Professional Development Program (UGPD); held a session on financial skills and analysis which was led by the Chair of the Finance and Capital Development Committee and Director Financial Services; the meeting schedule for 2007 was modified to include four ordinary meetings and two full-day strategic workshops; and the Chancellor and University Secretary were identified as points of contact for members of Council. Details relating to the development of the enterprise-wide risk management framework are detailed under the activities of the Audit and Risk Management Committee. These issues will continue to be addressed by the Council in 2007.

Legal Change
In 2006, there was no legal change in relation to the University of Newcastle Act and subordinate legislation.

In terms of the external legislative framework, the most significant change was the implementation of Voluntary Student Unionism legislation under the Higher Education Support Amendment (Abolition of Compulsory Up-Front Student Union Fees) Act 2005. The University’s response to this is detailed under the “Our Students” section of this report.

Recommendations of the Ombudsman or Auditor-General
The Council is required by Section 17B of the University of Newcastle Act 1989 to include in each annual report as part of the report of its operations, a report as to any action taken by the Council during the period to which the report relates to implement any recommendation made in a report of the Ombudsman or the Auditor-General concerning the Council or the University:

(a) whether or not the recommendation relates to a referral by the Minister under section 21E; and
(b) whether or not the recommendation relates to a University commercial activity (as defined in section 21A).

In 2006, there were no matters referred to the University for implementation by the Ombudsman or Auditor-General. It should be noted however, that the New South Wales Ombudsman’s Office released Complaint Handling at Universities: Best Practice Guidelines in December 2006.

In 2007, the University will ensure that its complaints management system meets all aspects of the Best Practice Guidelines although it is anticipated that the University’s practices will be consistent in most aspects as a thorough review of these processes and internal audit was undertaken during 2006.
Freedom of Information
The University of Newcastle falls within the jurisdiction of the NSW Freedom of Information Act 1989. Under the Act the University is required to include in its annual report the following information for the processing of requests for the calendar year of 2006. Comparative figures for 2005 are shown in brackets.

Section A
Numbers of new FOI requests – information relating to the numbers of new FOI requests received, those processed and those incomplete from the previous period

<table>
<thead>
<tr>
<th>FOI requests</th>
<th>Personal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 New (incl. transferred in)</td>
<td>9 (6)</td>
<td>5 (3)</td>
<td>14 (9)</td>
</tr>
<tr>
<td>A2 Brought forward</td>
<td>1 (0)</td>
<td>0 (0)</td>
<td>1 (0)</td>
</tr>
<tr>
<td>A3 Total to be processed</td>
<td>10 (6)</td>
<td>5 (3)</td>
<td>15 (9)</td>
</tr>
<tr>
<td>A4 Completed</td>
<td>9 (5)</td>
<td>5 (3)</td>
<td>14 (8)</td>
</tr>
<tr>
<td>A5 Transferred out</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>A6 Withdrawn</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>A7 Total processed</td>
<td>9 (5)</td>
<td>5 (3)</td>
<td>14 (8)</td>
</tr>
<tr>
<td>A8 Unfinished (carried fwd)</td>
<td>1 (0)</td>
<td>0 (0)</td>
<td>1 (0)</td>
</tr>
</tbody>
</table>

Section B
What happened to completed requests? (Completed requests are those on line A4)

<table>
<thead>
<tr>
<th>Result of FOI requests</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Granted in full</td>
<td>0 (4)</td>
<td>2 (1)</td>
</tr>
<tr>
<td>B2 Granted in part</td>
<td>9 (1)</td>
<td>3 (2)</td>
</tr>
<tr>
<td>B3 Refused</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>B4 Deferred</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>B5 Completed*</td>
<td>9 (5)</td>
<td>5 (3)</td>
</tr>
</tbody>
</table>

Section C
Ministerial Certificates – number issued during the period

<table>
<thead>
<tr>
<th>Result of FOI requests</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Ministerial Certificates issued</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

Section D
Formal consultations – number of requests requiring consultations (issued) and total number of formal consultation(s) for the period

<table>
<thead>
<tr>
<th>Result of FOI requests</th>
<th>Issued</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 Number of requests requiring consultation</td>
<td>2 (0)</td>
<td>2 (0)</td>
</tr>
</tbody>
</table>

Section E
Amendment of personal records – number of requests for amendment processed during the period

<table>
<thead>
<tr>
<th>Result of amendment requests</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 Result of amendment - agreed</td>
<td>0 (0)</td>
</tr>
<tr>
<td>E2 Result of amendment - refused</td>
<td>0 (0)</td>
</tr>
<tr>
<td>E3 Total</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

Section F
Notation of personal records – number of requests for notation processed during the period

<table>
<thead>
<tr>
<th>Result of amendment requests</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 Number of requests for notation</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

Section G
FOI requests granted in part or refused – basis of disallowing access – number of times each reason cited in relation to complete requests which were granted in part or refused

<table>
<thead>
<tr>
<th>Basis of disallowing or restricting access</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 Section 19 (incomplete, wrongly directed)</td>
<td>1 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G2 Section 22 (deposit not paid)</td>
<td>1 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G3 Section 25 (1) (a): diversion of resources</td>
<td>7 (1)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G4 Section 25 (1) (a): (exempt)</td>
<td>0 (0)</td>
<td>4 (2)</td>
</tr>
<tr>
<td>G5 Section 25 (1), (b), (c), (d), (otherwise available)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G6 Section 28 (1), (b), (documents not held)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G7 Section 24 (2), (deemed refused, over 21 days)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G8 Section 31 (4) (revised to medical practitioner)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>G9 Total</td>
<td>9 (1)</td>
<td>4 (2)</td>
</tr>
</tbody>
</table>

Section H
Costs and fees of requests processed during the period (i.e. those included in lines A4, A5 and A6)

<table>
<thead>
<tr>
<th>Type of discount allowed</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 All completed requests</td>
<td>$360.00</td>
<td>$360.00</td>
</tr>
</tbody>
</table>

Section I
Discounts allowed – numbers of FOI requests processed during the period where discounts were allowed

<table>
<thead>
<tr>
<th>Type of discount allowed</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>I1 Public interest</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>I2 Financial hardship - pensioner/child/student</td>
<td>5 (0)</td>
<td>0 (1)</td>
</tr>
<tr>
<td>I3 Financial hardship - non-profit organisation</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>I4 Total</td>
<td>5 (0)</td>
<td>0 (1)</td>
</tr>
</tbody>
</table>

Section J
Days to process – number of completed requests (A4) by calendar days (elapsed time) taken to process

<table>
<thead>
<tr>
<th>Elapsed Time</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1 0 – 21 days</td>
<td>5 (3)</td>
<td>3 (1)</td>
</tr>
<tr>
<td>J2 22 – 35 days</td>
<td>1 (2)</td>
<td>2 (2)</td>
</tr>
<tr>
<td>J3 Over 35 days</td>
<td>3 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>J4 Total</td>
<td>9 (5)</td>
<td>5 (3)</td>
</tr>
</tbody>
</table>
Section K

Processing time - number of completed requests (A4) by hours taken to process

<table>
<thead>
<tr>
<th>Processing Hours</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 0 – 10 hours</td>
<td>1 (3)</td>
<td>0 (3)</td>
</tr>
<tr>
<td>K2 11 – 20 hours</td>
<td>2 (0)</td>
<td>1 (1)</td>
</tr>
<tr>
<td>K3 21 – 40 hours</td>
<td>3 (2)</td>
<td>3 (0)</td>
</tr>
<tr>
<td>K4 21 – 40 hours</td>
<td>3 (0)</td>
<td>1 (0)</td>
</tr>
<tr>
<td>K5 Total</td>
<td>9 (5)</td>
<td>5 (4)</td>
</tr>
</tbody>
</table>

Section L

Reviews and Appeals - number finalised during the period

<table>
<thead>
<tr>
<th></th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 Number of internal reviews finalised</td>
<td>1 (0)</td>
<td></td>
</tr>
<tr>
<td>L2 Number of Ombudsman reviews finalised</td>
<td>0 (0)</td>
<td></td>
</tr>
<tr>
<td>L3 Number of District Court reviews finalised</td>
<td>0 (0)</td>
<td></td>
</tr>
</tbody>
</table>

Details of internal review results - number finalised during the period

<table>
<thead>
<tr>
<th>Basis of internal review</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upheld*</td>
<td>Varied*</td>
</tr>
<tr>
<td>L4 Access refused</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>L5 Deferred</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>L6 Exempt matter</td>
<td>0 (1)</td>
<td>1 (0)</td>
</tr>
<tr>
<td>L7 Unreasonable charges</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>L8 Charge unreasonably incurred</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>L9 Amendment refused</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>L10 Total</td>
<td>0 (1)</td>
<td>1 (0)</td>
</tr>
</tbody>
</table>

* Relates to whether or not the original FOI determination was upheld or varied by internal review.

Where possible, the University also gave access to documents which could be released outside of the Freedom of Information process as part of its standard administrative processes. The year’s activities were characterised by requests under the FOI legislation that were often complex or sensitive in nature. In addition there was a significant increase in the volume of documents to be assessed against each application. These factors impacted on the time and resources required to gather, assess and process the majority of applications received. There was also an increase in the number of public interest requests made by the media.

Privacy

The University of Newcastle’s Privacy Management Plan sets out the policies and practices the University has adopted to ensure compliance with the Privacy and Personal Information Protection Act. The Plan itself is a requirement of the Act and where applicable, the privacy principles embodied in the legislation are incorporated into the policies, guidelines, procedural documents and practices at the University.
Teaching and Learning

The University offers a comprehensive range of undergraduate and postgraduate programs through a variety of study modes and is committed to excellence in the quality and delivery of these programs. The delivery of quality teaching and learning to meet the wide-ranging needs of our students is critical to the organisation’s future, and also to the future of our students. First class research, organisational strength and career opportunities through industry and community-based links further ensure that our graduates are prepared for lifelong learning.

The Year at a Glance

• Professor Gail Huon appointed as Director of the Centre for Teaching and Learning
• Growth places allocated in the disciplines of health, science and education
• Bachelor of Podiatry approved for commencement in 2007
• Ongoing awareness of cultural diversity and Indigenous Australian issues in teaching and learning
• Staff recognised with national awards for teaching and entrepreneurship
Focus

The University of Newcastle’s Strategic Plan 2003 – 2006 in pursuing excellence in teaching and learning, focused on the following strategies:

• sharpening the nexus between teaching and research;
• supporting the professional development of our teachers;
• developing collaborative student-centred support systems; and
• reviewing the content of our programs and courses to ensure we are preparing graduates who are global citizens and valued professionals.

Key Achievements

The University is committed to excellence in teaching and learning. We recognise and reward excellence and innovation and provide professional development opportunities for academic staff. A number of Newcastle academics have been recognised as among the best in Australia, winning state and national awards. The University recognises that excellent teaching practice provides positive student experiences and is vitally important to positive graduate outcomes.

Centre for Teaching and Learning

Professor Gail Huon was appointed as Director of the Centre for Teaching and Learning in December 2006. The Centre collaborates with staff and students to provide high quality teaching resources that enhance the quality of student learning. The Centre for Teaching and Learning has been working closely with academic staff on a range of initiatives including teaching related grant and award schemes, the development of sector-wide approaches to teaching and learning issues and benchmarking activities, and projects related to the quality of the first year experience. Professor Huon draws on a strong history of research on teaching and learning to promote an evidence-based approach to tertiary teaching, and to facilitate the development of teaching materials that stimulate and challenge students.

Dr Phillip Morgan receiving Carrick Award for Australian University Teaching

From Left to Right
Vice-Chancellor and President, Professor Nicholas Saunders Deputy Vice-Chancellor (Academic), Professor Kevin McConkey Dr Philip Morgan, School of Education Head of School of Education, Professor Phil Foreman Pro Vice-Chancellor, Faculty of Education & Arts, Professor Terry Lovat

Dr Philip Morgan received two national awards for teaching excellence from the prestigious Carrick Institute for Learning and Teaching in Higher Education and an Australian College of Educators Quality Teaching Award. These awards are given to teachers who demonstrate a commitment to excellence in their teaching and learning practice. This was an outstanding achievement for Dr Morgan, who has this year won seven awards for the quality of his teaching in higher education. In addition to his excellent teaching, Dr Morgan is advancing the quality of Personal Development, Health and Physical Education and sport in primary schools through his work on childhood obesity.

Dr Jill Gibbons receiving Quality Teaching Award from the Australian College of Education

From Left to Right
Dr Jill Gibbons, School of Humanities and Social Science Hon. Carmel Mary Tebbutt, NSW Minister for Education.

Dr Jill Gibbons received a Quality Teaching Award from the Australian College of Educators. Dr Gibbons was a founding member of the University’s social work program and has been committed to providing quality learning experiences to her many students over the last sixteen years. She is internationally recognised for her student-centred approach to social work, which involves problem-based learning.
State and National recognition of academic staff in Teaching and Learning

Several University of Newcastle academics have been named as among the best university educators in Australia. Associate Professor Behdad Moghtaderi from the Faculty of Engineering and Built Environment received a Citation for Outstanding Contribution to Student Learning from the Carrick Institute for Learning and Teaching in Higher Education. Associate Professor Moghtaderi’s citation is for the successful convergence of a student-centred and vertically integrated approach to design in Engineering.

Associate Professor Alison Ferguson is the Chief Investigator, leading a team of four in a collaborative project funded by Carrick Institute of Learning & Teaching in two projects – Leading the integration of a competency based assessment tool in speech pathology learning and teaching and Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning.

In a major success nationally, Professor Michael Ostwald and Associate Professor Tony Williams received a prestigious Discipline Based Initiative Grant from the Carrick Institute of Learning & Teaching. This grant will support work on: Teaching and Instructional Issues and Opportunities for the Architecture and Associated Disciplines.

Two prominent University of Newcastle initiatives have been noted for their best practice approaches in science and innovation technology teaching at a Science and Technology Forum held at Macquarie University in Sydney. Dr John Holdsworth, School of Mathematical and Physical Sciences, presented on the initiative the University of Newcastle is applying in photonics, or optical fibre communication, to meet a serious projected skills shortage in the area. Professor John O’Connor, School of Mathematics and Physical Sciences, presented on the nationally recognised Science and Engineering Challenge which takes science and engineering problems to Year 10 students.

Vice-Chancellor’s Citations for Outstanding Contributions to Student Learning

The University of Newcastle also honours outstanding teachers who have made a substantial contribution to enhancing the quality of student learning at the University. In 2006 twelve citations were awarded to eleven academic staff members and one team. The University strives for excellence in teaching and learning and the quality and calibre of teachers ensures that the University provides excellent learning experiences and outcomes to students.

Vice-Chancellor’s Award for Teaching Excellence

University Vice-Chancellor’s Award for Teaching Excellence and Vice-Chancellor’s Award for Teaching Excellence by an Early Career Researcher was awarded to:

Dr Philip Morgan in the Faculty of Education & Arts

Faculty Awards for Teaching Excellence were presented to:

Dr John Anderson in the Faculty of Business & Law

Dr Clare Collins in the Faculty of Health

Mr Greg Preston in the Faculty of Education & Arts
In 2006, staff from the University of Newcastle attended Innovative Research Universities - Australia (IRU-A) forums on Learning and Teaching and Science and Technology. The forums provided an opportunity for staff to explore innovative responses to the challenges facing educators on the tertiary sector and were aimed at promoting discussion and sharing of best practice.

Capacity Building
The University continued to offer the Graduate Certificate in the Practice of Tertiary Teaching to academic staff. The University’s focus on scholarly teaching was reflected in a series of guest lectures that brought outstanding teachers from other universities to share their approaches to pedagogy with academic colleagues.

Creation of new programs to meet student interest and community expectations
The University’s Ourimbah Campus introduced a Bachelor of Podiatry program that will commence in 2007. The program will address the current shortage of podiatrists with an initial intake of 60 students, increasing to 164 places in four years. The Federal Government has committed to ensuring that the Ourimbah campus has the facilities and student places to support the region’s growth and the increased local and national demand for podiatrists, which is linked to our ageing population and high rates of diabetes.

Growth in Commonwealth supported places in health, science and education
The University of Newcastle received an additional 264 Commonwealth-supported places in 2006, more than any other university in New South Wales, in the disciplines of health, science, and education. These extra places are allocated across its three campuses at Callaghan, Ourimbah and Port Macquarie, and include 60 places in the Bachelor of Medicine as part of a joint venture with the University of New England. The extra medical places will enable more medical students to engage in rural practice experience as there is good evidence that doctors trained in rural medicine are more likely to set up practice and remain in regional and rural areas.

A new Rural Clinical School has been established in Tamworth, with funding from the Australian Government’s Department of Health and Ageing. The School aims to improve the future rural medical workforce by having 25% of all undergraduate medical students spend more than one year of their clinical training time in a rural centre. The Rural Clinical School is located within the University of Newcastle’s Department of Rural Health and is based in the new education centre on the grounds of Tamworth Base Hospital. Students will also gain clinical training in regional hospitals at Armidale, Moree and Taree.

The Federal Government has also provided $915,000 for the University’s Centre for Rural and Remote Mental Health which will enable the Farm-LIFE project to improve the mental health and wellbeing of people on NSW farms.
Developing awareness of cultural diversity and Indigenous Australian issues

The University, as a community, reflects the diversity of the wider community and prides itself on being international in its outlook. Our graduates must be prepared for work in a global environment. We have implemented initiatives that ensure the content and delivery of courses and programs are inclusive and sensitive to diversity.

To aid in the development of cultural awareness in teaching and learning, the University has developed the following initiatives:

- An Inclusiveness Policy, affirming the University's commitment to diversity and to the fostering of an inclusive culture across all areas of its performance;
- Guidelines for Inclusive Teaching and Learning and for Inclusive Research which emphasise the importance of reference to Indigenous culture and the global environment;
- A suite of resources on Inclusive Teaching and Learning – a Cultural Diversity and Inclusive Practice Toolkit. This package will be made available to academic staff early in 2007 and included in a systematic process for fostering inclusive practices across all areas of the University's activities; and
- A unit on Aboriginal Health continued to be a compulsory element in the first year programs of Medicine, Occupational Therapy, Physiotherapy, Medical Radiation Science, and Nutrition & Dietetics.

Rates of coursework completions for the University of Newcastle have been steadily improving over the last five years and have been gaining on the national indicator. The chart shows the percentage change for coursework completions for the University of Newcastle, and the sector, relative to the base year of 2000.

These figures refer to bachelor degree graduates who were available for full-time employment. Data are for the graduates of the previous year, ie, 2006 data relates to students completing in 2005. The national proportion has remained steady at around 80%. The University of Newcastle's proportion has been steadily rising since 2004 and is now very close to the sector average.

Source of Data:
1. Australian Graduate Survey results for Newcastle
2. National figures from Graduate Careers Australia published report
Graduate Satisfaction is measured using the Overall Satisfaction Indicator (OSI) question from the Course Experience Questionnaire. It is the mean agreement percentage of bachelor degree respondents, i.e., the proportion of ‘agree’ and ‘strongly agree’ responses to the OSI. The University of Newcastle’s graduate satisfaction remains close to the national average.

Source of Data:
1. Graduate Destination Survey results for Newcastle
2. National figures from Graduate Careers Australia’s Course Experience Questionnaire annual report

Planned Developments for 2007 and beyond
The University of Newcastle has developed a comprehensive Strategic Plan 2007-2011 Building Distinction which identifies five strategic priorities for the next five years. Priority 1 focuses on the pursuit of high quality education of professionals as a defining feature of the University. The education of professionals includes a focus on education in the professions, and a focus on ensuring that all our graduates have professional knowledge, skills and attitudes. The University aims to have graduates who are prepared for and motivated to undertake lifelong learning.

Our Strategic Goals and Targets for Teaching and Learning 2007-2011
1. We will incorporate an opportunity for work-based, experiential learning opportunities into all undergraduate programs so that our graduates are flexible and ready for the workplace.
2. We will develop the most advanced curriculum for the education of professionals based on a strong relationship with professional bodies and related communities.
3. We will ensure that all programs demonstrate a professional approach to work and practice through the integration of graduate attributes.
4. We will promote a student-focused learning environment by improving the delivery of critical support services across all our campuses.

Substantial upgrade to BlackBoard and online learning capacity
The upgrade to Blackboard Version 7.1, the University’s online learning system, has been successfully implemented with forums to commence early in 2007 to introduce the new features and enhancements. Several new features have been added:

- The Discussion Board tool has been expanded beyond its primary use as a communication medium by transforming it into a comprehensive and interactive teaching tool that fosters academic exchange and debate.
- Discussion Board statistics are now a part of the Performance Dashboard.
- Forum and Thread Grading settings are now available when creating or modifying a forum in a Course.
- Forum Moderation and User Management has also been upgraded to allow managers to control user privileges and delegate responsibility for reviewing posts to a moderator.
- Rate Posting allows users to rate posts in the forum which is a simple yet effective tool for peer review.
- Thread Subscriptions notifies users each time a new post is added to the thread. The notification is enabled by the user and sent to the email address. This feature is available to all users with a forum role other than “blocked” if the feature is enabled for the forum.
Research and Research Training

Research performance is widely recognised as one of the primary indicators of a university’s quality, not only as it is a measure of the institution’s ability to attract funding, but because it also enhances the institution’s ability to attract high calibre staff and students from around the world.

The University of Newcastle has built a reputation as a research-intensive institution and is currently ranked ninth nationally, in terms of research effort and outcomes. The University is strongly committed to internationally recognised research that makes a difference to the world as well as engaging in research that addresses the needs and aspirations of the local community.

The Year at a Glance

- Ten new Priority Research Centres
- $9 million secured from National Health & Medical Research Council (NHMRC)
- $9 million secured from the Australian Research Council (ARC)
- Research Fellowship Scheme approved
- Research income of $51.3 million - an increase of over 17% on the previous year
- Professor John Forbes named as one of the top 10 ‘hottest’ researchers in the world
Focus
The University of Newcastle’s Strategic Plan 2003 – 2006 called for a research focus on:
• Developing areas of existing and emerging strength;
• Maintaining strong ties with our regional and other industry partners;
• Establishing new partnerships;
• Initiating cross-faculty and cross-discipline collaboration across thematic research areas; and
• Fostering the development of our researchers and research students.

Key Achievements
Establishment of Ten Priority Research Centres
With an accumulated value of more than $20 million over three years, the University of Newcastle established 10 Priority Research Centres to strategically focus resources into areas of existing and potential research strength, with due regard to the implications of the forthcoming Research Quality Framework on the Australian system. The University’s first round of Priority Research Centres brings together researchers across three broad fields: health; energy and the environment; science and engineering. The University is embarking on a new era in research, driven by stronger strategy, maximising competitive strengths, providing greater opportunities for building on partnerships and allowing greater delivery for the region.

The health related Priority Research Centres will work very closely with the Hunter Medical Research Institute (HMRI) which is a partner of the University of Newcastle and is Australia’s only regionally-based comprehensive health and medical research institute. HMRI is strongly supported by the Hunter New England Area Health Service and the Hunter Community. This partnership contributes to health related research that directly benefits the local, national and international communities.

The chart shows the percentage change in the indicator relative to the base year of 2000 for both Newcastle and the National total. Research publication output is somewhat cyclical as it follows upon completion of research projects. The University of Newcastle’s total number of research publications dropped from a high of 1,043 in 2004 to 944 in 2005 while the National total number of research publications has consistently increased since 2000. The total number of research publications (unweighted) includes: books – authored research; book chapters; articles in scholarly refereed journals; and full written conference papers – refereed proceedings. These figures do not include patents.

Source of data:
Research Services from Higher Education Research Data Collection.
The University of Newcastle’s 2006 Priority Research Centres are:
- Asthma and Respiratory Diseases
- Bioinformatics, Biomarker Discovery & Information-Based Medicine
- Brain and Mental Health Research
- Gender, Health & Ageing
- Reproductive Science
- Energy
- Geotechnical and Materials Modelling
- Organic Electronics
- Advanced Particle Processing
- Complex Dynamic Systems and Control

Centre for Asthma and Respiratory Diseases
The Centre for Asthma and Respiratory Diseases is a national cooperative research centre established under the Australian Government’s Cooperative Research Centre Program. The Centre is a joint venture between two medical research institutes, four universities and two pharmaceutical companies. It will focus on understanding the cellular and molecular processes with the development and progression of respiratory diseases, such as asthma and chronic obstructive pulmonary disease. These disorders are a significant health and economic burden to the community, both locally and globally.

Centre for Bioinformatics, Biomarker Discovery & Information-Based Medicine
The Centre for Bioinformatics, Biomarker Discovery and Information-Based Medicine is the first Australian centre of its type. It will integrate clinical information, population data, molecular and genetic analysis, and bioinformatics as ‘information-based medicine’ enabling doctors to diagnose and treat patients as individuals, not as statistics. In a few years time, all known genetic risk factors for disease could be routinely determined at birth. Using large-scale molecular interrogation, particular disease subtypes of a patient could be identified and the best available treatment for that disease subtype selected. Patient-tailored treatments are aimed at outcomes which lead to the development of new diagnostic approaches. They are expected to lead to the design of drugs that specifically target changing molecular pathways in diseased cells, with minimal interference to healthy ones.

Centre for Energy
The Centre for Energy is already recognized for its fundamental research on the minimisation of greenhouse gas emissions, especially carbon dioxide. The Centre aims to take a leading role in the minimisation of greenhouse gas emissions around the world by developing new and innovative technologies and commercializing these technologies in collaboration with industry and international organizations, such as the International Energy Agency.

Centre for Brain and Mental Health Research
The Centre for Brain and Mental Health Research will focus on the leading cause of disease burden – brain disorders. The Centre will focus on understanding the basis of individual differences in vulnerability and resilience to brain disorders. The focus will be on four key disease research programs: schizophrenia, stroke, affective and addictive disorders, and chronic pain syndromes. Recent scientific advances have put discovery of new diagnostic approaches. They are expected to lead to the design of drugs that specifically target changing molecular pathways in diseased cells, with minimal interference to healthy ones.

Centre for Gender, Health & Ageing
The Centre for Gender, Health and Ageing emphasises healthy ageing, the impact of chronic conditions, and the use and effectiveness of health services as people age. The Centre will focus on the individual, health, and societal factors that affect men’s and women’s health and wellbeing as they age and the ways in which communities and organisations respond to an ageing population.

The Centre’s activities are built around the Australian Longitudinal Study on Women’s Health – the largest of its kind ever conducted in Australia – surveying over 40,000 women in three age groups over a 10 year period. The study is funded by the Australian Government Department of Health and Ageing and is based at the University of Newcastle and at the University of Queensland.

Centre for Organic Electronics
The Centre for Organic Electronics is the first of its kind in Australia. It is an exciting new initiative focusing on the development of new electronic devices at the intersection between semiconductors and plastics. The Centre will focus on the scientific challenges in the development of organic photovoltaics, with massive potential for the next generation of environmentally friendly energy sources, photonicics and biosensors. Through partnership with the CSIRO Division of Energy Technology, the Centre will have the unique capability of taking fundamental research through to large scale fabrication and evaluation.

Centre for Reproductive Science
The Centre for Reproductive Science brings together researchers from the existing Mothers and Babies Research Centre and the Reproduction Science Group to address one of the Australian Government’s most important national research priorities - A Healthy Start to Life. Recent research demonstrates that the long term health and welfare of individuals is critically affected by the quality of the gametes that form the embryo and the nature of the intrauterine environment provided by the mother during foetal development.

The University of Newcastle is internationally recognised for its contribution to studies of human pregnancy. The Centre for Reproductive Science will target the future health of all Australians by improving the health of pregnant women and providing key information on the determinants of a healthy start to life.

The Centre will also support the work of the highly successful Australian Research Council Centre of Excellence in Biotechnology and Development administered by the University of Newcastle.
The Centre for Complex Dynamic Systems and Control

The Centre for Complex Dynamic Systems and Control is already an Australian Research Council Centre of Excellence in the analysis, design, optimisation and control of dynamic systems. The Centre works on complex systems to try to optimise their performance, for example microprocessors in cars. Our society increasingly depends on the safe and efficient operations of such systems. Yet they often exhibit complex, unpredictable behaviour, and therefore pose substantial challenges for analysis, design, optimisation and control.

The Centre for Advanced Particle Processing

The Centre for Advanced Particle Processing will address important problems for the mineral industry, the largest single contributor to Australia’s exports. The processing of particles is a significant part of the operations of the Australian coal and minerals industries. These industries face significant challenges that will require solutions in the future. They are heavy users of water and energy, and also major emitters of greenhouse gases. With current pressure on water supplies and energy consumption, improvements are needed to reduce water and power consumption.

The Centre will investigate innovative ways of separating valuable particles from waste material, which do not involve water. It will also investigate ways of separating different mineral species that eliminate the need for fine grinding, thereby reducing energy consumption. Further research will investigate flotation in saline water, and new gel explosives.

The Centre for Geotechnical and Materials Modelling

The Centre for Geotechnical and Materials Modelling will focus on the development of new models and innovative computational methods for predicting the behaviour of geomaterials, metals, ceramics and composites. The members of the Centre aim to make it the pre-eminent research group of its kind in Australia by linking two of Australia’s leading research teams in their own areas: the Geotechnical Research Group and the Diffusion in Solids Group. Although these groups study problems at different scales, they are united in their aim to develop material models that accurately describe the macroscopic behaviour of a wide range of materials.

The University of Newcastle’s proportion of research higher degree students, measured as effective full-time student load or EFTSL, has declined from 4.91% in 2002 to a low of 4.15% in 2006. The National proportion of research student EFTSL as a percentage of total EFTSL has fluctuated around 5.0% between 2002 and 2005. Higher degree research students include Masters and Doctorate by Research.

The University of Newcastle’s total number of higher degree research program completions has fluctuated since 2001, with a high of 173 in 2003. The National total of higher degree research program completions has steadily increased since 2000. Higher degree research includes Masters and Doctorate by Research.

Source of Data:
1. DEST Aggregated Load Dataset (ULAG)
2. Latest year from DEST data
3. 2006 data are preliminary and subject to revision
Research Institutes

Research Institute of Advanced Study for Humanity

The Research Institute of Advanced Study for Humanity is an overarching research mechanism to promote increased harmony between the Islamic and wider Australian community. The ‘Values, Islam and Schooling’ study will examine issues relating to work, welfare, wider community education about Islam, acceptance of minority differences, strengthened communication skills and life-long learning. The research will complement the Australian Government’s current work on Islam and schooling, especially in the context of the National Framework for Values Education which is being used to address issues of Muslim youth and Australian schooling.

With University funding of $1.7 million over the next five years and an aim to generate external funding of up to $12 million, the Institute will bring together leading researchers in the fields of education, humanities and social science to examine problems and offer solutions for common challenges facing today’s communities. Other key projects for the Institute include research into communication difficulties experienced by the six million Australians with a communication disability or who speak a language other than English at home; quality teaching in schools; and Indigenous socio-economic disadvantage.

Research Institute for Organisational and Institutional Performance

The Institute studies the differential growth and development of societies across time and place. The aim is to understand how socially beneficial exchange is organized through legal, political, economic and social institutions and organisations. Organisations comprise economic and legal firms, unions, judiciary, political parties, pressure groups, families, non-governmental and not-for-profit bodies, religious groups, educational bodies and international bodies (UN, World Bank and IMF).

The Institute studies the evolution and attributes of a society’s institutions, which are the formal laws and regulations, and the informal mores, values systems and beliefs that govern exchange. The formal laws and regulations encompass the criminal legal system, contract law, judicial decisions, the common law, and the enforcement of economic and political regulations.

The informal institutions are trust-based and social value systems that encourage and protect exchange.

Tom Farrell Institute for the Environment

The Newcastle Region is one of the most rapidly changing regions in the country. The University of Newcastle has a long record of quality research and teaching in the natural and built environment and innovative approaches to understanding the interactions of people with the environment. The University is committed to building community partnerships to meet the environmental challenges of the future, to advance the development and application of knowledge and to integrate cultural, social and economic values into environmental solutions.

The Tom Farrell Institute for the Environment has been established to draw together the expertise of community and business leaders, researchers, academics, students, environmental and land managers, environmental practitioners and entrepreneurs. The Institute will develop collaborative opportunities for environmental partnerships for the Hunter region and to draw this expertise together and engage with the community in an integrated way while coordinating a whole of University approach.

ARC Centre of Excellence in Biotechnology and Development

The Australian Research Council Centre of Excellence in Biotechnology and Development is a $12 million initiative which brings together the work of four universities – The University of Newcastle, Monash University, The University of Queensland and the Australian National University. As the Director of the Centre, Laureate Professor John Aitken’s work in reproductive health is helping to solve some of the mysteries around male infertility and genetic damage. Current knowledge of how reproduction works in men is about 10 or 15 years behind the knowledge of reproduction in women.

Laureate Professor Aitken, who is a world renowned Professor of Biology, came to the University of Newcastle from Scotland and is the head of the University’s Priority Research Centre for Reproductive Science. He is one of only two Laureate Professors at the University, an appointment made in recognition of his contributions to research and his international standing. Laureate Professor Aitken’s work is becoming increasingly important with one in 20 men in Australia infertile and 3.5 per cent of all births the result of assisted conception.

Laureate Professor Aitken’s work has had commercial success with Gamete Separation technology being developed in conjunction with a sperm separation device developed by Life Therapeutics based in the United States. Life Therapeutics is a biotechnology company which focuses on the development and commercialization of biological and diagnostic products.
National Health and Medical Research Council (NHMRC) funding worth $9 million

The University of Newcastle received more than $9 million in new funding from the National Health and Medical Research Council (NHMRC) in 2006, for research projects beginning in 2007. This is an increase of more than $3 million on the previous year, and confirms Newcastle’s position as among the world’s top universities for health and medical research. Research projects funded include:

- $2.4 million awarded to Professor Jim Denham for a clinical trial to determine the value of hormone and bone fortifying therapy on a contained prostate cancer;
- two grants to Professor Roger Smith from the Priority Research Centre for Reproductive Science to study premature birth;
- $500,000 to Professor John Rostas from the Priority Research Centre for Brain and Mental Health Research to investigate an important regulatory molecule in the brain and its influences on brain function; and
- two grants to the Priority Research Centre for Asthma and Respiratory Diseases to study asthma in pregnancy and research the role of the common cold in asthma.

International Recognition of Academic Staff in Research

University of Newcastle researcher, Professor John Forbes, has been named as one of the top 10 ‘hottest’ researchers in the world, with his inclusion on the Thomson Scientific ‘Hottest Researcher’ list for 2005 - 2006. Professor Forbes is Professor of Surgical Oncology at the University of Newcastle, Newcastle Mater Hospital, Group Coordinator of the Australia and New Zealand Breast Cancer Trials Group (ANZ BCTG), and a member of the Hunter Medical Research Institute Cancer Research Program. He is the only Australian-based researcher on the prestigious international citation list, which recognises people reaching the highest level of success in scientific research each year.

Australian Research Council (ARC) funding worth $9 million

The University of Newcastle secured more than $9 million in new funding from the Australian Research Council’s (ARC) National Competitive Grants Program in 2006. In a year of record application numbers, the University achieved a higher than average success rate following a rigorous assessment process. Twenty-seven Discovery Projects received funding, including investigations into renewable energy technology, climate change, urban density, stroke prevention and communication skills of students with disabilities.

The University’s two Indigenous researcher applications were successful. These projects relate to assessment of the effectiveness of the NSW Quality Teaching Framework in increasing educational outcomes for Aboriginal students and research into Aboriginal identities within architecture and the built environment.

The University also received funding to work with the Australian Federal Police on a new approach to border protection; and with Proactive Energy Developments Ltd to develop a novel desalination process.

Research Fellowship Scheme

The University of Newcastle Research Fellowship Scheme is a new initiative introduced in 2006, to support outstanding early career researchers seeking to commence an academic/research career. Research Fellowships are a critical means for developing high quality research capacity by providing a career path for early career researchers and strategically supporting identified or emerging areas of research strength.

The aim of the new scheme is to further develop the University’s research capacity, and in particular, to complement the new Priority Research Centres. There were 14 appointments made in 2006 in the first round of the Scheme which will require $1.261 million in 2007 from University Strategic Research Funding and $345,000 from Faculty contributions.

Planned Developments for 2007 and beyond

The University of Newcastle has developed a comprehensive Strategic Plan 2007-2011 Building Distinction which identifies five strategic priorities for the next five years, with Priority 2 focusing on further enhancing the University’s international research profile and impact. Several initiatives have been developed and are in the early stages of implementation to ensure readiness for the introduction of the Research Quality Framework from 2008. The University is strongly committed to the expansion of industry and business linkages for research and is currently undertaking a major program of works to upgrade research infrastructure, to acquire and replace major equipment items, and to refurbish key laboratories.

Research performance is an integral part of the University’s quest for distinction and these current initiatives and activities provide a firm foundation for the University’s future growth.

Our Strategic Goals and Targets for Research and Research Training 2007-2011

1. We will increase external support for research through national and international funding.
2. We will be distinguished by our internationally-recognised centres of research excellence.
3. We will produce research of high quality and impact.
4. We will enhance the quality of our research training and be internationally recognised for the achievements and employability of our research graduates.
Our Students

The University of Newcastle is committed to first-class teaching that inspires and transforms students who will make a difference in the world. High quality education of professionals, Indigenous collaboration and community engagement are the priorities for building distinction as an organisation. The University will ensure that it provides an attractive and high quality student-centred environment and experience.

The Year at a Glance

- New Student Hubs in operation
- Voluntary Student Unionism introduced
- First graduates of the Port Macquarie campus
- Equity Scholarship Scheme expanded
- First Year Experience Project developed
- National awards to University of Newcastle students
- NUbots - canine soccer stars bring home the World Cup
- Elite athletes combine study and sport
Focus

The University of Newcastle’s Strategic Plan 2003 – 2006 called for a focus on our students and their learning experience. In creating a vibrant and supportive learning environment, our emphasis was on:

- developing student focused services and systems;
- supporting the aspirations of people from our region – Aboriginal and Torres Strait Islander peoples, and members of equity groups;
- encouraging the enrolment of international students and the internationalisation of our university; and
- fostering a culture that respects and values diversity.

Key Achievements

Student Service Hubs

The provision of student administration and support services was consolidated within Student Service Hubs located at Callaghan, Ourimbah and the City Precinct. With the introduction of Hubs, the University has addressed a number of key issues in the way it handles student and academic administration including:

- provision of a single service point for students studying across faculties or campuses;
- provision of consistent service with standardisation of business processes;
- provision of service level agreements to accommodate needs of schools, faculties and other stakeholders;
- reduction in the number of complaints from students and staff;
- improvement of access to student administration services; and
- provision of a higher level of customer support and satisfaction.

The University has purchased 113 computers for student use across the new Student Hubs. Each Hub is wireless-enabled to allow students with their own laptop computers to use these state of the art facilities.

Dell Australia has also generously sponsored the University of Newcastle with 86 new OptiPlex Desktop personal computers in the libraries at the Callaghan and Ourimbah campuses. The sponsorship agreement is the culmination of hard work and negotiation by Dell Australia and the University of Newcastle’s Chief Information Officer and the IT Services team. Dell Australia has also committed to sponsoring part of the upcoming Library refurbishment project at the University.

Voluntary Student Unionism

Voluntary Student Unionism came into effect on 1 July 2006. This necessitated a review of the services and the structure for delivering student services to support and enhance the student experience without the direct funding formerly collected from students through compulsory membership fees. The University established a new entity UoN Services Limited (trading as Campus Life) which replaced University of Newcastle Union Limited. The University has also successfully negotiated Service Level Agreements with four of the student bodies: Newcastle University Students’ Association, Newcastle University Postgraduate Students’ Association, NUSport and Campus Central.

The Federal Government has established a Transitional Funding Program of $80 million over the next three years which specifically aims to assist universities with the construction and maintenance of infrastructure for sporting and recreational facilities in the transition towards self-sufficiency. The University, in consultation with NUSport and Campus Central, has developed a submission to the Transitional Funding Program.

There’s no debating – Newcastle’s law students are the best

Two law students from the University of Newcastle argued their way into first place, winning a highly prestigious national law competition in Melbourne, in October 2006.

Final year law students, Ross Abbs and Katelin Philipson, defeated the team from UNSW to win first place in the Sir Harry Gibbs National Constitutional Mooting Competition. The competition promotes excellence in written and oral advocacy in a “Moot Court” and is sponsored in part by the Constitutional Education Foundation of Australia.

Ross also won the award for the finest oralist in the Grand Final of the competition.

Performance Measure

Student Satisfaction

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>3.72</td>
<td>0.0%</td>
</tr>
<tr>
<td>2003</td>
<td>3.71</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2004</td>
<td>3.70</td>
<td>-0.5%</td>
</tr>
<tr>
<td>2005</td>
<td>3.72</td>
<td>0.0%</td>
</tr>
<tr>
<td>2006</td>
<td>3.99</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

The University of Newcastle’s performance was stable over the period 2002 to 2005. The 2006 mean score increased to a high of almost 4.0 out of a possible 5.0. There is no comparable National benchmark for this indicator.

Source of Data: University of Newcastle Composite Student Questionnaire reports.
Singapore graduation ceremony
Almost 200 graduates of the University of Newcastle were presented with their degrees at two special ceremonies held in Singapore at the Chinese Orchestra Concert Hall in November 2006. The Chancellor of the University of Newcastle, Professor Trevor Waring conferred a Doctor of Business Administration (DBA), Masters Degrees, Graduate Certificates and Bachelor Degrees to graduates from Singapore, Malaysia, Hong Kong, Japan, India, Indonesia, Thailand and Vietnam.

The University has a very successful partnership with PSB Academy, one of Singapore’s principal training institutions with over 1,000 students studying in Singapore, in engineering, information technology, communication, business and commerce programs. In 2006, a new campus was developed with PSB Academy and Professor Tim Roberts has been appointed Dean of the Singapore Campus. It is anticipated that 3,000 students will be studying in Singapore by 2009. This is the fourth consecutive year in which the University has held a graduation ceremony in Singapore.

Currently the University has over 4,600 international students enrolled in its programs (including Study Abroad, English language and International Foundation students), with 1,600 of this number studying at locations outside of Australia.

First graduates of the Port Macquarie campus
The first students to complete degree programs at the University of Newcastle’s Port Macquarie campus were recognised in November 2006 with 22 students completing their studies in nursing, information technology and education. By working with the TAFE NSW - North Coast Institute, the University of Newcastle has provided the opportunity for people on the mid north coast of New South Wales to complete University degrees without having to leave home. The Port Macquarie Campus is a multi-sectoral campus, offering both University and TAFE programs to students.

First Year Experience Project
In 2006, the University of Newcastle made a commitment to the development of a university-wide First-Year Experience Project, to further enhance the experience of commencing students. The Project was established in recognition of the issues relating to the needs to adjust successfully to the culture and demands of tertiary study. The Project was designed to promote and support the development of initiatives focused on improving the first year experience and assisting students in their transition to university.

A Project Manager was appointed to develop this initiative, working within the organisational unit of student support services and under the sponsorship of the Deputy Vice Chancellor (Academic). Planning commenced for the expansion of the Save Our Students Mentor Program, already operating at Ourimbah since 1999, to include the Callaghan Campus for 2007 and beyond. Student Mentors were recruited at the Callaghan Campus from second and third year students within the Faculty of Business and Law, the Faculty of Science and Information Technology, as well as the School of Nursing and Midwifery in the Faculty of Health. The Program will be trialed in these Faculties in 2007 with a view to expansion to all Faculties in 2008. Two grants are available in each faculty.

Another project undertaken in 2006, as part of the First Year Experience Project, was the development of an Orientation CD for commencing students, to be distributed to all commencing students at the beginning of the 2007 academic year.

Number of Graduates 2005 by Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Law</td>
<td>1146</td>
</tr>
<tr>
<td>Education and Arts</td>
<td>1756</td>
</tr>
<tr>
<td>Engineering and Built Environment</td>
<td>627</td>
</tr>
<tr>
<td>Health</td>
<td>1033</td>
</tr>
<tr>
<td>Science and Information Technology</td>
<td>801</td>
</tr>
</tbody>
</table>

Equity Scholarship Scheme
The most significant initiative of 2006 to support students, experiencing financial difficulty, was the continuation of the Equity Scholarship Scheme (ESSUN). Recognising that the additional impost of 25% on the standard HECS fee would be particularly discouraging to students from our region, in 2005 the University committed substantial funding to an equity scholarship and benefit scheme.

The scheme was expanded in 2006 to continuing students. The $1.8 million committed to this scheme in 2006 funded more than 600 scholarships for the standard duration of the student’s degree. An additional 171 scholarships of $4,000 per annum and an additional 217 scholarships of $2,000 per annum were offered to eligible students.

Student equity projects
The Student Mentor Program continued at Ourimbah in 2006, with approximately 60 student mentors providing information and assistance to around 600 commencing students. This activity is particularly important for the commencing students who are from low socio-economic backgrounds and who also may be the first in their families to attend university.

In addition, targeted orientation sessions were offered at the Ourimbah Campus to young school leavers and their families. Again, many of these participants were from low-socio-economic backgrounds and the first in the family to attend university. These sessions were designed to provide an introduction to academic discourse and university expectations.

Orientation sessions designed to help mature age students to fit the demands of study into their other life responsibilities were also held at both the Callaghan and the Ourimbah Campuses. The majority of students attending these sessions were mature aged women who once again were often the first in their families to attend university. Many of them are entering university via the University of Newcastle’s Open Foundation Program.
Improved access to University and success for members of equity groups

<table>
<thead>
<tr>
<th>Equity Group</th>
<th>Percentage of Catchment Area (15-64yr olds) in Equity Groups</th>
<th>Percentage of Students in Equity Group 2006</th>
<th>Target (for 2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Socio-Economic Status</td>
<td>49.5%</td>
<td>All ages: 24.2%</td>
<td>27.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Under 25: 24.3%</td>
<td>&gt;30%</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander People</td>
<td>2%</td>
<td>1.5%**</td>
<td>2%</td>
</tr>
<tr>
<td>People from Non English Speaking Background</td>
<td>3%</td>
<td>1.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>Not available</td>
<td>5.6%</td>
<td>5.0%</td>
</tr>
<tr>
<td>People from rural areas</td>
<td>21.8%</td>
<td>10.9%</td>
<td>11.0%</td>
</tr>
<tr>
<td>People from isolated areas</td>
<td>Nil</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Participation data provided by 2006 Equipac. **Data from 2006 DEST submission

Several positive results are evident in the statistics for 2006. The 2006 targets set for participation of students with a disability and for students from a non-English speaking background were exceeded. Access rates and participation rates for students from rural areas increased in 2006. Access and participation rates of students with a disability in 2006 were in excess of 2005 national and state indicators, and the relative success of this group reflects the University’s long term efforts to assist students with a disability. The challenge of ensuring universal access to facilities and learning technologies remains an ongoing commitment and responsibility.

These figures reflect the demographic of the University’s regional base, and are also attributable to the continuing efforts of the University to offer access to Enabling Programs to those who have experienced economic or educational disadvantage, and to reach out to schools with lower than average rates of transition to University studies.

Improved access and success for Indigenous Australians

The University of Newcastle is a leader in the education of Indigenous Australians, particularly in health programs. The University of Newcastle’s Student Equity Plan articulates two goals for Indigenous students: to increase their access and participation rates; and to ensure retention and success rates at least equal to those of students outside the equity group. These goals echo those of the National Aboriginal & Torres Strait Islander Education Policy, with the University of Newcastle on target in achieving a consistently higher proportion of Indigenous students than the National average.

In 2006 the number of Aboriginal and Torres Strait Islander students at the University continued to grow, increasing from 329 (2005) to 368, with the participation rate of Indigenous students of 1.47%. There were 21 Indigenous students in the Bachelor of Medicine and an additional 46 undertaking other academic programs in the Faculty of Health. In 2006, four Indigenous students graduated in Medicine and an additional two students identifying as Indigenous graduated from other programs in the Faculty of Health. Indigenous students were also represented in a new health program with three students enrolled in the Bachelor of Oral Health. This pattern of representation reflects the University’s longstanding commitment to educating Indigenous doctors and health professionals.

The University of Newcastle’s average proportion of Indigenous EFTSL remains consistently above the National average over the same period. The National average proportion of Indigenous EFTSL has declined each year since 2002, and in 2005 stood at 0.83% with Newcastle remaining at 1.4%.

Source of Data:
1. DEST published load (Full Year)
2. Latest year from DEST data
p. Preliminary and subject to revision
Enabling Programs
The University's English Language and Foundation Studies Centre continued to offer students from a range of equity groups, the chance to undertake a tertiary preparation course that would allow them to gain entry to University. This initiative has been a critical element for the last decade in the University’s outreach to its region where so many of its constituents are from low socio-economic backgrounds.

- Newstep Program is a one-year, full-time tertiary preparation program for students aged 17-20 who want to enter University, but, because of particular disadvantages, do not have the qualifications to do so.
- Open Foundation Program is a tertiary preparation program for people 20 years of age or over who want to enter University but do not have the qualifications to do so.
- Yapug is a program designed to help Aboriginal and Torres Strait Islander people gain skills for entry into the health professions. It is a one-year full-time program and includes courses important to the development of skills and competencies necessary for tertiary study in health-related fields.

The English Language and Foundation Studies Centre also provided additional classes and support to students within enabling programs, who were Australian citizens and permanent residents, but whose first language was not English.

National journalism award to University of Newcastle student
A journalism student from the University of Newcastle won a national award for his inspiring true story of a Sudanese refugee living in Newcastle. Phillip Thomson is the recipient of the 2005 (awarded in 2006) Federation of Ethnic Communities’ Councils of Australia and SBS Student Journalism Award for his feature article, Simon’s Journey.

The award-winning piece tells the story of Simon Pabek, a refugee who fled Sudan after Arab-Muslim workmates associated him with rebels. Before coming to Australia, he spent time at Kakuma refugee camp in Kenya which housed 70,000, mostly Sudanese, refugees. Since 2003, Simon, who is employed as an African refugee worker at Newcastle’s Migrant Resource Centre, has helped more than 400 Sudanese, around 60 Liberians and small numbers of Burundis, Rwandans and Somalis settle into Australian life. He organises schooling, housing and Centrelink payments, and translates for those who cannot speak English.

Phillip’s award included $1000 and a six-week traineeship at SBS. The award from the Federation of Ethnic Communities’ Councils of Australia and SBS encourages excellence and fairness in reporting and journalistic investigation into issues relating to multiculturalism and cultural diversity.

PhD student took out top honour in the US
University of Newcastle PhD student Diosdado San Antonio’s quest to research better learning strategies in schools won first prize for the best student paper at the international American Educational Research Association Conference in the United States. The competition, sponsored by the International Journal of Leadership in Education, accepts entries from all over the world. Diosdado’s paper, Creating better schools through democratic school leadership, took out first place in the Graduate Student Manuscript Competition.

His paper examined the impact of implementing democratic school leadership via Advisory School Councils in Philippine public secondary schools. This style of leadership is achieved by the formation of advisory school councils comprising representatives including teachers, students, alumni, parents and community leaders. The councils then assist the school principal to make decisions about how best to improve their school. Surveys and interviews revealed the experimental group had higher levels of commitment, empowerment and trust compared to the control group after one year of implementing democratic school leadership.

The study suggested that the Philippines should expedite the process of establishing school councils in the public schools as an approach for creating better schools. The Department of Education in the Philippines is considering establishing a community-based democratic school management system.

Diosdado previously completed a Masters in Leadership and Management in Education at the University of Newcastle, and is now completing a PhD in Education.
Kelver Hartley Bequest Program

Three undergraduate students from the University of Newcastle went to France for six months as part of the University’s unique Kelver Hartley Bequest Program. The students were given the opportunity as a result of their outstanding performance as French scholars in University degree programs. The students attended two French higher education institutions, CAVILAM, an audio-visual language centre in Vichy, and the Centre de Linguistique Appliquée in Besançon. During this time, the students stayed with host families in both cities. They studied set courses in French language, literature and culture and will also be funded for a two-week cultural program in Paris.

A fourth recipient was awarded a grant from the Hartley Bequest to undertake postgraduate research for a Master of Applied Linguistics (Translation).

The awards were made possible when, in 1988, the first Professor of French at the University, Professor Kelver Hartley, died leaving his estate to students of French enrolled at the University so that they could travel and experience the French language and culture first-hand. More than 40 students have benefited from the Bequest and undertaken studies and research in France.

Elite Athlete-Friendly University

Sport plays a key role in attracting students to the University of Newcastle. It’s world class facilities are an integral part of the University’s recruitment strategies. In May 2006, the University of Newcastle officially launched the Elite Athlete Friendly University Network. The network is administered by the Athlete Career and Education division of the Australian Institute of Sport and participating professional associations, state institutions and academies of sport.

The University of Newcastle signed a Memorandum of Understanding with Newcastle University Sport and the Hunter Academy of Sport and will provide $10,000 per annum for each of the next five years to the Hunter Academy of Sport to encourage elite athletes to study at the University of Newcastle. The University also signed a five-year Memorandum of Understanding with the Central Coast Academy of Sport and will offer 10 scholarships worth $5,000 a year to selected athletes to help further their education in sport or other fields of interest.

The University of Newcastle also recognised its sporting elite at the annual University of Newcastle Sports Awards Dinner with Paralympian Christie Dawes selected as the University of Newcastle Sports Person of the Year for 2005 (awarded in 2006) for her achievements in athletics.

University Blues were awarded to Adam Melmeth for basketball and Jonathan Holmes for Ultimate Frisbee. University Colours were awarded to Christopher Coleman for hockey; Andrew Percival for football (soccer) and Graham Ether for rugby union.

Eastern University Games

The University of Newcastle placed third overall at the 2006 Eastern University Games in Coffs Harbour. Almost 300 athletes in 24 teams representing 15 sports participated in the Games, in which universities from across New South Wales and the ACT competed against each other. The University of Newcastle won five Gold (men’s basketball, mixed netball, men’s squash, women’s rugby union and women’s touch); five Silver (men’s hockey, men’s rugby union, men’s touch, mixed ultimate Frisbee and women’s softball); and three Bronze medals (men’s volleyball, women’s netball and women’s soccer.)

Commonwealth Games

Students from the University of Newcastle achieved exceptional results at the 2006 Commonwealth Games held in Melbourne. The tally was two gold medals (women’s track 4x400m relay, men’s 200m EAD T46), one silver medal (men’s 50m Three Position Rifle Pairs), with all seven University of Newcastle athletes participating in their respective event’s finals.
### Total Student Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td>15079</td>
<td>6901</td>
<td>21980</td>
</tr>
<tr>
<td>2003</td>
<td>15824</td>
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<tr>
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<tr>
<td>2006</td>
<td>16060</td>
<td>6937</td>
<td>22997</td>
</tr>
</tbody>
</table>

Percentage Female: 55.0% (2002-2005), 56.3% (2006)

### Total Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctorate by Research</th>
<th>Doctorate by Coursework</th>
<th>Masters by Research</th>
<th>Masters by Coursework</th>
<th>Postgraduate/Graduate Diploma</th>
<th>Graduate Certificate</th>
<th>Bachelors</th>
<th>Cross-Institution - Postgraduate</th>
<th>Cross-Institution - Undergraduate</th>
<th>Enabling Program</th>
<th>Non-Award Program</th>
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### International Enrolments

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<tr>
<th>Year</th>
<th>Doctorate by Research</th>
<th>Doctorate by Coursework</th>
<th>Masters by Research</th>
<th>Masters by Coursework</th>
<th>Postgraduate/Graduate Diploma</th>
<th>Graduate Certificate</th>
<th>Bachelors</th>
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<th>Cross-Institution - Undergraduate</th>
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<th>Non-Award Program</th>
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<td></td>
<td>3578</td>
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</table>

### Performance Measure: Domestic fee-paying EFTSL as a % of total EFTSL

<table>
<thead>
<tr>
<th>Year</th>
<th>Newcastle</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>5.32%</td>
<td>7.12%</td>
</tr>
<tr>
<td>2003</td>
<td>5.90%</td>
<td>7.81%</td>
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<tr>
<td>2004</td>
<td>5.89%</td>
<td>8.26%</td>
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<tr>
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<td>7.77%</td>
<td>9.04%</td>
</tr>
<tr>
<td>2006</td>
<td>7.51%</td>
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</tr>
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</table>

The University of Newcastle's proportion has been consistently lower than the national average over this period. Both the National and University of Newcastle's proportion of domestic fee-paying EFTSL have increased steadily over the past five years.

Domestic fee-paying students include: fee-paying postgraduates; postgraduate education loan scheme; bridging for overseas trained professionals; fee-paying undergraduates; fee-paying standard semester; and employer funded.

% Change compared to 2001.

Source of Data:
1. DEST Selected Higher Education Statistics Full Year
2. Latest year from DEST data
3. Preliminary and subject to revision
4. On 2001
Planned Developments for 2007 and beyond

The University of Newcastle has developed a comprehensive Strategic Plan 2007-2011 Building Distinction with the delivery of quality teaching and learning outcomes that meet the wide-ranging needs of our students as the University’s first strategic priority. This is critical to the organisation’s future. The University will ensure that it provides an attractive and high quality student-centred environment and experience.

The education of professionals at the University of Newcastle includes both a focus on education in the professions and a focus on ensuring that all our graduates have professional knowledge, skills and attitudes. These graduate attributes will include those skills associated with critical thinking, persuasive communication and problem-solving, as well as discipline and profession-specific knowledge. In addition, our graduates will be prepared for and motivated to undertake lifelong learning.

While there are current areas of teaching and learning excellence across all faculties of the University, it is essential over the next five years that the University strives for greater consistency across all programs. First-class research and organisational strength will underpin improvements in teaching and learning, but there is a broader objective to deliver a student-focused learning environment that distinguishes the University of Newcastle experience and ensures that we attract and retain high quality, talented students. With this in mind, strategic and operational planning seeks to enhance the flexibility of study options, promote greater career opportunities through industry and community-based links, and assist students in overcoming the financial pressures of study through scholarships and part-time work opportunities.

Our Strategic Goals and Targets for Students 2007-2011

1. We will incorporate an opportunity for work-based, experiential learning opportunities into all undergraduate programs so that our graduates are flexible and ready for the workplace.

2. We will develop the most advanced curriculum for the education of professionals based on a strong relationship with professional bodies and related communities.

3. We will ensure that all programs demonstrate a professional approach to work and practice through the integration of graduate attributes.

4. We will promote a student-focused learning environment by improving the delivery of critical support services across all our campuses.
Our Staff

The achievement of the strategic priorities and goals of the University of Newcastle are only possible through the commitment, professionalism and inspiration of the dedicated staff who work in the organisation. This dedicated team of people has ensured that the delivery of quality service and outcomes across the areas of teaching and learning, research and research training and local, national and international community engagement, has continued to excel and improve.

The Year at a Glance

- Three new workplace agreements approved
- Appointment of key members of the University’s Senior Executive
- Vice-Chancellor’s Awards for General Staff Excellence
- Introduction of targeted leadership programs
- Implementation of Women’s Leadership Development Initiative, Women@UoN
- Continued improvements and innovations to support the online delivery of HR functions
**Focus**

Our team of staff is integral to the achievement of our mission and they are the University's most valued resource. Our strategies for building a stimulating and rewarding workplace included:

- resourcing and supporting staff appropriately;
- fostering staff training and development;
- maximising leadership skills and potential; and
- targeting and recruiting people with identified strengths and attributes.

**Key Achievements**

**Higher Education Workplace Relations Reforms**

The Higher Education Workplace Relations Reforms (HEWRRs) compliance achieved in 2005 was continued through 2006 with compliance being achieved by 31 August 2006 (in conjunction with the National Governance Protocols), resulting in an additional 7.5% Federal Government funding. To achieve HEWRRs compliance the University has:

- negotiated and certified the General Staff Workplace Agreement (2006), the Academic Staff Workplace Agreement (2006) and the Teachers Workplace Agreement (2006);
- offered Australian Workplace Agreements to all new and existing staff;
- reviewed over 400 University policy and procedural documents and where necessary, amended and rescinded those that were not HEWRR compliant;
- reviewed the University website for HEWRRs compliance; and
- conducted a review of all Human Resource practices.

**Workplace Agreements**

In 2006, the University successfully negotiated three workplace agreements with an overwhelming majority approving the certification of the agreements. The Teachers Workplace Agreement 2006 was supported by 100% of those who voted, the General Staff Workplace Agreement 2006 was supported by 97% of those who voted and the Academic Workplace Agreement was supported by 97% of those who voted. These agreements achieved significant reductions in size and complexity and this was realised through the consolidation and standardisation of clauses across the three agreements, leading to greater workplace flexibility. In addition to the collective workplace agreements each new staff member was offered the option of negotiating their own Australian Workplace Agreement.

**Targeting and recruiting people with identified strengths and attributes**

The University continued to attract high quality staff and utilised professional search firms in addition to academic networking to identify and encourage potential staff to accept key roles in the organisation. Leading into 2006, 62.2% of academic staff at the University had Doctoral qualifications. This positions the University at the top end of the third quartile across the sector, an outstanding result given the comprehensive nature of our discipline mix and our geographical location, which can limit staff recruitment.

Additions to the University's Senior Executive in 2006 were:

- Professor Kevin McConkey, Deputy Vice-Chancellor (Academic)
- Professor Barney Glover, Deputy Vice-Chancellor (Research)
- Professor Stephen Crump, Pro Vice-Chancellor and Director of the Central Coast Campuses
- Professor Stephen Nicholas, Pro Vice-Chancellor, Faculty of Business & Law
- Professor John Carter, Pro Vice-Chancellor, Faculty of Engineering and Built Environment
- Professor Mike Calford, Pro Vice-Chancellor, Faculty of Health

Other significant appointments in 2006 included:

- Professor Tim Roberts was seconded to the position of Dean of Singapore Campus. The position has the title of Professor and will report to the Chair, University of Newcastle Singapore Board and the Vice-Chancellor. His goal is to enhance and grow the recognition of the University of Newcastle as a provider of high quality graduates for Singapore and the region.

- Professor Steffen Lehmann, an internationally regarded architect, was appointed to a newly created Chair of Architectural Design at the University of Newcastle. The Chair is partly funded by acclaimed Newcastle architectural firm Suters Architects, and is positioned within the Faculty of Engineering and Built Environment. Professor Lehmann worked under architects James Stirling and Michael Wilford in London, and Arata Isozaki in Japan before setting up his own practice in Berlin in 1993. His robust design philosophy and indefatigable enthusiasm for architecture saw him win a number of open architecture competitions. His research areas include strategies for urban renewal and regionalism in architecture, an interest that has contributed to his desire to live and work in Newcastle.

- Associate Professor John Rodger, from the School of Environmental and Life Sciences, was seconded to the position of Director of the Tom Farrell Institute for Environmental Studies for a period of five years from 1 June 2006 to 31 May 2011. Professor Rodger was formally the Director of the Cooperative Research Centre for the Conservation and Management of Marsupials.
Dr Dan Dwyer was appointed as the Coordinator of the Sports Science and Physical Activity specialisation within the Bachelor of Science which is offered exclusively at the University’s Ourimbah campus. This is an area that is increasingly in demand with the rise in ‘lifestyle’ diseases and the focus on healthy living and now has more than 90 students enrolled across first and second years of the program. The University of Newcastle has invested in the construction of two laboratories to support the teaching needs of this program.

Staff Achievements

In 2006, the achievements of many University staff were recognised, however some major highlights were:

- Professor John Carter, Pro Vice-Chancellor of the University of Newcastle’s Faculty of Engineering and Built Environment, was awarded a Member of the Order of Australia (AM) on Australia Day 2006. The citation of the award was for Service to Civil Engineering through research into soil and rock mechanics and as an academic, author and adviser. Professor John Carter has worked in areas relating to off-shore oil and gas rigs, including trying to improve the design and stability of the foundations of those that produce oil and gas. His latest honour adds to a list of awards and achievements, including being a fellow of the Academy of Technological Sciences and Engineering.

- Professor Terry Wall, one of the original creators of Rip Curl surfboards was named one of the top-ten Victorian surfers of all time. The Chemical Engineering professor was given the title by Surfing Victoria in 2006, at a dinner in Torquay, Victoria, celebrating 50 years of modern surf board riding. Professor Wall won numerous surfing titles at Bells Beach during the sixties and he is still passionate about his sport.

- Ms Allison Burgess, who works with the University’s Careers Service, was named the Aboriginal and Torres Strait Islander Student of the Year, at the 2006 NSW Training Awards.

Vice Chancellor’s Award for General Staff Excellence

The University of Newcastle encourages and rewards outstanding performance by its general staff through the Vice-Chancellor’s Awards for General Staff Excellence. The Award recognises performance that exceeds what would be expected of staff in the normal performance of duties and both individuals and groups are eligible for nomination.

Nominations must meet one of the following criteria – an outstanding and exceptional achievement or success; outstanding service to clients; an outstanding or novel initiative which has been successfully implemented; or significant improvements to work procedure or operational systems.

Individual awards for 2006:

- David Alexander – Services Division
- Tracey Bristow – Services Division/Faculty of Health
- John Foster – Faculty of Science & IT
- Ruth Gresham – International Division
- Diane Nesbitt – Faculty of Health
- Roger Reece – Faculty of Engineering & Built Environment

Team Awards for 2006:

- CURS Research Officers – Faculty of Science & IT
- Faculty of Education & Arts Program Officers Team
- School of Business and Management, School Administrative Team
- Technical Support Team, ICT Building – Faculty of Science & IT

Staff Training and Development

The University offered a range of developmental programs and workshops designed to support staff and enhance their skills. In 2006, 4,047 registered participants attended 537 scheduled programs and workshops which represented an increase of over 47% on the number of attendees for 2005. This is reflective of the University’s high level of investment to assist staff in moving into new ways of working, resulting from the change process. In addition to technical skill development, 2006 saw a focus on enhancing leadership capability across all levels of the University with the introduction of targeted programs for areas with specifically identified needs.
Women's Leadership Development Initiative

The Women's Leadership Development Initiative is a joint initiative of the Equity and Diversity Unit and Human Resource Services at the University of Newcastle. The Women's Leadership Development Initiative is aimed at establishing support systems to assist women to achieve promotion and to prepare for leadership roles. Throughout 2006, the professional development program arm of the Women's Leadership Development Initiative, Women@UoN, conducted workshops covering:

- Women’s leadership development program and follow up
- Financial and business planning
- Strategic prioritisation
- Academic promotions workshops
- Human research ethics
- Kick-starting research
- Empowering general staff
- Brown bag lunch time speaker series
- Celebrating International Women’s Day

Gender Equity Strategy Group

In September 2006, the Deputy Vice-Chancellor (Academic), the University's Director of Affirmative Action, established a Gender Equity Strategy Group to help determine the major initiatives and activities the University should be undertaking to ensure that the University provides a positive work environment for women. This group will ensure that proposed initiatives and activities align the University with the Australian Vice-Chancellor’s Committee Action Plan for Women, and also position the University to be able to apply to become an Equal Opportunity for Women in the Workplace Agency Employer of Choice for Women.

Staff Equity Agenda

The University of Newcastle is committed to achieving the three program outcomes nominated by the NSW Government’s Office of Employment Equity and Diversity:

- a diverse and skilled workforce;
- workplace cultures that display fair practices and behaviours; and
- improved access and participation for EEO groups.

In 2006, the University's staff profile reflected the following diversity:

| Gender | 37.1% of academic staff are women | 67.3% of general staff are women |
| Staff identifying as belonging to racial, ethnic and ethno-religious minority groups | 5.4% of respondent general staff | 18.5% of respondent academic staff |
| Staff identifying as speaking language other than English as a first language | Increased by 0.5% to 18.5% for academic staff | Increased by 0.2% to 5.4% for general staff |
| Staff identifying as Indigenous Australians | 38 general staff | 12 academic staff |
| The proportion of Indigenous staff in ongoing employment and contract positions of more than six months at 31 March 2006 | 2.9% of staff based on responses to the EEO survey (This figure exceeds the target for Indigenous representation of 2% set by the NSW government and preserves the trend at the University established over the last few years.) |
| Staff identifying as having a disability | 58 general staff (5.5% of respondents) | 42 academic staff (6.3% of respondents) |
| Staff with a disability requiring an adjustment at work | 1.5% of all respondent staff (These figures approximate those in the most recent aggregated data available for regional Universities in NSW.) |

In 2006, considerable effort was made to ensure a workplace where practices and behaviours were fair and transparent, revolving primarily around consolidation, after the change management process and significant downsizing of staff, including:

- emphasis upon communication within the specific work areas and the development of service level agreements;
- attention to training and transition plans;
- senior staff being highly visible throughout the organisation;
- enhancement of service delivery to staff and students through customer service training for staff, as well as student involvement in the development of the student contact centres; and
- initiatives such as the improvement of courses and programs through rationalisation, the introduction of procedures to ensure quality research higher supervision, and specific IT projects to also enhance the delivery of services to students.

Improved Access for Equal Employment Opportunity Groups

The University continued its commitment to increase the representation of equity groups at senior levels, in senior decision-making positions, and among successful applicants for promotion and research grants. With this in mind the University’s Equity Strategy identified the following specific priorities for 2006:

- representation of women in senior academic levels (Levels C, D & E) to increase to 28%;
- representation of women in senior academic decision-making positions to increase to 35%, and
- representation of Indigenous staff to be in line with the target set in the Indigenous Employment Strategy (3%).
Statistics for 2005/6 show positive redistributions in access for EEO groups

| Representation of Indigenous people in ongoing employment and in contract positions | Increased marginally from 3.0% to 3.6% (proportion of staff respondents to the EEO survey) |
| Proportion of University Council members who are women | Increased from 40% to 42% |
| Proportion of academic Senate members who are women | Increased from 42.5% to 45% |
| Women applying for academic promotion | The proportion of women academics applying for promotion and succeeding varied between academic levels but overall was higher than in 2005. Women represented 33% of academic staff who were recommended for promotion in 2006. Twenty women applied for promotion with 60% successful. (Forty-eight men applied for promotion with 50% being successful.) |
| Women at Associate Professor level | Increased from 18% in 2005 to 20% in 2006 primarily due to the promotion of five women from Level C to Level D |

Outside Study Program (OSPRO)

The University’s Outside Study Program enhances the professional development of an Academic staff member as a researcher, teacher or practitioner in their discipline. Eligible staff may apply for OSPRO for the following reasons:

- Progress/Completion of a Higher Degree
- Progression of Research
- Improvement of Teaching and Learning

As part of the approval process consideration is given to the alignment of the OSPRO application with the strategic outcomes of the University.

In 2006, the University undertook a comprehensive review of the OSPRO process under the guidance of the Deputy Vice-Chancellor (Academic). Again the review sought to align the University’s policies and procedures with the sector’s models of best practice to maximise the professional development opportunities and benefits. The new Special Studies Program (SSP) will be implemented in 2007.

Outside Studies Program Application Criteria by Year by Gender

<table>
<thead>
<tr>
<th>Progression of Research</th>
<th>Progression To Higher Degree</th>
<th>Improvement of Teaching &amp; Learning</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Total</td>
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Outside Study Program Application Criteria by Year by Gender

<table>
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<tr>
<th>Progression of Research</th>
<th>Progression To Higher Degree</th>
<th>Improvement of Teaching &amp; Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
</tbody>
</table>

It should be noted that in 2006, the University conducted a thorough review of its academic promotions process under the guidance of the Deputy Vice-Chancellor (Academic). The revised promotions policy reflects higher education sector best practice and was approved in 2006 for implementation in the 2007 academic promotions process.
Occupational Health and Safety

During 2006 the University continued to implement a comprehensive Occupational Health and Safety framework and support mechanisms. Safety initiatives resulted in:

- continued strengthening and implementation of a range of OH&S Risk Assessment strategies across the University;
- the ongoing provision of an Employee Assistance Program for University staff and their families;
- the delivery of OH&S training packages with particular emphasis on customised and practical programs to cater for specific OH&S needs, including supervisor and manager responsibilities, consultation, ergonomics, risk analysis and hazardous substances training;
- the development of an online incident/accident/hazard reporting system, driven by a review of the existing processes. It is anticipated that this new system will be launched in 2007; and
- safety clearances for the research grant applications have been reviewed upgraded in preparation for migration to an online system.

The University continued to achieve sound OH&S performance with relatively consistent results over the past five years. 2006 saw a continuation in a reduction in the Severity Rate (less time away per injury).

Planned Developments for 2007 and beyond

The University of Newcastle has developed a comprehensive Strategic Plan 2007-2011 Building Distinction whereby the University recognises, and displays confidence in, the abilities of its staff to excel and to lead in the education of professionals. The University values distinction and will uphold the models for the highest standards of academic, personal and business integrity.

Our Strategic Goals and Targets for Staff 2007 - 2011

The University's people are its most valuable asset. The achievement of the strategic priorities and goals outlined in the Strategic Plan will only be possible through the commitment, professionalism and inspiration of our students, staff and those with whom we work, in the wider community.

At the core of this is a commitment that the University will adopt practices that:

- attract and retain high quality, talented staff who are capable of achieving distinction in scholarship and research;
- motivate and encourage all staff to achieve their potential;
- develop a culture that recognises and celebrates one another's success;
- provide opportunities for professional and personal development that allow our people to expand their horizons and become global citizens; and
- engage our alumni, supporters and partners, as well as business and professional groups, in activities that shape and benefit our shared future.

These practices will guide and shape the development of a distinctive and vibrant organisational culture in which our people are valued and inspired.
Diversity, Access and Equity

The University is strongly committed to the principles of equal opportunity and actively promotes a culture that respects diversity of Australian society in all aspects of employment and education. The University supports equal partnerships with Indigenous people that produce genuine outcomes in education and research and aims to develop accessible learning environments and pathways to higher education. Our goal is to produce graduates who are internationally aware, analytical and reflective global citizens.

The Year at a Glance

- Indigenous Employment Strategy
- Resources for Muslim students and the wider community
- Promotion of effective communication across cultures
- Intercultural awareness workshops
- Activities to support cultural harmony
Focus
The University of Newcastle Strategic Plan 2003 - 2006 articulated a commitment to excellence in teaching and learning, research and research training, and community engagement, within a framework that values:

- the culture and aspirations of Aboriginal and Torres Strait Islander peoples; and
- diversity, equity and social justice for staff, students and members of the wider community.

Key Achievements
The relevance and importance of the University's commitments are reflected in the University's equity plans:

- Staff Equity Plan;
- Indigenous Employment Strategy;
- Student Equity Plan and Disability Action Plan; and
- Ethnic Affairs Priority Statement.

Our University already enjoys a strong reputation for Indigenous collaboration and is committed to actively supporting the aspirations of Indigenous people by providing study and employment opportunities. At present, the Indigenous student participation rate is 1.6% and 2.3% of the staff are Indigenous.

Wollotuka supports the most comprehensive range of Indigenous studies programs in Australia. In addition, the Wollotuka Indigenous Support Unit, incorporating Gibalee at the Ourimbah campus, offers a range of services to provide assistance to Aboriginal and Torres Strait Islander students studying in all programs across the University.

The University assists Indigenous students to enter higher education studies through the Yuypug bridging program and the Aboriginal and Torres Strait Islander special entry program. The University also provides support to Indigenous medical students with the majority of Indigenous doctors in Australia being graduates of our University.

Ethnic Affairs Priority Statement
The University's Ethnic Affairs Priority Statement acknowledges the culturally diverse composition of the University’s population and recognises diversity and inclusiveness as integral to the breadth and strength of debate and decision making in all elements of the University's life.

In 2006 the University community consisted of 24,959 students; 823 domestic students were from non-English speaking backgrounds and there were 4,312 fee-paying overseas students. In 2006, there were 2,095 staff; 170 were from racial, ethnic and ethno-religious minorities.

Indigenous Employment Strategy
The Indigenous Employment Strategy, with the support of the University Council, resulted in the successful implementation of an indigenous administrative trainee scheme. Ten Indigenous administrative traineeships were established in 2006, with additional traineeships planned for 2007.

Resources for Muslim Students and the wider community
During 2006 the resource, Welcome to Newcastle: Information for Muslim Students and Families was completed. This resource aims to assist Muslim people who are new to the community of Newcastle to learn about services and support structures available to them.

Two additional and complimentary resources, a brochure entitled Understanding Islam and a web based document, Focusing on Islam: Answers to Frequently Asked Questions, have also been developed through a collaborative partnership between the University of Newcastle, the Newcastle Muslim Association and the Migrant Resource Centre of Newcastle and the Hunter. These additional resources have been developed for the wider Australian community to provide information and greater understanding about the beliefs and practices of Muslims.

In November, a community dinner was held at the Newcastle Mosque to officially launch the resources. The event was jointly hosted by the University of Newcastle and the Newcastle Muslim Association. Funding to publish the resources was provided by the Department of Immigration and Multicultural Affairs.

Resources for promoting effective communication across cultures
A project undertaken by the University of Newcastle to develop a media resource package about cross-cultural awareness and communication and to promote acceptance of people from culturally and linguistically diverse backgrounds was completed in 2006.

The package, Cultural Awareness and Effective Communication, containing a DVD, CD and booklet, assists individuals and organisations who wish to improve their effectiveness in communicating with people from culturally and linguistically diverse backgrounds. The resources have wide ranging practical applicability and have been designed particularly for the business and retail sectors.

The project was trialed during production with a diverse group of people from the business community, the education and welfare sectors, international students from the University of Newcastle, community volunteers and local police. Feedback from the trial indicated that the package was an effective tool for assisting people to improve their understanding and skills in cross-cultural communication. It was funded by the Department of Immigration and Multicultural Affairs through the Living in Harmony grants program.

Intercultural awareness workshops
In 2006, the University of Newcastle contracted an external consultant to design and facilitate workshops on Teaching and Supervision Across Cultures for academic staff and Customer Service Across Cultures for general staff.

The aims of the Teaching and Supervision Across Cultures program were twofold:

- to give academic staff from different disciplinary backgrounds the opportunity to workshop strategies for managing common cross-cultural challenges; and
- to raise awareness about cross-cultural issues and provide academic staff with suggestions for good practice when working on- or off-shore with international students.
The workshop content included postgraduate supervision issues, plagiarism/collusion, teaching materials, managing group work participation, and managing language difficulties. Six half day workshops were held and feedback was extremely positive.

The Customer Service Across Cultures program for general staff aimed to develop participants’ understanding of how cultural values impact on customer service by providing practical strategies for identifying and addressing challenges related to language, communication style and cultural assumptions in a service environment. Six half day workshops were also held – specifically tailored to the needs of frontline customer service staff in the University. Positive feedback from the 150 general staff participants resulted in the workshops being oversubscribed. Additional workshops have been scheduled for 2007.

Activities to support cultural harmony
Newcastle (University) International, with contributions from the Faculties, provided funding for a week long Cultural Awakenings festival at the Callaghan campus in 2006. The festival was organised by the UNU Limited, with assistance from students.

Volunteer international students from the University’s Halls of Residence visited neighbouring Jesmond Public School to present aspects of their culture to the children and to answer questions. Participants in the Family program, who are spouses of our international students, participated in Jesmond Public School’s Multicultural Day by dancing, singing and presenting aspects of their culture to the pupils. The Ethnic Communities Council provided funding to hold a program on leadership of culturally diverse groups. This program was delivered to University student leaders of clubs and societies and to staff at the Callaghan campus.

Central Coast Aboriginal Education Pathways Group Award
In an innovative bid to encourage more indigenous students to complete their studies, the University of Newcastle joined with other partners on the Central Coast to recognise the education achievements of local students. The Central Coast Aboriginal Education Pathways Group Award is the only one of its kind in Australia and recognised Aboriginal students from the local area who completed their education at different levels. It was a joint initiative of the University of Newcastle, TAFE NSW – Hunter Institute, the NSW Department of Education and Training, and the NSW Aboriginal Education Consultative Group.

Of the 160 students awarded, eight University of Newcastle graduates received the Pathways Award for completing their degrees in Bachelor of Early Childhood Teaching, Bachelor of Teaching and the Open Foundation pathway program. The award is a great way to recognise the achievements of local Indigenous students who set an excellent example for their peers. As role models, they help to encourage others to stay in school and complete their education.

The University of Newcastle is considered a national leader in Indigenous education. This event is part of the University’s concerted effort towards higher enrolments and achievement by Indigenous Australians. The award strengthens the University’s links with the local Aboriginal community and local education partners. In addition to the eight University award recipients, 70 high school students from years ten and twelve, and 70 TAFE Institute graduates received the award.

National Indigenous Tertiary Education Student Games
The University of Newcastle’s Wollotuka team won the National Indigenous Tertiary Education Student Games. Thirteen athletes from the University competed against more than 100 students, to take out the number one spot. The National Indigenous University Tertiary Student Education Games are an annual tournament, which began in 1996 as a joint class project of students at the University of Newcastle’s Wollotuka School of Aboriginal Studies. The games strive to celebrate and promote Aboriginal and Torres Strait Islander cultures, unity, health, fitness, wellbeing and self-determination, initiate new communication networks and reinforce identity through positive role models.
### 2006 Staff Statistics

#### General Staff - Staff Numbers by Level

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<th>Level</th>
<th>Total</th>
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<th>Women</th>
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<th>Groups</th>
<th>not English</th>
<th>Disability</th>
<th>Adjustment at Work</th>
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<td>4</td>
<td>9</td>
<td>17</td>
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<td>26,119</td>
<td>7,709</td>
<td>420</td>
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<td>4</td>
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<td>30,587</td>
<td>8,316</td>
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#### General Staff - Staff Numbers by Employment Basis

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#### Academic Staff - Staff Numbers by Employment Basis

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### Planned Developments for 2007 and beyond

The University of Newcastle has developed a comprehensive Strategic Plan 2007-2011 Building Distinction which identifies five strategic priorities for the next five years, with Priority 3 focusing on extending our reputation as a national and international leader in Indigenous collaboration.

Our Strategic Goals and Targets for Indigenous Collaboration 2007 - 2011

1. We will encourage Indigenous people to aspire to complete higher education degrees by creating additional pathways for entry to the University.

2. We will nurture and support Indigenous students throughout their studies with the aim of increasing the number of Indigenous graduates at both undergraduate and postgraduate level.

3. We will be internationally recognised for the quality of our Indigenous research activities and we will link research outcomes to our teaching curricula.

4. We will attract Indigenous academic and general staff to the University on the basis of the quality of our work environment.
Our Community

The University of Newcastle is recognised as a leader in community engagement. Community engagement involves collaborative relationships with community partners which are intended to lead to purposeful partnerships that result in mutually beneficial outcomes. By developing strong relationships with multiple communities including governments, the private sector and non profit sectors, at the local, national and international levels, the University is positioned to build on those partnerships already established and to forge new and creative developments in the global community.

The Year at a Glance

- Science and Engineering Challenge received another $1 million in funding
- SMART Mentor Scholarship awarded
- University of Newcastle Chamber Choir won ABC Classic FM Choir of the Year Competition
- NUsport named NSW Fitness Facility of the Year 2006/2007
- Inner city living idea won an international award
- Newcastle Poetry Prize boosted by $50,000 over three years
Focus

The University has a strong commitment to the community it serves: its region; its alumni community; its Indigenous partners; its friends across the nation and the world.

In keeping with its commitment to operating in partnership with others, the University of Newcastle's Strategic Plan 2003 – 2006 outlined that the University will:

• strengthen its ties with its partners;
• develop better systems of communicating with its alumni and other friends; and
• foster events that offer the regional community cultural and academic learning experiences.

Key Achievements

$1 Million in funding for Science and Engineering Challenge

In January 2006, the Department of Education, Science and Training announced an additional $1 million in funding for the University of Newcastle’s highly successful Science and Engineering Challenge. Developed by the University’s Faculty of Science and Information Technology and Faculty of Engineering and Built Environment, the Challenge takes science and engineering problems to Year 10 students. The students compete in a range of challenges including building bridges, making catapults, navigating virtual mazes and decrypting codes.

The funding over the next three years will allow the University to meet the rapidly growing demand for the Challenge, especially in the Northern Territory and Western Australia. The Challenge shows students that careers in science and engineering involve teamwork, creativity, innovation and testing ideas and encourages students to develop an interest in science and engineering and to consider the possibilities of a career in these fields, when they reach University. It was created as a way of addressing Australia’s major skills shortage by sparking student interest in studying science and engineering-related subjects with interest in Science and Engineering degree programs steadily increasing since the inception of the Challenge in 2000.

A survey was conducted in 2006 which found:

• 91% of the students found it rewarding (Female 94%, Male 89%);
• 79% found it informative about potential careers in science and engineering (Female 78%, Male 80%);
• students studying Physics indicated that 43% had been influenced by the Challenge to select this subject (Female 50%, Male 41%);
• students studying Chemistry indicated that 31% had been influenced by the Challenge to select this subject (Female 38%, Male 27%); and
• students studying Mathematics indicated that 27% had been influenced by the Challenge to select this subject (Female 32%, Male 23%).

These responses clearly indicate that participants found the Challenge to be a rewarding and informative experience and it is having a positive impact on subject choice for the enabling sciences. The figures suggest that the experience has had a greater impact on female students than on male.

In October 2006, students from sixteen high schools across Australia competed in the University of Newcastle’s 2006 Science and Engineering Grand Challenge – a massive science and engineering competition held in Tamworth, NSW, with more than 500 Year 10 students from the ACT, NSW, Queensland, South Australia, Victoria and Tasmania taking part. The Grand Challenge was the culmination of a series of Challenges involving more than 12,000 students from 400 high schools in all states of Australia (except for Western Australia and the Northern Territory).

In a thrilling finish a local Hunter school, St Mary’s High School, Gateshead (NSW) took out the National Challenge to beat Oberon High School, Belmont (VIC) to become back to back champions. Wingham High School (NSW) placed third.
SMART – Science, Maths and Real Technology

The Science, Maths and Real Technology (SMART) program is an initiative of the University of Newcastle’s Faculty of Science and Information Technology and aims to bring science into the wider community. Rates of enrolment in science at HSC level have dramatically declined over the last few years. By encouraging young children to develop an early interest in science, this trend may be slowed and, hopefully, reversed. SMART programs are designed to develop this interest in children.

The aims of the program are:

- to work within the local community to increase awareness and understanding of modern Science and Technology and to stress the important and beneficial role of Science and Technology in our modern high technology lifestyle;

- to provide training and opportunity for University students to communicate with the local community about the exciting fields of Science and Technology; and

- to increase the University’s involvement in the local community in a positive and mutually beneficial way.

With assistance from the University’s Faculty of Science and Information Technology and the major sponsors, the SMART program re-invented itself during 2006. A full-time SMART Mentor Scholarship was awarded for the second half of 2006 and an all-new science show, SMARTbots Inc developed and toured. In 2006, SMART travelled with the Science and Engineering Challenge to the Upper Hunter, Tamworth, Dubbo, Cobar, Kempsey, Geelong, Melbourne, and Narrabri. The show was so well received that it will continue touring during 2007. The sponsors of the SMART program are the Faculty of Science and Information Technology, Hunter Water, Coal and Allied, Rotary International and Computer Help Now!

Campus Development

As the second largest employer in the Hunter region and one of only a small number of universities outside a capital city in Australia, the University is conscious of the critical role it plays in supporting the community through its intellectual, academic and research activities and as a generator of economic, social and cultural benefits.

In 2006, the University of Newcastle initiated strategic development and planning activities for all its campuses. In Newcastle, this was done in the context of the State Government’s six cities strategy. These strategic activities and partnerships in the Newcastle, Central Coast and mid-north Coast regions have allowed the University to undertake assessments and respond to approaches regarding opportunities to enhance and expand its presence in a variety of locations. The University currently has a presence at Callaghan, Ourimbah, Newcastle City Centre, Tamworth, Port Macquarie and Singapore.

The strategic direction for campus development has been further strengthened in 2006 by the appointment of Professor Steffen Lehmann, an internationally regarded architect, to a newly created Chair of Architectural Design at the University of Newcastle. Professor Lehmann’s research areas include strategies for urban renewal and regionalism in architecture.

The University of Newcastle Chamber Choir

In September 2006, the University of Newcastle Chamber Choir was successful in winning the Adult Choir section in the final of the ABC Classic FM Choir of the Year Competition. Formed in 1996, the choir consists of students (singers and instrumentalists) and other members of the community, all of whom have a love of singing and who enjoy performing. Their repertoire focuses on 20th century music, with a special interest in Australian music.

The University of Newcastle Chamber Choir was one of six choirs - three adult and three youth - to compete in the national final of the ABC Classic FM Choir of the Year Competition. The Competition is the country’s largest choral competition with 7000 singers from more than 250 youth and adult choirs performing at audition sessions held around the country. The top 41 choirs were chosen to sing in six State Finals held during July and August. From these, judges selected the best three youth choirs and adult choirs to compete in the National Final at City Recital Hall, Sydney, with the University’s Chamber Choir taking out the top award.

Alumni

In August 2006, Ms Rosemary Thomson was appointed Manager of the University of Newcastle’s Alumni Office with one of the first activities undertaken in this role being the Alumni Dinner associated with the Graduation Ceremony held in Singapore. Ms Thomson will work towards building relationships at every level of the organisation, and to support alumni to become more involved in University life.

The University of Newcastle’s alumni is a vibrant community of graduates, staff, students and friends who have shared the Newcastle experience. There are more than 100,000 University of Newcastle graduates living in over 95 countries around the globe. Alumni Chapters encourage, foster and strengthen relationships between the University of Newcastle and the University’s alumni in a number of ways, by:

- promoting continuing relationships between all of the University’s alumni;

- encouraging, profiling and promoting the achievements of the University’s alumni; and

- strengthening ties between the community and the University.
Community Engagement Activities

In 2006, the University of Newcastle continued the development of its community partnership office, combining these activities with alumni and fundraising, under the direction of the Pro Vice-Chancellor (Corporate Development and Community Partnerships), Professor Martin Fitzgerald. The University is taking a national lead in the commitment of resources and talent to pursue effective community engagement by embedding it within teaching and learning, research and research training and also in leadership and community capacity building.

In 2006 NUsport continued to attract professional elite athletes and welcomed local, state, national and international athletes and/or teams to our facilities. Highlights included:

- Newcastle Jets football (soccer) team
- McDonald Hunter Jaggers netball team
- Newcastle Knights rugby league team
- Newcastle Hurricanes waterpolo team
- Sydney Football Club
- Sitting Volleyball Australia
- Cronulla Sharks rugby league team
- Northern District Swimming Association
- Australian Women's rugby union team
- New South Wales Rugby Association
- New South Wales Institute of Sport football squads
- New South Wales Institute of Sport triathlon squads
- Carlton Football Club
- NSW Country Rugby Union
- Northern NSW Sabot Sailing Association
- Townsville Crocodiles basketball team
- Hunter Academy of Sport
- Newcastle Rugby League
- Referees Association

In 2006, NUsport welcomed the following Olympic and world champion athletes as key note speakers at the following functions:

- Leisel Jones – officially opened the Speedo Store located within The Forum Sports & Aquatic Centre and conducted a swim clinic for children in Flippers at The Forum Swim School;
- Loudy Tourky – keynote speaker at the NUsport/Hudson Business Breakfast attended by more than 130 local business people and athletes; and
- Brooke Hanson – key note speaker at the University of Newcastle Sports Awards attended by more than 200 people including the University Executive and prominent business people.

The Forum also has more than 85 organisations, taking part in the Corporate Wellness program. This innovative program allows organisations to provide their employees with the tools they need to lead healthier lives at work and at home.

Newcastle University Sport (NUsport) also had staff representation on the Boards of the Hunter Business Chamber, Hunter Medical Research Foundation, the University of Newcastle Foundation, the 2NUR-FM Advisory Board and the Newcastle University Sport (NUsport) and at home.

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HSC Study Days
- The University, in partnership with key local and regional high schools, introduced HSC Study Day workshops at Callaghan and Central Coast campuses.

Hunter on Show
- The University showcased the range of skills and expertise across all Faculties, GradSchool.com, TUNRA and NUsport at the region’s premier community event.

Communities Reconnection
- The University reconnected with key community stakeholders through community briefings with business, government and community leaders.
Community Partnerships Website
- The University developed a new fully functional community partnerships’ webpage to introduce the University to business, industry, community members, alumni and graduates.

Hunter Leadership Award
- The Hunter Leadership Award is a partnership between the University of Newcastle, the Hunter Economic Development Corporation and FordComm. The award aims to promote the Hunter’s future and encourage positive role models and leaders in the Community in order to encourage growth, development and confident leadership for the region’s future. Mr Brad Webb, Chief Operating Officer of Hunter Medical Research Institute (HMRI), was announced as winner of the inaugural Hunter Leadership Award in 2006. Mr Webb attended a leadership development course at the prestigious Mt Eliza Centre for Executive Education worth $10,000, including accommodation and travel expenses.

Lower Hunter Regional Strategy
- The University secured funding to lead and manage the planning of the urban and transport future of Newcastle University Environments together with the State Planning Department, Newcastle City Council and associated professional bodies.

Public Lectures and Forums held at the University
- The University’s Annual Human Rights and Social Justice Lecture was established in 2001 to allow the University and wider community an opportunity to hear a speaker prominent in the area of human rights, speak on matters of justice that challenge Australians. Richard Woolcott AC, former Secretary of the Department of Foreign Affairs and Trade and an advisor to eight Australian Prime Ministers, delivered the 2006 lecture entitled: Intolerance, Terrorism and Fear: The Legacy of 11 September and the Threat to our Values, Rights and Liberties to a packed theatre.

- In October, the 2006 Ourimbah Campus Festival of Literature, whose line-up included the irrepressible Jackie French, award winning Robert Dessaix, highly successful children’s author, Mem Fox, and the ABC’s Chaser Team, was held at the University of Newcastle’s Ourimbah campus. The Festival featured a line-up of more than 20 well-known and award-winning authors, illustrators, storytellers and media characters.

- Also in October, the University’s Family Action Centre hosted a conference to focus on the highly successful Rock and Water Program, which tackles the pressing issues of bullying and violence. The conference was the first of its kind in Australia to focus on the highly successful Rock and Water Program, which targets self-confidence and self-esteem among young people and has contributed to a 600% increase in enrolments at an Indigenous school in Queensland. Presenter Jean Illingworth told the conference how the Rock and Water Program was successfully implemented at Queensland’s Djarragun College after she became school principal.

- In August 2006, a world renowned nuclear fusion scientist from the European Commission in Belgium shared with a Newcastle audience, a ‘clean’ way forward to combat the deepening international energy crisis. The University of Newcastle hosted Dr Barry Green, who discussed the fusion process, its advantages as a source of energy, the nature and history of fusion research and development, and the ITER project (ITER is the Latin word for ‘the way’). ITER is a joint international research and development project that aims to demonstrate the scientific and technical feasibility of fusion power. The partners in the project are the European Union, Japan, China, India, Korea, Russia and the USA. Fusion research is aimed at demonstrating that this energy source can be used to produce electricity in a safe way, through a sustainable energy mix.

- In October 2006, the University of Newcastle hosted The Climate Change Forum to discuss climate change, its impacts on the Hunter, Central Coast and Mid-North areas, and regional strategies to address the issue through forward thinking and vision. The Forum, hosted by the University of Newcastle’s Tom Farrell Institute for the Environment, brought together business and community leaders, researchers, environmental and land managers, academics and students.

In December, 2006, the University’s commitment to energy sustainability practices was further evidenced by the University Council’s establishment of a working party to review the policies and practices relating to sustainable energy management practices, with particular reference to the reduction of CO2 emissions. In particular, the working party will:
- undertake a critical analysis of the literature and research on global warming and climate change including, but not limited to, the effect of CO2 emissions;
- identify and assess the University’s current strategies, practices and initiatives in relation to energy management and the reduction of CO2 emissions;
- identify relevant areas of research strength within the University that could be supported to enhance the University’s reputation as a community leader in this area;
- develop an action plan to guide the University’s sustainable energy management practices in the future, including appropriate objectives and targets; and
- draft University policies which support the action plan for sustainable energy management.

With the increased pressures for sustainable energy management practices, the University will position itself as a leader in this area in order to meet the environmental challenges of the future.
The University of Newcastle Foundation Limited

In December 2006, the University established the University of Newcastle Foundation Limited with an aim to gain community involvement and financial support for the University’s future. The Foundation, which will be incorporated in 2007, will manage the University donations (in the form of bequests, scholarships, prizes, research grants and support for academic positions) as well managing the Foundation investments. The establishment of the new Foundation is an opportunity to develop and accumulate a separate, large and clearly identifiable capital base to provide a significant and ongoing investment income stream, to be available for the support of projects, scholarships and prizes for the University.

The University of Newcastle Industry Scholarship Scheme (UNISS)

The University of Newcastle has an innovative program that offers students far more than financial assistance. Through industry sponsorship, students gain practical experience and financial support throughout their studies. The program is the University of Newcastle Industry Scholarship Scheme (UNISS). UNISS is far more than just traditional work experience, with students gaining real experience. They are given real industry scenarios to work through and are nurtured and developed by the company that sponsors them.


2006 Honorary Degrees

- Indigenous community leader and artist/playwright Ray Kelly received an Honorary Degree from the University of Newcastle. Dr Kelly was honoured with a Doctor of Letters honoris causa in recognition of his contribution to the Indigenous community at regional, state and national levels, where he has demonstrated a deep commitment to maintaining, preserving and managing the unique cultures of the Aboriginal and Torres Strait Islander communities. Dr Kelly spent his childhood on an Aboriginal settlement called ‘Silver City’ on the outskirts of Armidale and is a member of the Djungutti and Anawajin people. He has lived in Newcastle for more than 25 years and in that time has made an enormous contribution to the Awabakal people and the wider regional community as both a leader and an artist/playwright.

Dr Kelly has held several positions within the community, including Chief Executive Officer of the Awabakal Newcastle Aboriginal Cooperative and Director of the Aboriginal and Torres Strait Islander Arts under the Australia Council for the Arts. He has also been a member of several boards such as the Hunter Area Health Service and the Aboriginal National Theatre Trust and has served as a representative to the Aboriginal Health and Medical Research Council and Chairperson of the NSW Ministry of the Arts Aboriginal Advisory Group. His play, Somewhere in the Darkness, was the first work by an Indigenous person to be produced by the Sydney Theatre Company. He is currently working with the Buragudini Aboriginal Performance Company as a dancer, singer and storyteller and this allows him to return to what he loves best - working with Aboriginal people at the grass roots level to reclaim language, dance and story and to assist all Australians in discovering and understanding our shared history.

- One of Malaysia’s most distinguished public servants and businessmen Dato’ Pahamin A. Rajab also received an Honorary Degree, Doctor of Laws honoris causa. He has made an outstanding contribution to the development of his country and is the currently Chairman of SEG International, one of Malaysia’s largest and most prominent education and training providers and the University of Newcastle’s partner institution for the delivery of education opportunities to students in Malaysia.

Margaret Olley AO, one of Australia’s most distinguished artists and regarded as its leading painter of interior and still life, was conferred with an honorary degree of Doctor of Fine Arts. Dr Olley’s direct connection to Newcastle began in the 1960s when she visited the city and was captivated by the buildings and the harbour. She lived in Newcastle for a number of years and enjoyed a long and fruitful association with the cultural life of the city. Exhibiting regularly at the iconic von Bertouch Gallery in Newcastle, Dr Olley developed a love for the city and considered it, alongside Brisbane as one of her ‘spiritual homes’. She has won a dozen major Australian art awards, has collections of her work in art galleries across Australia, has received honorary degrees from four Australian Universities, was made an Officer of the Order of Australia in 1991, was awarded the Centenary medal in 2000 and was declared an Australian National Treasure by the National Trust in 1997.
An honorary degree of Doctor of Education was conferred upon Jeanette Rothapfel, a highly respected science teacher who is recognised both nationally and internationally for her talent. In a career spanning almost 40 years, she has made an outstanding contribution to school education both in the Hunter Region and across the nation. Ms Rothapfel has won numerous state and national awards for her dedication to teaching and science education. Her passion for science, coupled with her commitment to excellence in science teaching, has been credited with stimulating even the most reluctant student’s interest in science. Currently the Head Teacher of Science at Maitland High School, she is also President of the Newcastle and District Science Teachers’ Association.

Lloyd Sansom AO, widely recognized as the most influential pharmacist this country has produced, was conferred with an honorary Doctor of Health. It was entirely appropriate as the Ceremony saw the first graduates from the University’s Master of Pharmacy. Following a long and highly distinguished academic career, he was appointed to chair the Australian Pharmaceuticals Benefits Advisory Committee in 2001. He is also the architect of the most important document influencing policy direction in pharmacy: the National Medicines Policy. This internationally renowned work will act as a framework for all future national developments in pharmaceuticals policy.

Professor Sansom’s association with the University of Newcastle began when he was appointed as an advisor to the development of the University’s pharmacy program. In that role, he advocated for the Master of Pharmacy degree with the Pharmacy Board and other professional organizations; assisted with the recruitment of staff; and designed the curriculum. The strong graduate entry pharmacy education program, successfully implemented by the University, owes its success to Professor Sansom’s diligence in overseeing every step of its development.

Leon Burwell was conferred with an Honorary Degree, Doctor of Education honoris causa. He has been associated with Special Olympics for more than 20 years, involved in every aspect of the program and proving of particular value in his role as coach and mentor. Dr Burwell is an inductee into the National Special Olympics Hall of Fame and received a Medal of the Order of Australia (OAM) for service to sport through a range of organizations and for his support for athletes with an intellectual disability. He has been a respected member of the University’s academic staff for a total of 33 years of continuous service.

Inner city living idea won international award

In 2006, Mr Chris Tucker from the Faculty of Engineering and Built Environment was the first Australian to win the Central Glass International Architectural Ideas Competition. He won the award for his design to build 30 small houses on the outside of the David Jones car parking station in Newcastle City Precinct. After being short-listed for the prestigious award from 450 international entries, he presented his idea to a public audience and judging panel in Tokyo. The proposal, which won Mr Tucker $25,000, was for a three metre wide space above the pedestrian footpath, on the north-west and south-west sides of the five storey car parking station, to be used for the construction of 30 one and two bedroom houses. The Central Glass International Architectural Ideas Competition is supported by the Central Glass company, and the journals Architecture + Urbanism and The Japan Architect with the winning entry published in the journals. It is the 41st year the prize has been awarded.

Newcastle Poetry Prize

In 2006, the University of Newcastle made a significant investment in fostering Australia’s poets with a commitment of $50,000 over the next five years to the Newcastle Poetry Prize. In its 25th year, the Newcastle Poetry Prize is one of the country’s longest running poetry prizes. Sponsored by the University of Newcastle and the Newcastle City Council, and coordinated through the Hunter Writers’ Centre, the prestigious Newcastle Poetry Prize attracts hundreds of entries from across the country each year. The University is committed to the cultural development of the region and the Newcastle Poetry Prize is an investment in the enormous talent in the Hunter Region. The Newcastle Poetry Prize was one of the most lucrative offered nationally comprising the open section totalling $10,000 in prize money and a new media prize valued at $2,000.
Planned Developments for 2007 and beyond

The University of Newcastle comprehensive Strategic Plan 2007-2011 Building Distinction identifies five strategic priorities for the next five years. Priority Four focuses on fostering partnerships that enrich and develop our communities in mutually beneficial ways. One of the University’s primary objectives is to collaborate with its communities in ways that will make a distinctive difference. This has been a defining feature of the organisation’s history and there is a strong desire for these activities to continue to shape the future.

Community engagement and partnerships are fundamental to every aspect of the University’s business, particularly in the areas of teaching and learning and research. Emphasis must always be placed on identifying and supporting mutually beneficial activities; which are those that build the skills, capacity and knowledge within our communities and at the same time enhance the reputation and achievements of the University of Newcastle.

The University of Newcastle’s track record in developing local partnerships is evidenced by its strong relationship with local schools, TAFE and other education providers; the business, industrial and professional communities; and its Indigenous and ethnic communities. However, we must now broaden our horizons to include our global communities as more students are completing studies in association with off-shore partner institutions and our graduates are taking up positions all over the world.

There is a strategic commitment at the University to promote the aspirations, talents and achievements of our students, staff and graduates. In doing so, the aim is provide leadership and direction in our communities that translates to tangible and meaningful benefits.

Firstchance

Firstchance is an early intervention program which is run through the University’s Special Education Centre. The early intervention program recognises that family is the most important influence on the child and the program strives to support families to bring out their best in their child. The University of Newcastle continued its strong support of helping our community’s young children with special needs.

Professor Nick Saunders, Vice-Chancellor of the University of Newcastle is also the patron of Firstchance, which is a not-for-profit community based programs bringing about real change to some of the challenges facing our community. Firstchance held a Charity Ball on 27 October 2006 at Newcastle City Hall and the University provided vouchers for accommodation and meals which were raffled on the night. The University’s continued its support for Firstchance, which directly helps 170 local families bring out the best in their child and provides an opportunity for the University to give back to the community.

Family Action Centre

In June 2006, the University of Newcastle Family Action Centre Stepping Stones Program was implemented. The home-work club for children living in a local caravan park is the first part of the innovative new program through the Family Action Centre’s Caravan Project which builds on the strengths of a park community by providing home visiting to isolated residents; facilitating social activities for children and adults; providing information and referral to managers residents and service providers; encouraging events that help build a sense of community; and promoting community education.

The Telstra Foundation has granted $75,000 to support the project over the next two years. Research has indicated factors that contribute to a poor transition to school for park residents include; high levels of marginalisation and disadvantage amongst park residents; children aged under five not accessing pre-school or other early childhood services; and parents have had to leave school early and/or had poor experiences at school.

In 2006, the University of Newcastle Hunter Caravan Project also celebrated its 20 year anniversary. The project, which has never looked back after being established in 1986 and initially funded by the Bernard van Leer Foundation of The Netherlands, has achieved remarkable results for people who live in caravan parks.

Superman Returns to the University of Newcastle

The University of Newcastle’s historic building in the Newcastle City Precinct, University House, was a prominent feature of the new movie Superman Returns. Filming of the blockbuster took place over five days with the movie being released in Australia on 28 June 2006.

Our Strategic Goals and Targets for Our Community 2007-2011

1. We will offer further opportunities for students to engage in community-based learning and leadership activities.
2. We will encourage researchers across all Faculties to engage in research that involves community partnerships.
3. We will be distinguished by our efforts to engage by providing community leadership and building the skills and capacity of our communities.
4. We will foster community engagement on- and off-campus.
Organisational Performance

Like other universities in Australia, the University of Newcastle has experienced significant growth in the last ten years. There have been organisational challenges associated with managing this growth, as well as challenges associated with responding proactively to a dynamic and rapidly changing government agenda for the higher education sector. However, underlying indicators demonstrate that during this period, the management practices at the University of Newcastle have developed and improved such that there is a strong foundation from which to support future organisational growth and change. The University’s position within the sector has strengthened in 2006 with a major shift in organisational culture towards best practice in management, through continuous improvement and quality assurance.

The Year at a Glance

• International ranking of the University of Newcastle improved
• Brand new look for the University
• $8 million in Commonwealth funding to implement innovative workplace improvements
• University named best institution at Australian Institute of Energy’s Awards
• Development of NUways projects to underpin service delivery
• Major improvements in Information Technology and Corporation Information
Focus

The Institutional Strategic Plan for 2003 – 2006 included strategies that focussed on maintaining a lively and dynamic organisation and assuring the quality of our organisational performance, by developing:

- integrated management information systems that are accessible and reliable;
- improved planning tools;
- mechanisms for consultation with our stakeholders; and
- organisational performance measures.

Key Achievements

International ranking of the University of Newcastle

Two independent, internationally-regarded university ranking systems have recognised the standing of the University of Newcastle. The renowned Shanghai Jiao Tong University Academic Ranking from China ranks research universities across the world by their academic or research performance, based on internationally comparable data. Its 2006 rankings place the University of Newcastle at 337, up from 362 in 2005 and 398 in 2004. The University was also ranked in the world’s top 100 Universities for engineering technology and computer sciences by the Shanghai Jiao Tong ranking system by field.

The Times Higher Education Supplement, a British publication which is largely based on peer review, placed the University of Newcastle at 127 in a list of the world’s top 200 universities for 2005. It also placed the University at 63 in its list of the World’s top 100 Biomedicine Universities. The rankings provide an excellent measure of how the University of Newcastle compared internationally. The University’s high rankings are testament that the institution is recognised not only locally and nationally, but also internationally for its high standards in research, teaching and learning.

Brand new look for the University

In 2006, the University engaged in a major review of its image and logo. With the assistance of an external agency, the University undertook extensive consultation with more than 3,000 internal and external stakeholders to understand perceptions and distil a refreshed identity for the institution. Key findings aligned with the institution’s new strategic plan and suggested that the University should speak out more about its achievements using a more vibrant communication style. The new understanding of the institution’s positioning, values and personality were the basis for a new visual identity and refreshed University logo that was approved by Council on 15 December 2006. The University’s new image will be launched to staff and students in March 2007 and will be revealed to the wider community as part of the University’s Foundation 2007 scholarship campaign and other marketing communications such as the University website and advertising.

Development of University marketing strategy

As part of the functions of the new Marketing and Public Relations Office, which combined publications, advertising, public relations and student recruitment functions in early 2006, an extensive marketing planning exercise was undertaken in October and November. Marketing planning workshops were run in each Faculty to identify marketing priorities and lay the foundation for a marketing governance structure and activity plan.

In 2007, the University will continue the process of identifying preferred suppliers for advertising, design and media buying to deliver cost-effective solutions for increased quality and quantity of professional marketing communication materials under the institution’s new brand identity.

Funding for an innovative workplace

In September 2006, the Federal Government announced that the University of Newcastle would receive over $8 million in Commonwealth funding - more than double the allocation for any other university - to implement a number of innovative workplace improvements. The Australian Government’s major investment acknowledged the University of Newcastle’s successful management of the change process implemented in 2005. The funding for two workplace improvement projects will help to consolidate those efforts.

The two projects to be funded under the Australian Government’s Workplace Productivity Program are:

- **Understanding our Business** - $2,040,000 to integrate corporate information systems and strategic reporting to improve the University’s corporate management systems in information management, academic workload and financial modeling; and

- **Australian National Higher Education Benchmarking Program** - $6,141,147 to be the lead university on behalf of the Program Management Partner and the Australian Universities’ Procurement Consortium. The project will review and reform procurement management practices, improve productivity and performance in strategic procurement, and promote professional development amongst strategic procurement managers in Australian universities.

The Australian Government’s Workplace Productivity Program aims to review or reform the efficiency of universities, including financial arrangements and operational management.

**NUways Program**

In 2006, the University embarked on the NUways Program as a coordinated, integrated program of business transformational projects arising from the changes process of 2005. Comprising twenty separate projects, the NUways Program reflected the University’s ongoing commitment to continuous improvement in service delivery through improved project management methodologies.

Priorities for 2006 included:

- emphasis upon communication within the specific work areas and the development of service level agreements;
- attention to training and transition plans;
- increased senior staff visibility throughout the organisation;
- enhanced delivery of services to staff and students through customer service training for staff, as well as student involvement in the development of the student contact centres; and
- related initiatives such as the improvement of courses and programs through rationalisation, the introduction of procedures to ensure quality research higher supervision, and specific IT projects to also enhance the delivery of services to students.
The NUways program realised organisational benefits such as:

- greater strategic alignment of resources for teaching and learning and research;
- improved service delivery to students and staff for core business processes, including greater access;
- greater efficiencies through simplification and streamlining of structures/processes;
- greater use of IT systems to support business processes (through $23 million program of IT works); and
- enhanced capacity for data management and reporting to inform strategic decision-making processes.

The following projects formed the NUways program in 2006:

Teaching and Learning
- Support for the establishment of the Centre for Teaching and Learning

Research and Research Training
- Block Funding Allocations Project
- Research Awards Project

Our Students, Our Staff and Our University
- Campus Network Refresh Project
- New Web Content Management System Project
- Website Tools Projects
- Student Hubs
- Desktop Management Operating Environment Project
- 17triplezero Project
- Timesheets Online Project
- Induction Process Improvements Project
- Managing for Performance Project
- Facilities Management Systems Project
- Facilities Condition Audit Project
- Space Audit Project
- Policy Reform Project
- Student System Upgrade
- Redesign of the Invoicing Process Project
- Implementation of new Business Management Systems project
- Development of the Marketing Planning Process and Client Interface Project

A number of other redesign projects were also completed as part of the NUways program.

At the end of 2006, the University Council congratulated staff across the organisation on how much had been achieved during the year to consolidate the University's position after the change process and to ensure the development of a vibrant and exciting culture of service delivery.

Transformation of Information Technology
A significant component of the NUways program was delivered by the University's Information technology staff through the IT Program of Works.

In 2006, the University's Information Technology staff and services were consolidated into a co-ordinated IT Services portfolio led by the Chief Information Officer. The transition into a unified organisational structure was completed in March 2006, enabling the establishment of streamlined, consistent processes to provide high quality services to the growing customer base.

A significant commitment of $23 million in capital funding was made available for 2006 and 2007 to underwrite necessary IT development projects. Detailed planning and preparation for these projects, collectively called the IT Program of Works, commenced in the second half of 2005 and during 2006, the first wave of projects were defined in detail in conjunction with the relevant business units, designed and successfully deployed into production mode. Although the primary purpose of IT during 2006 was to support the systems that underpin the institution’s core business, much time was devoted to the execution of these IT Program of Works projects.

These projects included:

Teaching and Learning
- Blackboard Upgrade – upgrade of the Blackboard online learning management system to latest version, including improved integration with Turnitin and migration to faster servers
- ICT Literacy – to deliver ICT literacy modules that allow students and staff to develop base level competencies

Student Administration
- Blackboard to NUSTAR Grade Transfer – automation of previously manual processes
- Unsatisfactory Progress Process – system solution for monitoring student academic progress and providing feedback for those below the expected academic levels.

Human Resource Management
- Performance Management – automation of the current Managing for Performance and probation processes
- Staff Organisation Charts – implementation of organisational charting software that interfaces with the Alesco human resources system

Finance Management
- Expense Management System (Spendvision) – to improve the management of expenses and reduce the costs of travel
- Computer Requisition System – to provide online purchasing by staff of standard computing configurations as well as capabilities to process non-standard requisitions

Information Management
- Timetable integration – improvement to the integration of timetable data with other systems to eliminate large inefficiencies and manual workloads in Schools

General Enterprise Applications
- Enterprise Project Management System – to support project and portfolio management processes

IT Infrastructure Projects
- Wireless Network Refresh – provided ubiquitous wireless network access across University campuses
- Internet and Inter-Campus Connectivity – provided high speed and reliable network links between campuses and to other higher education, research networks and the Internet
- ICT Building Fitout – Networking and telephony fitout for new ICT Building
• Pam Collins Data Centre Upgrade
  – refurbishment of MCMullin Building
  data centre to improve and expand capacity
• Ourimbah Data Centre enhancement
• Anti ‘Spam’ and Spyware – provided
  University students and staff with tools
  for detection of and protection from spam email and spyware
• Student mail Upgrade – provided a
  more reliable and robust mail system
  for students
• Rollout of Blackberry technology

**Corporate Information Unit**

In 2005, the University’s internal and external operating environments were dominated by dramatic change. In response, the University placed greater emphasis on the development of high-level planning tools and processes and also reorganised staff and committees, to ensure that the organisation had a better understanding of its current performance and strategic objectives for the future.

In 2006, the Corporate Information Unit was consolidated into one location and was engaged in a number of projects to develop, enhance and source data and information to support the planning and reporting needs of the University and its various committees and stakeholders. To this end, the Corporate Information Unit embarked on a project to implement a Management Information System to assist in the consolidation of data to ensure its reliability in its use in the development of reports for use in decision making within the University. Software and hardware was purchased in 2006 and will be developed and implemented in a staged approach throughout 2007 (funded as part of the Workplace Productivity Program grant – Understanding our Business).

The improvements in reporting, based on achieving improved efficiencies in the University’s overall business operations, align with the primary areas identified in the Strategic Plan. The Corporate Information Unit actively worked with stakeholders across campus to increase the efficiency and compliance around its records. A major audit of all records was held in each building and a plan put in place to systematically review records identified. Another activity to support the University’s goals for increased efficiency and compliance in its management of documents and records saw Corporate Information embark on a project to introduce an electronic documents (edocs) environment. In 2006, software to aid this project was purchased and will be rolled out in a staged approach.

The web is increasingly becoming the core functioning tool for the University’s day to day operation and to assist in this development, the Corporate Information Unit undertook a significant level of technical work behind the web in Stage 2 of the redevelopment of the University’s web site. This project also saw the development of a Policy Tool, new Staff Directory, new Search Tool and Program Finder tool on the website. A new web architecture has also been planned, which will be rolled out in 2007, as part of the University’s new branding activities.

**Services Project Office**

At the end of 2006, the University of Newcastle formed the Services Project Office to continue the valuable improvements initiated under the NUways program. The Services Project Office will enable successful project delivery by establishing, implementing, monitoring and measuring effective project management standards, methodology and processes. The focus aims to add value through active support, training, process efficiency, information creation and monitoring for all project related activity.

The goals of the Services Project Office are:

- to enable business improvements in University Services’ by implementing innovative and robust project processes that support and deliver quality outcomes;
- to establish and evolve best practice project management information throughout the University;
- define issues resolution process;
- provide quality assurance process;
- develop project management and delivery culture;
- mentor project officers; and
- provide business integration and dependencies understanding.

**Physical Infrastructure and Land Disposal**

The following major building projects were completed during 2006:

• New Chemistry Laboratories, Callaghan Campus
  Construction of new Chemistry Laboratories within the existing Chemistry Building on the Callaghan campus commenced in late 2005 and practical completion was achieved by the end of 2006. This project involved a major refurbishment and upgrade of the laboratories to provide the University with state of the art facilities to support teaching and research, and equally to address Occupational Health and Safety standards as well as major maintenance and compliance issues.

• Student Hubs, Shortland and University House
  A major project to create new, student-centred service hubs was undertaken during the 2006, which involved construction and fit-out of new Student Hubs on the Callaghan campus in the Shortland Building, and in the Newcastle City Precinct within University House.

• New classrooms, Ourimbah and Port Macquarie Campuses
  The University installed demountable classrooms at its Ourimbah and Port Macquarie campuses to meet immediate needs for additional classroom space in response to growth in student enrolments at both campuses.

The following capital projects were in progress and planning design stages during 2006:

• Stage 4a Port Macquarie
  In collaboration with its NSW Department of Education and Training partner, North Coast Institute, the University commenced detailed project planning for the Stage 4a project on the Port Macquarie campus of North Coast Institute. The project will involve extension and upgrade to the library, refurbishment of nursing practical laboratories and construction of a new building to include IT teaching laboratories and general purpose classrooms. A range of TAFE-specific teaching facilities will also comprise part of the project.
The University of Newcastle won the Best Institution prize at the Australian Institute of Energy's 2006 NSW and ACT Postgraduate Student Energy Awards in September 2006. Four PhD chemical engineering students from the University received awards of Energy's 2006 NSW and ACT Postgraduate Student Energy Awards in September 2006. The University of Newcastle is a part of the Australian research team that will support a proposed Joint Venture to demonstrate that capture and storage of CO2 from power stations is a viable option for the reduction of emissions from coal fired power generation.
The University of Newcastle initiated research on the oxyfuel technology in Australia in 2002. The $180 million, 30 MW Oxyfuel and CO2 sequestration demonstration project is a key outcome of a feasibility study led by CS Energy. The study included research and development undertaken by the University of Newcastle through the CRC for Coal in Sustainable Development, with other members including Xstrata Coal, ACARP, the CRC for Greenhouse Gas Technologies and a Japanese consortium led by IHI.

Promotion and Publications

In general, publications at the University of Newcastle fall into three categories: promotional documents designed to market the University to external clients; performance evaluation and review documents for both external and internal consumption; and, planning strategy documents primarily written for internal use.

The following publications were prepared in 2006 to support the promotional, planning and reporting activities of the University:

- **Research and International Division**
  - Research Higher Degrees Prospectus 2007
  - Study Abroad Australia 2007
  - International Combo Brochure 2007
  - International Postgraduate Programs 2007
  - International Undergraduate Programs Brochure 2007

- **University Services Division**
  - Just the Basics 2007
  - International Student Companion
  - Guide to Online Enrolment 2007
  - Annual Report 2005
  - University Report Highlights
  - Budget Report 2005

- **Vice Chancellor’s Division**
  - Uninews – eight editions produced in 2006

- **Faculty of Business and Law**
  - Faculty Undergraduate Brochures 2006
  - NGSB Prospectus
  - Online Postgraduate Programs (Gradschool.com.au)

- **Faculty of Education and Arts**
  - Faculty Undergraduate Brochures 2006
  - Faculty Postgraduate Flyers 2006

- **Faculty of Engineering and Built Environment**
  - Faculty Undergraduate Brochures 2006
  - EBE News

- **Faculty of Health**
  - Faculty Undergraduate Brochures 2006
  - Postgraduate Study Online Brochure 2006
  - Healing Our Way (Indigenous Health and Education Booklet)

- **Faculty of Science and Information Technology**
  - Faculty Undergraduate Brochures 2006

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**Planned Developments for 2007 and beyond**

In 2007, the University of Newcastle will focus on the implementation of the new strategic plan and development of detailed implementation and operational plans which align with the institution’s priorities and objectives. These plans, along with the new brand image, will ensure that the institution is well-placed to meet the challenges of the highly competitive and dynamic higher education sector.

To ensure sustainability, the University has embraced the need for a more disciplined approach to planning and expenditure. The present emphasis is on making better use of the institution’s human and physical capacities to create flexibility for a wider range of strategic activities. It is also acknowledged that analysis, testing and review of accurate and robust institutional data must drive the decision-making processes in conjunction with strong financial management, reporting and forecasting. The University’s commitment to this strategic priority reflects that, as an organisation, we have learnt from past experience.

In terms of continuous business improvement, priority is being given to the development of an enterprise-wide integrated risk management framework which will coordinate the University’s audit, risk and compliance functions and ensure that the organisation is able to take advantage of new opportunities as they arise. In addition, projects to develop the University’s record-keeping and data management practices/reporting will further support the commitment to good academic and corporate governance which is being driven as an important part of the Council agenda.

Finally, preparation for both the Cycle 2 visit of the Australian Universities Quality Agency (AUQA) and the implementation of the Research Quality Framework will support the strategic development of the University’s teaching and learning and research capacities and performance.

**Our Strategic Goals and Targets for Organisational Performance 2007-2011**

Priority 5 of the Strategic Plan 2007-2011 Building Distinction states that the University of Newcastle will ensure a financially strong university with sound academic and organisational governance and high quality performance.

1. We will reduce our dependence on core Commonwealth funding by developing strong alternative revenue streams.
2. We will protect and further the University’s best interests by developing and implementing a comprehensive and robust risk management framework across all our campuses.
3. We will ensure that the development and expansion of the University’s campuses and facilities is consistent with our strategic priorities and the needs of our communities.
4. We will enhance the academic and organisational governance of the University underpinned by clearly documented policies and procedures.
The University would like to thank all individuals, families and organisations who have made donations during 2006. All donations irrespective of their size contribute greatly towards the achievements of the University’s goals and objectives.

The following list includes donations and sponsorships of $1,000 and over. Some of our donors do not appear on this list at their own request.

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Advitech Pty Ltd
Allen Jack & Cottier Architects
Ampcontrol Pty Ltd
ASF Limited
AstraZeneca Pharmaceuticals Pty Ltd
Australasian Faculty of Musculoskeletal Medicine
Australian Dental Association (NSW Branch) Ltd
Australian Rotary Health Research Fund
Dr. David Barker
Mr. Don Barker
Dr. Victor D Bear AM & Mrs Adele Bear
BHP Billiton, NewcastleTechnology Centre
Bill & Iris Burges Trust Fund
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Bradken Ltd
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Newcastle City Council
Newcastle Herald
Newcastle Private Hospital
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NSW Architects Registration Board
NSW Bar Association
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University Of Newcastle Union Limited
W E Smith Engineering Pty Ltd
W T Partnership Pty Ltd
Mrs. Krysia Walker
Waratah Engineering Pty Ltd
Wyeth Australia Pty Ltd
Wyong Shire Council
Financial Performance and Commercial Activity

The Year at a Glance

- An operating surplus of $33.5 million
- Total assets approaching $1 billion
- Revenue grew by more than 10% over the previous year
- Cash and financial investments totalling $98.0 million

Unless stated otherwise, references to “The University” in this section are representative of the “Parent Entity” results noted in the full financial report.

Financial results exclude the impact of movements in Deferred Superannuation assets/liabilities.
A Year of Change

In financial terms, 2006 was a significant year for the University of Newcastle. After deficits each year since 2000, the implementation of reforms in the latter part of 2005 and into 2006 created the right conditions to enable the University to return to financial health.

These measures included the introduction of a new, transparent budget model supported by improved financial management and reporting practices. The University also continued focus on more cost effective procurement processes including negotiating sole supplier arrangements for major items of spend. Implementation of improved processes and systems continues to be a priority for the University as it rebuilds its financial reserves and positions itself for the future.

Balance Sheet

At the end of 2006, the University had total assets of approximately $952 million and is well on the way to becoming a $1 billion institution by the end of 2007. Net assets totalled $722.6 million with reserves increasing by $80.5 million as a result of the revaluation of the University’s land, buildings and investments. The University’s cash and financial investments at the end of the year totalled just under $98.0 million.

The University’s current ratio (current assets/current liabilities) improved again to 1.09:1 during 2006 although this remains below the sector benchmark of 1.4:1. While the University expects it will require several years of financial surplus to reach the sector benchmark, the indications are that the benchmark ratio is achievable.

Financial Result

The University posted a surplus of $33.48 million during the year, the first surplus since 1999. Revenue growth remained strong at approximately 10% over the 2005 year before an adjustment for the notional value of deferred superannuation liabilities.

The growth in revenue was experienced across the board, particularly in respect of research earnings and funding from the Commonwealth and State Governments for specific projects and initiatives. The financial result also benefited from the significant capital gain made on a long term investment which was redeemed at the end of the 2006 year. Total expenditure fell from the 2005 level primarily due to a reduction in employee related expenses associated with the organisational changes that occurred in 2005.

Investments

During the 2006 year, the University engaged Mercer Investment Consulting (Mercer) to assist in the development of an investment policy and strategy. The investment policy was approved by the University Council during the year and the University commenced the process of moving its funds under management to investments in line with Mercer’s recommendations. The expectation remains that the investment strategies recommended by Mercer will lead to higher returns while not exposing the University to levels of risk it is unwilling to accept.
At the end of 2006, the University’s investment portfolio consisted of the following products:

- Macquarie Treasury Plus Fund
- Macquarie Balanced Growth Fund
- Legg Mason Growth Fund (previously known as Citigroup Diversified Trust)
- OM-IP220 Redeemed 31 December 2006

The following table indicates returns achieved from the various managed fund products identified above, with comparisons to the New South Wales Treasury Corporation benchmarks:

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<th>Fund</th>
<th>Avg Value Invested $m</th>
<th>Return %</th>
<th>Benchmark Return %</th>
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<td>OM-IP220 Redeemable Pref Shares**</td>
<td>0.0</td>
<td>6.0</td>
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</tr>
</tbody>
</table>

Cash Facility: 6.0
Balanced Facility: 14.7

* Cash facility
** Balanced facility

TUNRA Limited

TUNRA Limited was incorporated in 1969 as a company limited by guarantee by the Council of the University of Newcastle, to provide a broadly-based research and specialist education service to industry, commerce and the community. TUNRA is a conduit for the involvement of University staff with business, industry and sometimes individuals in the community – a way for those outside the University to access it’s large body of expertise. University staff benefit from exposure to real world problems and become part of the practical experience of finding a solution. TUNRA strives to help University staff be part of the commercialisation of their expertise. The practical outcomes of this activity can range from the provision of expert consultancy services to the protection of research outcomes through patenting.

GraduateSchool.com

GraduateSchool.com was established in 2000 as a wholly owned subsidiary of the University. It was developed in response to the changing needs of postgraduate students. Online learning has proven to be the most effective and flexible way for people to continue studying and keep pace in their profession or career. It is recognised that education is fast becoming a continuous, lifelong process, where the convenience of flexible study is paramount. In order to meet these expectations GraduateSchool.com Pty Ltd offers an online approach which goes beyond the campus to provide access to quality postgraduate coursework programs.
Cessnock Uni-Clinic

Cessnock Uni-Clinic commenced operations in 2004 and provides a range of services to the immediate community including a multidisciplinary diabetes clinic, women’s health service, drug and alcohol counselling, mental health counselling, program for unemployed patients, aged care clinic, cardiac rehabilitation clinic, immunisation clinic and asthma management clinic. Besides excellent clinical services, the Uni-Clinic model provides student placements for all of the Faculty of Health’s professions, and also creates a research laboratory.

UON, Singapore Pte Ltd

UON, Singapore Pte Ltd was incorporated in March 2006 in Singapore, and commenced operations in July 2006. The objective of the organisation is to deliver a range of Newcastle academic programs across the Faculties of Business and Law, Engineering and Built Environment, and Science and IT through an agreement between the University of Newcastle and PSB Corporation. The arrangement offers the University the opportunity to internationalise across a broad range of activities in line with the University’s institutional objectives.

UoN Services Ltd

UoN Services Ltd was incorporated on 21 December 2006, and as of 31 December 2006 had not commenced trading. The objectives of the company are to enhance the shared University experience and academic pursuits of the University community, provide a common meeting ground, social centre, and facilities for the refreshment, entertainment, recreation, and convenience of members, students and graduates and staff of the University. It is envisaged that operations will commence in April 2007.

### Abridged Financial Performance

<table>
<thead>
<tr>
<th></th>
<th>Actual 2006</th>
<th>Budget 2006</th>
<th>Budget 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Contributions*</td>
<td>150.6</td>
<td>142.8</td>
<td>163.3</td>
</tr>
<tr>
<td>Student Contributions**</td>
<td>122.7</td>
<td>127.3</td>
<td>135.2</td>
</tr>
<tr>
<td>Research Income***</td>
<td>47.3</td>
<td>41.1</td>
<td>50.1</td>
</tr>
<tr>
<td>Other Income</td>
<td>44.3</td>
<td>25.8</td>
<td>31.6</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>364.9</strong></td>
<td><strong>337.0</strong></td>
<td><strong>380.2</strong></td>
</tr>
<tr>
<td>Salary and Related</td>
<td>190.3</td>
<td>195.3</td>
<td>208.7</td>
</tr>
<tr>
<td>Non Salary</td>
<td>112.2</td>
<td>108.6</td>
<td>123.9</td>
</tr>
<tr>
<td>Depreciation</td>
<td>29.0</td>
<td>32.0</td>
<td>32.3</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>331.5</strong></td>
<td><strong>335.9</strong></td>
<td><strong>364.9</strong></td>
</tr>
<tr>
<td>Surplus (Deficit) for the Year</td>
<td><strong>33.4</strong></td>
<td><strong>1.1</strong></td>
<td><strong>15.3</strong></td>
</tr>
</tbody>
</table>

*Excluding HECS, ARC

**Including HECS

***Including ARC

### Controlled Entities and Consolidated Entity Performance

A controlled entity is an incorporated company owned or controlled by the University. The University had three controlled entities through to the end of 2005 - TUNRA Limited, GraduateSchool.com Pty Ltd and Hunter Uni-Clinics Pty Ltd. During 2006 two new entities were formed, UON, Singapore Pte Ltd (with its domicile in Singapore) and UoN Services Ltd. The total group performance is as follows:

### Consolidated Results 2006

<table>
<thead>
<tr>
<th></th>
<th>Revenue</th>
<th>Expenses</th>
<th>Net Operating Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Newcastle</td>
<td>361.9</td>
<td>327.5</td>
<td>34.4</td>
</tr>
<tr>
<td>TUNRA Limited</td>
<td>14.5</td>
<td>14.3</td>
<td>0.2</td>
</tr>
<tr>
<td>GradSchool.com Pty Ltd</td>
<td>5.0</td>
<td>3.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Hunter Uni Clinics Pty Ltd</td>
<td>1.5</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>UoN, Singapore Pty Ltd</td>
<td>1.4</td>
<td>1.4</td>
<td>0.0</td>
</tr>
<tr>
<td>UoN Services Ltd</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Consolidated</strong></td>
<td><strong>382.9</strong></td>
<td><strong>346.9</strong></td>
<td><strong>36.0</strong></td>
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