



University of
Western Sydney
Bringing knowledge to life



ANNUAL REPORT 2012

Volume 1
The Year in Review

ANNUAL REPORT 2012

The University of Western Sydney Annual Report 2012 has been produced in a two volume set: Volume 1, 'The Year in Review,' contains statutory reports while Volume 2, 'Financial Statements,' contains the financial statements of the University and related entities.

The cost of production for the Annual Report 2012 is \$17,500.

UWS Annual Reports are also available via the internet and can be found on the UWS website at www.uws.edu.au

LETTER OF SUBMISSION

10 April 2013

Dear Minister,

The Board of Trustees of the University of Western Sydney is pleased to submit the Annual Report of the proceedings of the University of Western Sydney and its audited financial statements for the year ended 31 December 2012, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

The Annual Report and Financial Statements have been prepared in accordance with the Annual Reports (Statutory Bodies) Act 1984 and the Public Finance and Audit Act 1983.

Yours sincerely,

Professor Peter Shergold AC
Chancellor

Professor Janice Reid AM
Vice-Chancellor

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CHANCELLOR'S REVIEW



As the Chancellor of UWS I chair the Board of Trustees. The Board plays an important role as the governing authority of the University. A weighty mantle of accountability sits on the shoulders of its members. Whether appointed or elected, the responsibility of Board members is not to represent a particular interest but to act on behalf of the University as a whole. They are obligated to exercise care and diligence in carrying out their functions, doing so within a framework of legal obligations and legislative requirements.

At UWS, Board members undertake their duties without recompense because they are committed to the distinctive mission of UWS. I feel fortunate to be able to harness the diverse experience, skills and insight of those who serve on the Board and its Committees. I take this opportunity to thank each of them.

Like any Board in the private, public or community sector, our challenge is to strike the right balance of intervention. We need to manage the University's resources and to monitor University performance without unduly interfering in the day-to-day management provided by the Executive. Our task is to set and approve strategic directions and then to ensure that the Vice-Chancellor and her leadership team have our full support in implementing them.

In any such relationship there are, of course, shades of grey. It is one thing to fully acknowledge the demarcation of responsibilities between the Board members and management, but it requires an open and trusting partnership to ensure seamless governance. I am delighted, then, to work with a

strong and committed Executive headed by the redoubtable Vice-Chancellor, Professor Janice Reid. Since 1998 she has led UWS to the strong educational position it holds today, always overcoming the many and varied barriers that stand between successive long-term plans and their short-term implementation. Highly respected in the higher education community, she continues to represent UWS with vigour and courage.

The glue that binds together the UWS community is our distinctive mission. Board members, academic and professional staff, students, alumni and community stakeholders take pride in the fact that we are a beacon of educational opportunity. Serving our region, we continue to explore new and innovative ways to open up access to a high class university education to all those with the capacity to benefit from it. I like to think that UWS epitomises the aspirations of those who live in Greater Western Sydney.

Our collective challenge is how to balance equity with educational excellence, access with affordability and social mobility with financial sustainability. It is the risks and challenges presented by those tasks that have taken up much of the Board's time in 2012. How do we prioritise the allocation of our limited resources so that we can continue to improve our teaching capability, research capacity and student experience? How best can we convert the commercial value of our land holdings into long-term educational advantage? How do we weight our capital investment between 'bricks' and 'clicks'? How can we optimise the value of our assets in order to meet our commitment to growth? How can we best contribute value to the community in which our campuses are located?

Those dilemmas would challenge the Board at any time. These are not any times. The normal uncertainties that face universities – changes in public policy settings, regulatory interventions, levels of academic satisfaction and student preferences – are being played out in an environment of significantly increased competition. Disruptive innovation is clearly evident in the higher education sector. Students have never had greater choice of where and how to study. They no longer have to select an Australian university. An increasing array of non-university institutions now deliver degree courses. Perhaps most significantly, overseas universities are now offering unprecedented opportunities to study (and even gain accreditation or certification) globally. The old 'distance learning' has been transformed by the internet into massive online learning.

Cognisant of the transformative potential of these change, the Board has identified the future of UWS as one based

on 'blended learning', in which online approaches need to be integrated within the spectrum of delivery modes. Our educational approach needs to be fit for purpose in this fast-evolving international market. Success depends not just on substantial investment in the technology of ICT-enabled learning, but also on curriculum redesign, faculty development and student capacity-building. Our students should expect to be able to study anytime, anywhere.

The Board is well aware that this new strategic direction depends upon significant cultural change within UWS. It was partly for those reasons that UWS decided on its bold initiative to provide a free iPad for all enrolling undergraduates in 2013. Less visible but equally important will be the provision of technology-enhanced learning spaces, 24-hour library access and computer laboratories and greater flexibility in the way students are taught and assessed. UWS cannot go it alone. It will require greater institutional collaboration, including building stronger relationships with the TAFE institutions and private training providers of Western Sydney.

The Board, in exercising its strategic judgement, does so in the knowledge that it is students (as 'customers') who will decide the success of our decisions. I am delighted that we have elected undergraduate and postgraduate students and a graduate member on the Board. I am also heartened by the interest that the reinvigorated Student Representative Council has taken in our deliberations. It is important that students have a chance to participate in the University's decision-making processes, not least on how to make best use of the Student Services and Amenities Fund.

As always the Board has taken the opportunity to recognise those who have contributed to the University and/or the region that we serve. This year at graduations I have had the pleasure to bestow our highest accolade, the Honorary Doctor of Letters, on four distinguished Australians, including Her Excellency, The Governor-General, Ms Quentin Bryce AC, who has long been a supporter of UWS as 'everyone's university'. We are encouraged by her infectious interest in our educational mission.

Three other eminent Australians, each with their roots in Greater Western Sydney, were also recognised for the diverse leadership they have exhibited: Mr Mark Bouris, the entrepreneur and businessman; The Hon John Fahey AC, former state and federal politician who now plays a key international role in fighting the war on drugs in sport; and Mr Hazem El Masri, known both for his outstanding contribution to rugby league and for his off-the-field leadership. At graduations

during 2012 we also recognised those who have made a major contribution to the community. To do so reinforces to our students our expectation that, as they make their careers and build their families, they will also find time to give back to society.

I doubt that the issues with which the Board will grapple in 2013 will become any easier. New challenges, both known and unanticipated, will emerge. The role of the Board of Trustees will be to ensure that we maintain our commitment to university growth, establish a distinctive position in an increasingly competitive market and provide the people of UWS with the support that they need. That is our university's proud mission.

Professor Peter Shergold AC

VICE- CHANCELLOR'S REVIEW



2012 marked another significant year for the University of Western Sydney (UWS), with the global higher education sector entering a new era of intense competition for domestic and international students, rapid changes in teaching technologies and global outreach, and increased uncertainty about the way universities will evolve and respond. During 2012, a priority for UWS has been to position the University to meet all these challenges and the opportunities they present.

The Commonwealth Government's lifting of the quota on student places from 2012 sparked a new level of competition in higher education in Australia, with Sydney-based universities, as well as online providers, aggressively seeking to expand their market share of students, especially those living in Greater Western Sydney. At the same time, the national standards and quality framework for learning and teaching has been strengthened through the establishment of the Tertiary Education Quality and Standards Agency. In this context, the need to balance quantity (or market share) and quality has intensified.

During 2012, the Board of Trustees reaffirmed its commitment to the continued expansion of the University. The number of students at UWS has continued to grow, with Equivalent Full Time Student Load (EFTSL) exceeding 30,000 (specifically 39,883 students) for the first time in 2012. However, demand decreased marginally in 2012, resulting in an unexpected shortfall in budgeted EFTSL, with student income for 2012 being \$14.2 million lower than initial 2012 budget expectations. The University responded by withdrawing a number of courses and units which do not attract sufficient students to make them financially viable for 2013, as well as developing new strategies for student recruitment.

In 2012, UWS entered a new phase of consolidation of its research activity with the development of the *UWS Research Plan 2012-2014*, and with four research institutes now established. By 2015, UWS aims to be positioned in the top half of Australian universities in key research performance indicators, continuing to pursue our strategy of research concentration and selectivity. The University achieved its best ever result in winning Australian Research Council grants, and ranked 11th among 39 Australian universities. UWS was awarded 18 Discovery grants totalling \$5.84 million, which included Indigenous Discovery grants of \$290,000, and one Discovery Early Career Research Award. About half of the grants were awarded to staff who have joined the University in the past three years, reaffirming our targeted international recruitment strategy.

UWS also achieved outstanding results in the second Excellence in Research Australia (ERA) assessment. Conducted in 2012, ERA 2 assessed our research outputs from 2005 to 2010 and research income from 2008 to 2010. The ERA Research Evaluation Committees ranked 70% of the University's assessable research at 'world standard or better'. UWS was again characterised by evidence of outstanding performance ('well above world standard') with three fields of research receiving the highest possible rating of '5': plant biology, forestry science and complementary medicine. UWS was the only Australian university to have sufficient high quality research in the area of complementary medicine to be assessed. Areas where we were assessed at being 'above world standard' (rating of '4') were mathematical sciences, biological sciences, macromolecular and materials chemistry, soil science, ecology, mechanical engineering, creative arts, literary studies, and cultural studies.

The *UWS Learning and Teaching Plan 2012-2014* was also developed during the year, and represents an ambitious, but essential, blueprint for ensuring that UWS continues its leadership in the sector in balancing our widening participation mission with a commitment to excellence in students' educational experiences and outcomes. UWS College is increasingly an important pathway to the University, and growth plans (including an outreach campus in Lithgow and new buildings on the Nirimba Precinct and Bankstown campus) are on track. The high quality of teaching and learning at UWS has again been recognised nationally in 2012. Professor James Arvanitakis from the School of Humanities and Communication Arts was awarded the Prime Minister's Award for the Australian University Teacher of the Year. This follows Professor Roy Tasker from the School of Science and Health receiving the same award in 2011, making UWS the only university to receive this prestigious award in successive years.

The student experience at UWS is a major focus of continuing improvement, and 2012 saw the redevelopment of our strategy to

connect, retain and engage students. Improving the educational outcomes of Aboriginal and Torres Strait Islander people, especially those residing in Greater Western Sydney, continues to be an important goal of the University. This is the focus of a major institutional review that is due for completion in 2013. During 2012, the Commonwealth Government released its final report to the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, and it is pleasing that UWS was highlighted in this report for its educational and research-led practice, as evidenced in the Indigenous Graduate Attribute and the Aboriginal and Torres Strait Islander Research Strategy.

Each year, the University administers the national Course Experience Questionnaire to gather students' views on the quality of their experience. The level of satisfaction recorded in the survey is a measure used across the sector as a key indicator of the extent to which the University is meeting the needs of students and providing a high quality academic experience. In 2012, UWS exceeded the target it set for student satisfaction, and, at 85%, this measure has increased significantly in the last five years and is above the sector average.

During 2012, the Board of Trustees reaffirmed its strong commitment to community engagement with the region, and the University undertook a major external review of achievements over the last decade and of opportunities for the future. In positioning engagement practice for coming decades, the Review Panel identified the University's leadership within the region as the dimension with the most potential to expand and grow, and recommended that an overarching theme of 'A University for the Region' would provide a solid platform for engagement going forward. As a high initial priority, UWS will institute clear and seamless arrangements for intending community partners to make contact with the University and for effective management of these relationships.

The international Review Panel commended a number of the University's current engagement practices, including the leadership of the Whitlam Institute in promoting research, debate and enquiry for public benefit; our commitment to improving both the academic and non-academic achievements of Aboriginal and Torres Strait Islander members of the community; the extent to which engaged learning and research are manifest in current UWS projects and initiatives; the University's School Engagement Program in Greater Western Sydney; and the UWS Operational Framework for Regional and Community Engagement as a highly effective model for developing mutually beneficial relationships with regional partners.

This year, the University participated in the independently run *MyVoice Survey*, which measures staff engagement, job satisfaction and commitment to the University. The response rate

from staff (83%) was excellent, with results similar to those at other universities. A particularly pleasing outcome was that UWS staff responded saying they believe in the overall purpose of UWS (88%), its values (86%), and the University's work (84%). Areas for change were identified, including increasing access to senior management, improving the transparency of decisions, facilitating information flow and improving recruitment procedures, all of which have become a focus for improvement in 2013.

A significant number of campus and capital development projects were undertaken during 2012, including the upgrading of closed-circuit television coverage and emergency contact points across all campuses, and the development of a community tenant strategy. Campus-based building projects included a new childcare facility on the Bankstown campus, a major upgrade of laboratories on the Campbelltown campus, new student residences at Hawkesbury, Penrith and the Nirimba Precinct, completion of the Free Air Carbon Dioxide Enrichment Facility, an important part of the Hawkesbury Institute for the Environment, and heritage restoration of buildings on the Hawkesbury campus, a new arrival plaza and car park on the Parramatta campus, as well as the refurbishment of the Sir Ian and Nancy Turbott Auditorium, and the securing of Commonwealth Government funding for a major business and innovation centre on Werrington South campus. Plans also progressed for the residential project in partnership with Landcom at Campbelltown, the University Based Retirement Community at Hawkesbury and the redevelopment of the Westmead Precinct.

The Board of Trustees approved the *Our Future Action Program: 2012-14* as a strategic approach to responding to the new environment for higher education in Australia. Launched in October 2012, this major project comprises six broad and integrated streams of work that will contribute to the University's strategic direction. These relate to more flexible delivery of learning and teaching; optimising the use of the academic year, buildings and infrastructure; an increased emphasis on staffing and development; financial sustainability; further diversifying academic program and pathways; and marketing.

As I look forward to 2013, my last year at UWS, I would like to place on record my sincere thanks to the senior managers and staff of the University for their hard work and enthusiasm for UWS and its mission past and present in Greater Western Sydney. I would also like to thank the members of the Board of Trustees and its Committees for their dedication and hard work, and in particular to acknowledge the leadership, energy and vision of the Chancellor, Professor Peter Shergold AC, and his commitment to the growth and development of the University, and Emeritus Chancellors Sir Ian Turbott and Mr John Phillips for their guidance and leadership during my tenure.

Professor Janice Reid AM

THE ORGANISATION

CHARTER, PURPOSE AND LEGISLATION

The University of Western Sydney is established under the University of Western Sydney Act 1997. The University operates in accordance with this Act and the associated University of Western Sydney By-law 2005.

The Act constitutes the University and prescribes its functions and the authority of its governing body, the Board of Trustees. The Act defines the core object of the University as follows: '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.' [s. 8(1)]

The Act also requires the University to have particular regard to the needs of Greater Western Sydney in the fulfillment of this object.

BOARD OF TRUSTEES

Board Charter

The Board of Trustees is the governing authority of the University and acts for and on behalf of the University. Its key functions are to develop broad policies and strategic plans with respect to the University, manage the University's resources and monitor the University's performance. The members – official, appointed and elected – meet approximately six times each year, including a planning day. The Board is supported in its work by a number of specialist committees and an Indigenous Advisory Council.

Details about the Board, including summaries and minutes of meetings, are published on the University's website at:

http://www.uws.edu.au/about_uws/uws/board_of_trustees

The compliance statement of the Board of Trustees is contained in Appendix 6 of this report.

Board Deliberations in 2012

The strategic planning deliberations of the Board throughout the year created a framework to enable the University to be best placed to face its short and medium term challenges. These challenges include the increasingly competitive higher education market which has seen competition not only from other Australian universities, but also from non-university institutions delivering qualifications, and international providers of online courses. In this changing environment, the challenge for the University is to improve the student experience by changing

its business model to incorporate emerging technologies while operating within its budget targets. The Board passed resolutions at its annual strategy day, and the University set timelines for their implementation, covering University growth, research excellence, student choice, academic sustainability, admissions innovation, workplace productivity, campus and resource optimisation, technology investment; commercial development and maintaining its mission.

The Board also reaffirmed its commitment to equal opportunity, excellence and social justice in higher education participation and opposed a move towards fee flexibility because of the potential to undermine the national interest and the ideal of an egalitarian sector. The Board noted the 2012 *Review of Community Engagement and Development* and endorsed the UWS Community Awards being awarded at each graduation ceremony.

In line with the Board's 2011 resolution, from the beginning of 2012 the University began applying a student services and amenities fee to provide a range of services for students, in accordance with the requirements of the Higher Education Legislation Amendment (Student Services and Amenities) Act 2011. The Board also endorsed the mechanisms by which enrolled students and student representatives have been, and will be, able to participate in the decision-making process regarding the Student Services and Amenities Fund. The Board noted the progress of the reinvigorated Student Representative Council and welcomed reports from, and the perspectives of, the SRC President and Vice-President.

Regarding financial and asset management, the Board passed resolutions relating to financial investments, the University's contribution to co-funded capital projects and approved the 2013 budget. The Board approved the Ten Year Estate Development Plan and adopted the Hawkesbury Campus Master Plan and Conservation Management Plan as guiding frameworks for the development of the Hawkesbury campus. The Board monitored negotiations around the development of parts of the University's estate, noting that the imperative is always to achieve an educational advantage from development of its land holdings.

The Board noted the University's deliberations about course and unit review; received reports from Academic Senate about the Tertiary Education Quality and Standards Agency and the Education Qualifications Framework, and supported the University building stronger relationships with TAFE institutions in Greater Western Sydney.

Concerning governance and related matters, the Board approved changes to the University's *Administrative Delegations*

BOARD OF TRUSTEES MEMBERS

OFFICIAL MEMBERS



Professor Peter Shergold AC, Chancellor



Professor Janice Reid AM, Vice-Chancellor



Associate Professor Paul Wormell, Chair Academic Senate

APPOINTED MEMBERS (MINISTERIAL)



Mr John Banks



Ms Emma Stein



Ms Vivienne James



Mr Glen Sanford (Deputy Chancellor)



Mr Ian Stone



The Hon Kim Yeadon (Deputy Chancellor)

APPOINTED MEMBERS (BOARD)



Mr Christopher Brown



Ms Gillian Shadwick (Pro Chancellor)

ELECTED MEMBERS



Dr Ken Langford, Graduate



Dr George Morgan, Academic Staff



Mrs Lorraine Fordham, General Staff



Ms Jing Chen, Undergraduate Student



Ms Linda Ayache, Postgraduate Student

THE ORGANISATION

policy; the *Academic Governance Policy* and changes to the terms of office of elected members, chair and deputy chair of Academic Senate. The Board sought regular reports on Work health and safety issues and the impact of new legislation on the University and the Board's responsibilities.

The Board and its committees undertook and considered the results of a self-assessment performance survey. The Board also considered the results of a staff engagement survey and noted the University's proposed actions in response to the survey results.

The Board also abolished its Strategy and Planning Committee, renewed the membership of its other committees and, to streamline processes, resolved to move to electronic Board and committee papers.

Board Membership

The Board re-elected the Chancellor, Professor Peter Shergold AC, who had been filling a casual vacancy since his election in 2010, for a four year term commencing on 1 January 2013 and re-appointed Ms Gillian Shadwick, Pro Chancellor, for a further four year term. At year's end the Board was also in the process of appointing two new Board members to commence in 2013.

In terms of elected members, from 1 January 2012 Ms Jing Chen, who had been filling a casual vacancy, began her formal two year term as the elected undergraduate member. Dr George Morgan replaced Professor Carolyn Sappideen as the academic member and Mrs Lorraine Fordham began her second term as general staff member.

Honorary Matters

In 2012, honorary awards of the University were conferred by the Board on:

- Mr Mark Bouris – Honorary Doctor of Letters
- Her Excellency Ms Quentin Bryce AC – Honorary Doctor of Letters
- Mr Hazem El Masri – Honorary Doctor of Letters
- The Hon John Fahey AC – Honorary Doctor of Letters.

The title of Emeritus Professor of the University was conferred on:

- Professor Peter Williams
- Professor John Bartlett
- Professor Peter Cornish
- Professor Rob Mulley
- Professor Geoff Scott
- Professor Wayne McKenna
- Professor Michael Atherton.

The title of Honorary Fellow of the University was conferred on Ms Liz Curach.

ACADEMIC SENATE

The Academic Senate is a standing committee of the Board of Trustees, and is the peak forum of the University for academic debate and discourse. Its responsibilities, as defined by the *Academic Governance Policy*, are:

- monitoring academic standards, values and quality assurance
- advising on the development of, and performance against, academic plans
- monitoring academic collaborations and partnerships
- promoting and monitoring academic quality, standards and values of the University's academic activities
- advising on the University's academic plans and advising the Board and Vice-Chancellor as appropriate
- deciding academic policy and approving related procedures
- accrediting and approving courses, programs and units
- promoting the quality and development of research in the University.

The Board of Trustees has delegated the responsibility for academic policy formulation and decision-making to the Academic Senate, which is supported by Specialist and School standing committees. The Chair of Senate reports regularly to the Board, and gives advice on the management of academic risk.

The Academic Senate's Work Plan aligns with the University's *Making the Difference* strategy and sets out the main priorities for Senate's activities, taking account of the Senate's role and terms of reference.

Activities in 2012

The University's new organisational and managerial structure took full effect from 1 January 2012 with revised functions, delegations, membership and Standing Committees of Academic Senate. This was accompanied by an extensive program of revisions to academic policies, reflecting the new structure and academic delegations within the Schools and University Research Institutes. The revised Senate membership provides a voice for the Research Institutes, which have now been established as an active and important component of the University's academic community and culture. The election of students to Senate and its Standing Committees encourages the student body to take an active role in academic decision-making.

THE ORGANISATION

These new governance arrangements reflect not only the revised UWS structure, but also the new regulatory environment, including the Tertiary Education Quality and Standards Agency (TEQSA) and the revised Australian Qualifications Framework (AQF). Academic Senate and its Standing Committees play a crucial role in ensuring that the University complies with the Higher Education Threshold Standards, especially in relation to academic quality, standards and integrity. Senate's activities build on the work that was done for the AUQA Cycle 2 audit in 2011, and support the *Learning and Teaching Plan 2012–2014* and *UWS Research Plan 2012–2014*. Under the auspices of Senate, robust processes for setting and benchmarking academic standards, and developing and approving curricula are being implemented and further refined.

During 2012, Academic Senate's Standing Committees at the School and University level undertook a very large volume of work in developing, approving and reviewing courses, units and articulation agreements with other organisations, determining and monitoring academic standards, reviewing and approving marks and grades, managing and examining Bachelor (Honours) and Higher Degree Research candidatures, approving students for graduation, developing and monitoring academic policies, and shaping and promoting the University's academic culture, values and standards.

Work has begun on the University's *Our Future Action Projects 2012–2014*, following the strategic decisions of the Board of Trustees in 2012. Senate and its committees will play important roles in implementing these projects, including the UWS Blended Learning Strategy, which will enable a balance of face-to-face and online delivery, along with innovative ICT-enabled learning, to reshape and renew the UWS curriculum.

Highlights in 2012

During the year, Senate discussed a wide range of academic matters, including the *Learning and Teaching Plan 2012–2014* and *UWS Research Plan 2012–2014*, the role of external advisory committees for UWS courses, academic quality and standards, the development of a Student Misconduct Rule, the promotion of academic integrity, essential resources for Higher Degree Research candidates, student representation on Academic Senate, Draft Guidelines for an Institutional Code of Ethics in Higher Education, the UWS Blended Learning Strategy and Academic English Literacy.

The Research Committee considered a number of strategic matters including the *UWS Research Plan 2012–2014*,

e-Research, Open Access Publishing, the *Research Institute Policy* and scholarship ranking for Higher Degrees by Research. The Research Studies Committee promoted good academic governance and quality assurance for Higher Degree Research across the University, addressing various aspects of the recent changes to the University's structure, and contributed to a wide range of important changes and updates to academic policies and quality-management processes.

The re-organisation of Standing Committees included the establishment of an Assessment Committee which monitors assessment practices and standards across the University, and gives advice about assessment policy, standards and quality improvement. A Student Experience and Engagement Committee has been established to develop, lead and co-ordinate institution-wide strategies to enhance the student experience and engagement across the student lifecycle. A specialist Bachelor (Honours) Committee has brought together leaders in learning, teaching and research to promote consistent good practice and academic standards across the University's Honours' programs. The School Research and Higher Degree Committees have been formally established as Standing Committees of Academic Senate, allowing Schools to manage and monitor higher-degree research candidatures and carry out delegations that were previously held by the colleges. Similar arrangements apply for the University Research Institutes.

The *Academic Governance Policy* has been revised to streamline the election process for Academic Senate, simplify the arrangements for establishing and modifying Academic Senate Standing Committees, provide for an elected Senate member from the University Research Institutes, increase the maximum terms of office of elected and appointed members and revise the delegations for urgent graduation approvals.

Academic Senate approved some important changes to the University's suite of academic policies to address the changing environment of the higher education sector and the University itself, and to simplify some administrative processes. These changes included expanded memberships for some Standing Committees, clarification of the approval processes for courses and units, and the examination process for Bachelor (Honours) theses, and updates to the *Enrolment Policy*, *Examination Policy*, *Assessment Policy*, *Referencing Styles Policy* and the University's suite of Higher Degree Research policies. A further program of revisions will be undertaken in 2013 to update policies, align them more closely with sector-wide standards and streamline processes within the University.

QUALITY AND CONSUMER RESPONSE

QUALITY MANAGEMENT AND ASSURANCE

Quality management is integral to everything we do at UWS. It is embedded in our strategic and operational planning, accreditation, reporting and review processes across the organisation. We respond to feedback from students and staff on ways to improve services and courses and we keep the University community informed of those responses. We also seek to improve our activities through active involvement in Australian and international higher education forums and targeted partnerships.

UWS has well developed processes for tracking performance and providing feedback, and we work with key stakeholders to review and improve the results. We seek to ensure the quality of the students' total experience of the University. With the launch of the Tertiary Education Quality and Standards Agency (TEQSA), UWS is working to ensure that these quality management processes are well aligned to TEQSA's framework and priorities.

We also work to ensure alignment between core activities and the University's mission and strategic directions through coordinated planning and review processes. In 2012 the University launched the Our Future Action Program, a set of strategic transformational projects. As these initiatives are implemented, new ways of analysing and interpreting performance data will be developed to ensure that performance measures remain relevant and targeted.

Over the past three years the University has established Key Performance Indicators (KPIs) in support of the UWS *Making the Difference* 2010–15 strategy. Performance outcomes against KPIs and institutional reviews are reported to the Board of Trustees, and reported to staff through the Office of Strategy and Quality.

Benchmarking and institutional research

During 2012, UWS initiated a review of its benchmarking framework and processes. This review will ensure that benchmarking partners and processes remain relevant and aligned to the organisation as its profile changes and as strategic activities such as the Our Future Program influence its core activities.

In 2012 UWS undertook targeted institutional research to identify risk factors for students. In particular, UWS has developed predictive models of student success in their unit of study and of student retention. These insights will allow targeted strategies for student support to be developed in 2013.

Tracking and improving quality

In 2012 UWS redeveloped its Annual Course Review process that emphasises strong partnerships with Schools in order to report on course performance across a wide range of metrics, and implement and follow up on improvement action where appropriate. This reporting mechanism provides easy access to performance data on market demand, student feedback and student outcomes and is aligned to the UWS Academic Standards and Assessment Framework for Learning and Teaching. This review process has been designed in conjunction with a new course planning process and a new tool for analysing external and internal risks in relation to UWS courses.

In 2012 UWS implemented new reporting mechanisms to ensure that qualitative student feedback is easily accessible to frontline staff. Comments from the Commencing Student Survey, Student Feedback on Units Survey and the Course Experience Questionnaire is analysed and presented in an interactive format that highlights areas of both positive and negative feedback.

QUALITY AND CONSUMER RESPONSE

UWS conducts a range of surveys as part of its quality management system. In 2012 this included the University Experience Survey, a new national instrument, as well as the successful management, delivery, analysis and reporting of institutional and mandated surveys such as the Student Feedback on Units survey, the Student Feedback on Teaching survey, the UWS Commencing Student survey, the Course Experience Questionnaire, Postgraduate Research Experience Questionnaire and the Graduate Destination Survey. In 2012 online delivery of surveys has been piloted and will be expanded in 2013.

Planning and Review

The University has a comprehensive planning regime that comprises strategic, enabling, and operational aspects within an integrated framework which gives life to the UWS *Making the Difference* 2010–2015 Strategy. Plans are in place at the portfolio, School, administrative unit, and in key thematic areas. Plans are reported on and reviewed annually in a process driven by the UWS Executive.

The University has a cyclical review strategy which requires all Schools and administrative areas to be formally reviewed every five years. The review process comprises of an independent Review Panel reporting against specific Terms of Reference. The University also conducts cross-institutional reviews of key thematic areas which are central to realising the UWS Mission in Greater Western Sydney. Implementation of review outcomes overseen by University Executive are reported to the Board of Trustees.

PUBLIC INTEREST DISCLOSURES

In 2012, the University received two public interest disclosures from two staff members.

The categorisation of the disclosures as received was as follows:

- Corrupt conduct – 2
- Maladministration – 0
- Serious and substantial waste of public money – 0
- Government information contravention – 0

The Deputy Vice-Chancellor of Corporate Strategy and Services is the Disclosure Coordinator for the University, and receives disclosures on behalf of the University. Other staff are designated as Disclosure Officers and assist and advise applicants and staff generally about the process.

REVIEW OF ACTIVITIES

SCHOOL HIGHLIGHTS

SCHOOL OF BUSINESS

The year 2012 was the first year for the newly-formed School of Business created by the merging of four Schools: Accounting, Economics & Finance, Management and Marketing, along with the Sydney Graduate School of Management. The year was one of challenges and opportunities.

The initial focus for 2012 was to establish the School and put in place the range of programs, practices and procedures to ensure a smooth transition. Six main Academic Programs were established covering both undergraduate and postgraduate teaching: Accounting; Economics and Finance; Human Resource Management and Industrial Relations; Management; Marketing; and Property.

In addition, work was undertaken on the streamlining of different practices and procedures that had been used in the merging schools, with a view to identifying best practice and to implement the most effective and efficient processes. This was a major task and continues as we commence (in December 2012) the implementation of a certified quality management system covering our administrative and support functions.

In line with the general trend for business studies the School has had a fall in enrolments in 2012 and this looks to continue in 2013. Accordingly, changes have been made to courses and units and the School is looking to reduce costs in a number of areas including staffing. Our prime objective remains to be student-focused and to develop graduates that are 'business-ready'.

Learning and Teaching

The new School provided unique opportunities to review the units and programs that we teach and to undertake a great deal of development in the increasingly important area of blended learning.

Some of the major projects this year included:

- The documentation and approval for the Master of Business Administration finalised on time and on target with significant 'buy-in' from stakeholder groups.
- A self-assessment review (stage one) of the Postgraduate Accounting Programs.

- Embedded work audits using a tool developed by the School based on research evidence on student and academic work. As an illustration, in one first year unit weekly embedded work reduced from 22.7 to 12.8 hours per week following consultation with members of the Teaching Development Unit.
- Enhancing blended delivery of our external course in Property. External students report improved engagement with learning materials. Assessment strategies demonstrate considerable reduction in embedded work for both students and staff.
- Learning Resources Feedback. This involved running focus groups, analysing and reporting outcomes of research undertaken with students to investigate responses to a range of learning resources used within the School specifically focusing on learning guides and vUWS sites.
- Portfolio review of Postgraduate programs, including analysing load and demand data from domestic and international students and conducting competitor analysis. Learning Outcomes Development, working with Teaching Development Unit Academic Staff, APVC and DD, to lead workshops with academic staff to develop scaffolded Course Learning Outcomes for AQF Level 7 (Bachelors) and Level 9 (Masters) awards.
- Retired Units. Due diligence has been completed to retire over 180 units.
- An Academic Course Advisor (first year) was appointed to support students at risk in School and a comprehensive strategy to manage students at risk has been developed. The School has piloted a successful peer-based intervention strategy for students at risk.

Engagement

Consulting

The School has undertaken several consulting jobs including:

- Anne Abraham and Wayne Fallon – *Energy Efficiency Matters: Training Accountants & Business Managers*; \$344,907; June 2011–Dec 2012; funded by the NSW Office of Environment & Heritage, with six industry partners.
- Bruce Simmons and Wayne Fallon – *Sustainability Essentials for Executives*; \$77,000; Sept 2011–Nov 2012; funded by Agrifoods Skills Australia Ltd, with one industry partner.
- Daniela Spanjaard and Professor Suzan Burton – *Planning and Evaluating a Youth Skin Cancer Prevention Strategy, Phase One*; \$50,000 funded by the Cancer Council of NSW to develop a strategic document outlining the marketing and research activities for Cancer Council for the period 2013–2016.

REVIEW OF ACTIVITIES

Small Biz Connect

The School of Business was awarded the contract for Small Biz Connect, under the Office of the Small Business Commissioner for six Western Sydney local government areas – The Hills, Parramatta, Auburn, Holroyd, Blacktown and Fairfield. The aim of the program is to increase the economic sustainability and growth of the small business sector in the six LGAs. Small business has always been a research focus for the School, and this program will add to the information and analysis on 97% of business in the GWS area.

The Small Business Toolkit will be expanded in 2013 to a multilingual site involving eight languages.

Community

Community engagement at the School covers many areas from arranging student speakers at Chamber of Commerce events to participation on Boards. The School has strong relationships with both Chambers and Councils in Western Sydney, demonstrated by Board membership of key organisations including our Dean, Professor Clive Smallman, who was on the board of the Western Sydney Business Connection. Representatives from the School participated in a number of events and at key planning events such as the Greater Western Sydney Roundtable.

We also work with a number of businesses for our third year capstone units. An example of this is the work that Dr Wayne Fallon does with the various Councils in his capstone engagement unit, Contemporary Management Issues.

The Lucy Mentoring Program

The Lucy Mentoring Program was developed in 2004 by UWS and the University of Sydney, together with the NSW Office for Women's Policy and Women Chiefs of Enterprises International. Since then, hundreds of young undergraduate women have worked with executive female leaders in the areas of economics, finance, accounting and law.

Research

The School undertook a number of successful research activities. Highlights included:

- Completion of the RAAK International two year research project with HAN University of Applied Sciences, titled 'Sustainable new business in a built environment – fostering SME innovation capabilities in inter-organisational collaborative settings'. It was led by Adj/Prof Ronald Beckett and generated case studies on ten Australian firms, six conference papers being revised into articles and book chapters, and visiting and domestic students' training in field research.
- Completion of 'A Research Study of the NSW Government's Western Sydney IT Cluster Program for the NSW Department of State and Regional Development' project.
- Completion of 'Process and an impact evaluation of resources and training programs developed in the NSW STI Programs Unit General Practice Project', by Ann Dadich and researchers from UWS School of Medicine.
- Completion of a contract research project with the Institute for Economics of Peace, led by A/Prof Partha Gangopadhyay and involving Ms Jing Jing 'Jenny' Zhang as RA.
- Wayne Fallon and Freny Tayebjee – *Leading WIL: Distributed Leadership Approach to Enhance Work Integrated Learning Outcomes*, July 2011–June 2013; funded by Office for Learning & Teaching – with GU (project leader), VU, RMIT, Deakin and CQU.
- Associate Professor Terry Sloan, together with colleagues from Southern Cross, Canberra and Deakin universities, secured a grant to run over two years from 2013–2015 from the Australian Government's Office of Learning and Teaching (OLT) to study the needs of Doctor of Business Administration candidates and students. The overall objective of this project is to develop measurement tools and resources to improve supervisory practices and student completion rates in Doctorate of Business Administration (DBA) courses in Australian universities.

SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

2012 has been the first year for the School of Computing, Engineering and Mathematics (SCEM). Established as a result of the amalgamation of the former School of Computing and Mathematics and former School of Engineering, the new School capitalised on the good traditions and working practices in both Schools and continued the strong performance in engaged learning, teaching, and research.

SCEM integrates the discipline pillars that drive contemporary technological innovation and creative entrepreneurship, namely, Engineering, Information and Computing Sciences, Information and Communications Technology, Industrial Design, Building and Construction Management, and Mathematical Sciences and Statistics. From day one, consistent with the UWS vision, the School set a clear and ambitious mission – *to educate the future generation of research scholars and thinkers, technology innovators and creative entrepreneurial leaders, who are capable proactively to apply their knowledge and skills towards a sustainable, prosperous and culturally rich world.*

Equipped with the ability of synergetic computational, engineering and design thinking, our graduates will be able to embrace problems and develop systems with capabilities limited only by their creativity, imagination and desire for innovation. The School had a productive first year in the implementation of this mission with the development of its academic programs, research and relationships, capitalising on the advantages of the new organisational structure.

Learning and Teaching

Contemporary innovation often involves multidisciplinary teams at all stages from the outset of ‘scientific discovery’ to the ‘engineered product design’. The elimination of the administrative boundaries between these disciplines in SCEM has created the prospectus for academic program opportunities that cut across boundaries in the interdisciplinary space of technological innovation.

The School has developed the underlying vision that is expected to make it markedly different in the highly competitive metropolitan space of higher education in technology disciplines. To achieve its mission, the School also conceptually developed the underpinning philosophy that will drive the change of its academic programs and will develop its competitive identity. It introduces four synergetic collections of competencies across all academic programs, metaphorically labelled as ‘computational thinking’, ‘engineering systems thinking’, ‘design thinking’ and “‘Big Data’” analytical thinking’.

The initial step in 2012 included rationalisation of the degree structures, which led to the removal of approximately 15% of the School’s units, as well as some majors and sub-majors in the ICT and Engineering academic programs, and provided space for the design and introduction of units that implement the new clusters of competencies. This restructuring was combined with repositioning of the Computing (Information Systems) offerings and subsequent renaming as Bachelor of Information Systems degrees.

An essential feature of the SCEM academic programs is achieving in-depth engaged learning and accreditation of all its programs. In 2012, the School hosted accreditation visits by the Australian Computer Society (ACS) and the Institute of Engineers Australia (IEA). The Computer Science and Information Systems degrees were professionally accredited for five years from 2012 by ACS, and the Bachelor of Engineering degrees were accredited for two years by IEA, this being extended to five years after some curriculum modifications early in 2013. The programs in ICT and in Construction Management are due for accreditation in 2013 and preparations for this are underway.

2012 was marked by a renewed focus on improving retention in the School’s undergraduate programs, and in particular the Industrial Design, and Design and Technology degrees. Early indications are that this has been achieved, with pass rates in some key units increasing by up to 23%.

The School enters 2013 with new systems, structures and people in place to enhance learning and teaching, and in particular to increase the flexibility of delivery of units, and to introduce external peer-review of course quality. We expect these initiatives will help to maintain UWS’s growing status as a preferred destination for SCEM education.

REVIEW OF ACTIVITIES

Engagement

In 2012, SCEM continued its proactive engagement activities with the GWS community. SCEM promotes Science, Computing, Engineering and Mathematics through the broad spectrum of programs offered to the public by the UWS Observatory, including family astronomy nights, education programs for primary and secondary schools, HSC astronomy programs and special events. SCEM, in collaboration with the Office of Marketing and Communication and the Schools Engagement Unit, supported UWS Observatory in hosting the 'Once-in-a-lifetime – Transit of Venus' event in June with over 850 people attending.

SCEM continued its strong presence at CeBIT – the flagship event for the ICT industry held in May, at the Science and Engineering Challenge held in June for increasing high school students' interests in this area, and at Widevision held in November for presenting our industrial design students' final-year projects to the design community. The School takes a leading role in the UWS Solar Car Project, which includes Strathfield South High School as one of the partners. The project team has made significant progress in 2012.

In 2012, the School increased its international enrolments to 377. China and India were the major sources of the School's international students, with the Middle East appearing as an emerging market. Leading courses attracting international students were Bachelor of Engineering and Bachelor of Information and Communication Technology. The School has worked with UWS International Office to establish an articulation agreement in the area of engineering with Technical and Vocational Training Corporation in Saudi Arabia. The agreement is currently being finalised.

In 2012, SCEM continued the expansion of its international research collaborations on topics with high potential impact on the well-being of the Planet. The Social Life Network project, with participants from Australia, Italy, Sri Lanka and the USA, received its first funding of approximately A\$100,000 for four years from Sri Lanka National Science Foundation. The project is expected to optimise the food supply logistics from various producers. The funding provided is focused on supporting the development in the next two years of a system which is running and tested with several hundred farmers in Sri Lanka.

Research

UWS's research strategy foresees the Schools performing at or above world standard research in their areas of core teaching competence.

2012 saw the establishment of the Research Centre in Mathematics (CRM) to conduct research in two broad themes – 'Algebra and Applications' and 'Analytical and Statistical Methods in Control Theory and Biological Systems'. The establishment of the Centre is the next step in the long term strategy for the development of mathematics and statistics research concentration at UWS that began with the group Theoretical Investigations in Mathematics and Statistics (TIMS) in 2008.

SCEM hosts two University Research Groups – 'Solar Energy Technology' (SET) and 'Artificial Intelligence' (AI). In 2012, SET expanded, securing two recent research fellows for 2013-2015 supported by the Australian Solar Institute. The AI group continued its strong research performance. SCEM continued the development of its other strategic areas of strength, including the Geotechnical, Water and Environment Engineering Lab, the e-Health and Tele-health THRIL Lab and the Information Systems (AeIMS) Lab.

SCEM plays a pivotal role in the implementation of UWS's vision about interdisciplinary skills, being engaged with all UWS Institutes. In the MARCS Institute the School leads the Human-Machine Interaction program. Together with the School of Humanities and Communication Arts, SCEM has started in 2012 the establishment of the UWS Digital Humanities research program.

SCHOOL OF EDUCATION

The School of Education comprises mainly postgraduate courses offered primarily on Bankstown and Penrith campuses. Our two research centres, the Centre for Educational Research and the Centre for Positive Psychology and Education, comprise world class researchers. The School was externally reviewed in 2012 as part of the UWS program of cyclical reviews. This was a very positive and instructive experience, with positive informal feedback. We are currently awaiting receipt of the formal written report.

Learning and Teaching

The School's taught load in 2012 was 2,703 EFTSL, up from 2,663 EFTSL in 2011. Of those in our course load, 91% were postgraduate students, reflecting the graduate entry model in Education. The School's combined postgraduate and undergraduate retention in 2011 was 82.1%, compared to the UWS average of 81.2%. This school retention result is up from 81.5% for the previous year.

Student satisfaction, as measured on the various available instruments, remains very strong. In 2012, the School achieved the highest result in UWS for 'overall satisfaction' with our programs, with a mean result of 4.16 out of 5 as measured on the Student Feedback on Units (SFU) questionnaire. The School also achieved means of above or equal to 4.0 on 11 of the 13 items on the SFU – the most the School of Education has ever achieved.

For the first time in 2012, the new MyUniversity website, established by the Federal government, enabled cross-institutional comparisons from the national Course Experience Questionnaire (CEQ), which is administered annually to graduates from all universities. In postgraduate teacher education, which is provided by 34 universities nationally, the UWS School of Education's Primary and Secondary programs ranked first in the country on the CEQ's Good Teaching scale, and fourth on the Student Satisfaction scale. The School's Early Childhood programs also ranked highly out of 22 national providers.

The School has implemented a student support team strategy focused on two key support roles – that of the First Year Advisor (an academic) and the Student Support Officer (a professional staff member). These roles, working in collaboration with other UWS academics and staff, have improved on systems that identify, support, track and report on students at risk of dropping out or failing.

A second area of student support is the School's academic literacy and cultural support team, which is key to improving student literacy support.

The School has a strong tradition of gaining competitive external awards recognising outstanding teaching. In 2012, this tradition continued, with staff gaining two national (OLT) Citations and winning the 2012 Vice-Chancellor's Excellence Award for Teaching.

Engagement

The School is well known for its engaged work in teaching and research and mirrors both the vision and mission of UWS to engage with and serve the communities of GWS. In the 2011/12 period, 2,797 community-based service learning student placements for academic credit have been organised as part of our initial teacher education and Education Studies Major programs. Additionally, our coursework and research Masters and doctoral programs are characterised by an applied focus through their assessment tasks and research contexts, with much of our research addressing significant educational issues that confront the region. Often, these projects are conducted in partnership with significant regional stakeholders. Examples include:

- *Equity Buddies* is a for-credit cross-level student mentoring unit developed with support from a national Office of Learning and Teaching grant. In this program, UWS students are trained as mentors to mentor other, less experienced UWS students who are often refugee, low SES or ESL students.
- *Classrooms without Borders* is a mandatory for-credit unit for those in the Master of Teaching (Primary).
- *Professional Experience III* in the Master of Teaching (Secondary) gives students the opportunity to participate in a range of community programs, both locally and in remote locations. Some of the experiences offered to students include Indigenous Mentoring (after-school study skills and literacy), collaborating with the charity One Laptop Per Child (in the Northern Territory), and working with the *Australian Literacy Foundation* in Tennant Creek.

Successful engaged research programs the School has conducted in 2012 include the *Fair Go Program* (in Greater Western Sydney), *Futuro Infantil Hoy* (an early childhood intervention program in several regions of Chile), and the *ROSETE* program, involving research students from China who research their own teaching of Mandarin as volunteers in Australian schools.

REVIEW OF ACTIVITIES

Research

During 2011/12, the School of Education underwent a large recruitment exercise with an emphasis on employing strong researchers at all levels. This recruitment also brought a number of new Professors into the School. As part of the University re-structure, the *Centre for Positive Psychology and Education (CPPE)* also came into the School under the Directorship of Professor Craven. CPPE has expanded with additional high profile professorial staff with strong international reputations in educational psychology. For CPPE, the programs of research are, Positive Lifelong Education, Positive SELF and Well-Being, Positive Psychology in Health and Medical Education; Positive Indigenous Studies, Positive Substantive-Methodological Synergy, and Positive Psychology and Maladaptive Behaviour.

In addition, a new unified Centre for Educational Research (CER) with a focus on educational research for sustainable futures has been formed under the Directorship of Professor Margaret Somerville. CER embraces three intertwined thematic programs of research operating within a single coherent identity – Globalisation and Educational Practice, Sustainability Education, and Equity in Educational Outcomes, incorporating areas of expertise of both continuing and new members. The thematic programs continue to reflect key educational issues of importance to Greater Western Sydney with members of CER researching across the thematic programs.

While there is still work to do, the 2012 ERA assessment provided a positive result for Education, with the FOR code of Education being raised to an assessment of 3 (at world standard), up from its previous rating of 2 in the 2010 assessment.

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

The School of Humanities and Communication Arts is one of the largest and most diverse schools in UWS with five Bachelor of Arts degrees, Bachelor of Communication, Bachelor of Design and Bachelor of Music degrees, several double degrees and coursework Masters degrees in communication, creative music therapy, interpreting and translating, TESOL, and writing. It is located on three UWS campuses – Bankstown, Parramatta, and Penrith.

The School hosts the Writing and Society Research Centre, the Digital Humanities Research Group, the Justice Research Group, and the Democracy and Human Rights, History, and Philosophy@UWS RIF initiatives.

In 2012, the School experienced a decline in enrolment and retention. In response, the School externally reviewed and revised both the Bachelor of Arts and Bachelor of Communication programs. These changes were approved in 2012 for introduction in 2013 and include revised core studies for both programs. In 2012, the School developed a blended learning strategy to be implemented over three years to improve flexibility for students and raise student satisfaction with assessment practices.

Learning and Teaching

The School has a strong reputation for its innovation and scholarship in learning and teaching.

The highlight in 2012 was the award of Prime Minister's University Teacher of the Year to Professor James Arvanitakis for his work with first year students. Four staff received OLT Citations for Outstanding Contributions to Student Learning – The Chinese team (Dr Ruying Qi, Dr Xiaoying Qi, Dr Guo Wu), and Dr Gwyneth Howell for her blended learning approach to teaching crisis communications. Dr Howell and Ms Nicole Bridges also received a UWS Citation for learning and teaching for their engagement with TVS while Mr Iqbal Barkat was Highly Commended in the University Engagement category of the 2012 Vice-Chancellor's Excellence Awards. Staff and students from the Bachelor of Design Program received eight awards at the Australian Graphic Design Association Awards.

Other awards and prizes included:

- Dr Chris Andrews: winner of the Anthony Hecht Poetry Prize 2011.
- Associate Professor Brett Bowden was awarded the seventh Norbert Elias Prize, for the 'best book in sociology or a closely cognate field by a first time author published in the years 2009–10' for his book *The Empire of Civilization: The Evolution of an Imperial Idea* (Chicago: University of Chicago Press, 2009).
- Wendy Chandler: Animated film 'Heirlooms' won the 'Silver Conch' for the 2nd Best Animation at the Mumbai International Film Festival, India.
- Dr Clare Maclean won the Australian Art Music Vocal work of the year award in April for her choral Mass.
- Dr Meredith Rossner won the ANZSOC (Australian and New Zealand Society of Criminology) New Scholar Prize 2012 for her article 'Emotions and Interaction Ritual: a micro analysis of restorative justice', published in the *British Journal of Criminology* Vo. 51 pp. 95-119. The prize is awarded each year for the best publication in criminology or related area.

Engagement

Philosophy Research Initiative

The School's Philosophy Research Initiative commenced in 2012. In 2012, Diego Bubbio commenced his Future Fellowship and the first 'Thinking Out Loud' lectures were delivered by Professor Stathis Gourgouris at the State Library of NSW. A book compiling these lectures will be published in 2013. In conjunction with Writing and Society, the group is working towards a formal collaboration with the Institute of Comparative Literature and Society at Columbia University. Staff within the group had an excellent publication record in 2012, including seven books.

Writing and Society Research Centre

In addition to the Centre achieving a large ARC grant to explore Indigenous storytelling, the Centre hosted the highly successful Australia-India Literary Forum in September.

Justice Research Group (JRG)

JRG hosted the Remote Technology in Courts Seminar in collaboration with the French Judicial Institute International Symposium.

Research

The School performed well again in 2012 with respect to research grants, which included:

- Dr Bruce Crossman's music-theatre work *Gentleness-Suddenness* received an Australia Council for the Arts Presentation and Promotion Grant for performance at the Campbelltown Arts Centre, in June 2012, with leading Australian performers Lotte Latukefu (mezzo-soprano), James Cuddeford (violin), Claire Edwardes (percussion) and Bernadette Harvey (piano), as well as with colleagues filmmaker Iqbal Barkat (UWS) and sound engineer Ian Stevenson (UWS).
- National OLT funded-project: Dr Bronwyn Cole and Professor Lynette Sheridan-Burns: Renewing first year curricula for social sciences and humanities in the context of discipline threshold standards (Lead institution: Australian Catholic University). Total amount of grant: \$209,000.
- Dr Robert Mailhammer, *The Indigenous grammar of Aboriginal English: implications for contact linguistics* (ARC Discovery \$280,000).
- Professor Ned Rossiter (with Professor Brett Nielsen, et al.), *Logistics as global governance: labour, software and infrastructure along the new Silk Road* (ARC Discovery \$390,000).
- Associate Professor Jerry Watkins and colleagues from ANU received ARC Discovery funding for their project 'Mobile Indonesians' (2013–16).
- Alexis Wright, Writing and Society Distinguished Research Fellow, *Australian Indigenous storytelling: a critical study of the way Aboriginal stories are being told in Australia today* (ARC Indigenous Discovery grant).

REVIEW OF ACTIVITIES

SCHOOL OF LAW

This is the first full year of the School of Law being a stand-alone school, rather than part of the previous College of Business. The transition of functions and reporting lines, with a new management team within Law, has been very smooth. There continues to be a strong demand for the law degree (LLB) and the many variations of combined degrees, such as Business, Arts, Social Science and Science.

The major event for the School of Law in 2012 was the School Quality Review, which involved a Self-Assessment Report followed by a visit by a distinguished Panel, chaired by Emeritus Professor Philip Clarke. The Panel noted 14 commendations and seven affirmations, with a list of 22 recommendations to be considered by the Law School and the University. This Panel Report will provide great direction and help in developing the School's strategic plans around learning and teaching, engagement and research for 2013 and beyond.

Learning and Teaching

Within Learning and Teaching, Dr Sue Armstrong took over the chairing of the School committee in July, on the retirement of Associate Professor Mac Collings after 37 years. There have been a number of curriculum development changes across the interdisciplinary law units (law taught to business students) and within the LLB.

Dr Sue Armstrong was awarded the Lexis-Nexis Australasian Law Teachers association Teaching Award for Teaching of Law for 2012. The award was presented to Dr Armstrong by the Hon Justice Bell of the High Court of Australia in July 2012.

Both Dr Elfriede Sangkuhl and Dr Lucy Robinson received highly commended recognition for the 2012 Vice-Chancellor's Excellence Awards in Teaching at UWS. The First Year Law Initiative Team, made up of Simon Kozlina, Jane Lindsay, Michelle Sanson and Sue Armstrong, received highly commended team teaching recognition in the Awards.

A feature event is the First Year High Achievers function, when approximately 60 of Law's top first year students are able to meet academics, alumni and our top mooters, plus the officers of the Law Students Association.

Engagement

The area of engagement continues to develop the reputation of the Law School. The work of the Parramatta Community Justice Clinic (PCJC) is acknowledged as a leader in its field, with other universities (Newcastle and Canberra) visiting to model their own clinics. The PCJC is based in the Local Court at Parramatta and is a partnership with the Macquarie Legal Centre (a community law centre of over 30 years standing). This clinic provides UWS law students with real world experience to deal with legal matters that impact parties who would not normally be able to afford legal help.

PCJC was part of the Law Week Expo in Parramatta Mall and has run special clinics on immigration and refugee law. A large range of matters are covered by the MLC solicitor and the student volunteers. The PCJC also featured as a case study for the whole of UWS Engagement Review that was conducted in 2012.

A number of High School speeches and on campus events have been held during 2012 to promote why law is an important part of society. There were two major Law Public Lectures featuring the former High Court justice, the Hon Michael Kirby AC (September) and human rights lawyer, Julian Burnside AO (October).

A new innovation with engagement in 2012 was the sponsorship to the NSW Premier's Debating Challenge for Year 11 students.

The passing of a long term colleague, Associate Professor Robert Hayes resulted in the establishment of the Robert Hayes Memorial Scholarship fund. With the help of the Development Office, Robert's widow, Elayne Hayes, organised a fundraiser event in the City in November and a separate ceremony dedicating a tree at the Campbelltown campus occurred.

Research

Research continued to be a major priority for the School. In the Excellence in Research in Australia (ERA) quality assessment the discipline of Law moved from its 2010 ranking of Level 2, to the 2012 ranking of Level 3 'world class'. A number of major publications occurred in top quality journals and books. A major book on Transnational Governance was published by Ashgate and each chapter was written by a UWS law academic.

To help students and staff with legal referencing, UWS School of Law developed the first 'app' to help directly with the specialist legal referencing system, known as the Australian Guide to Legal Citation. This was provided for free to all UWS students in August and then made available nationally to all law students in September and has been very popular as a tool to help students and academics with correct referencing.

SCHOOL OF MEDICINE

With the graduation of its initial cohort of students in December 2011, the School in 2012 has been focused on a period of consolidation.

In 2012, UWS was asked to provide a comprehensive report to the Australian Medical Council (the body responsible for medical school accreditation) on its medical program and the progress of the School of Medicine. This report detailed the School's curriculum, student selection and support, assessment, clinical training and research context. Following review of the submitted report, the School received the welcome news that the decision had been taken to extend the accreditation of the UWS program until the end of 2017. Initial achievements of the School in relation to Indigenous Health curriculum were specifically noted.

Learning and Teaching

The first group of students embarked on their internships in 2012, and the School commenced on a series of reviews, which drew on the experiences of academic staff and students. This included specific focus on the integration of pharmacology across all years of the course and providing further opportunities for students to undertake independent study in anatomy.

Future curriculum review will focus on the later years of the program, and with the support of a UWS Learning and Teaching Grant, there will also be a comprehensive review of the assessment activities and attributions across the entire five years of the program.

There are strong online learning components woven throughout the MBBS program, including the Scientific Streams which students undertake in Years 3, 4 and 5 in conjunction with clinical and community attachments. Students also utilise a range of biomedical online training tools in Years 1 and 2 of the program, and in 2012 the School has been part of a University trial of Pebble+, an online system developed by educators to encourage students to collaborate, share knowledge and engage in reflective practice. The use of Pebble+ was integrated into the Personal and Professional Development curriculum.

Engagement

The School of Medicine draws on the commitment of UWS to embed partnerships with the communities of Greater Western Sydney and beyond. As part of our Rural Clinical School program, we have now established a Community Advisory Committee in Bathurst to engage more formally across Central Western NSW and we are members of a similar group in Lismore as part of the North Coast Medical Education Collaboration.

Within the Bachelor of Medicine, Bachelor of Surgery program at UWS, hospital, general practice and community placements provide students with a strong understanding of the context of medical practice. In 2012, the staff who manage the Community Schools program within our Paediatrics Unit were highly commended at the UWS awards for this component in the engagement category. Medical students spend two weeks attached to a school for children with special needs to develop an understanding of the experience of child development, and the experience of disability from a wider family perspective. We were pleased to have a number of our partner schools also recognised at these awards.

Our teaching based partnerships with community organisations in our Year 3 Medicine-in-Context attachment and Year 5 Indigenous Health attachment are deepening over time, and we are now beginning to explore the development of collaborative research opportunities with these partners.

The Global Health and Community Arm of the UWS Medical (Students) Society was awarded the 2012 Building Inclusive Communities Award (Youth Division) recognising their community initiatives in the Macarthur region, Greater Western Sydney, and as far abroad as Nigeria. The Global Health group undertakes a range of activities including mentoring students from Robert Townsend High School at Raby and collaborating with the Birthing Kit Foundation of Australia.

REVIEW OF ACTIVITIES

Research

The School of Medicine continues to develop the depth and breadth of its research activities.

In 2012, the University formally established the Centre for Health Research which brings together researchers previously within the Population Health Unit of the School of Medicine and a team of health researchers from the School of Social Sciences and Psychology. The Centre has unique expertise in using large linked health datasets and innovative statistical techniques and in mixed methods research. Researchers within the Centre are currently working on grants funded by the National Health and Medical Research Council (NHMRC), the Australian Research Council, the Australian Primary Health Care Research Institute, the CSIRO Flagship Collaboration on Urbanism, Climate Adaptation and Health, and the Prostate Cancer Foundation of Australia.

The School continued to register success with a major NHMRC project, led by the Peter Brennan, Chair of General Practice, and Professor Jenny Reath, being awarded \$1.6m to undertake a randomised controlled trial of antimicrobial treatment versus watchful waiting for acute otitis media without perforation in low risk Aboriginal children.

The School values the generosity of a number of organisations that provided direct support for research activities during 2012. Bellberry Limited, is a national, private, not for profit organisation that provides streamlined scientific and ethical review of human research projects across Australia. Their generous donation of \$300,000 funded three high calibre projects within the School: Mechanisms of Calcium Dependent Membrane Functions (Prof Jens Coorssen), Pleasure and Pain: Defining the Origin and Contextual Boundaries (Dr David Mahns), and Cardiovascular Outcomes from Preeclampsia (Dr Charlene Thornton). The Molecular Medicine Research Group also received a donation from the Rotary Club of Narrellan to undertake basic sciences research relating to Multiple Sclerosis.

The University of Western Sydney is also a core member of the Ingham Institute for Applied Medical Research with the South Western Sydney Local Health District and the University of New South Wales. This exciting new facility was officially opened by the Prime Minister, the Hon Julia Gillard MP in October 2012 and houses a number of School of Medicine research groups including the growing cancer research team that includes researchers and clinicians from Medical Oncology, Pathology and Surgery.

SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery (SoNM) has had a busy, challenging and rewarding year. The School has welcomed new staff and we expect that the wealth of experience they bring with them will help to develop, shape and grow the School in line with our mission to be a national and international leader in nursing and midwifery education and research through the delivery of high quality education, engaged learning, industry partnerships, research excellence and professional leadership that embraces diversity and celebrates the individual.

Learning and Teaching

During the past 18 months, the SoNM has engaged in a comprehensive review and renewal of the undergraduate BN nursing courses. Primary Health Care and the development of competence for professional practice were adopted as the philosophical underpinnings. The final curricula documents were developed using the education frameworks of Constructive Alignment and Transformative Learning Theory so that clear and transparent links existed between learning activities, assessment tasks and the achievement of course learning outcomes, graduate attributes and professional competencies. The course received a five year accreditation.

A new Course, the Bachelor of Midwifery, was approved by the Australian Nursing and Midwifery Council to commence in 2013.

A variety of blended learning strategies will be introduced in 2013 to complement the underpinning philosophies and pedagogy in the new BN & BM curricula. There is a focus on enhancing students' engagement with learning and teaching materials to support active learning and prepare students with the necessary attributes and skills for professional practice.

There has been increased student engagement with the Professional Communication and Literacy (PCAL) staff with 2,500 students participating in group sessions and individual consultations. The Peer Assisted Study Sessions (PASS) program is also continuing to support students. Interventions to increase student ability to communicate verbally and in written forms in clinical settings continued to be central to student retention and progression strategies.

Professional development for SoNM staff has included workshops undertaken with staff from the Teaching Development Unit along with the Library and Student Development Unit.

The Professional Communication and Literacy team was honoured as the winner of the 2013 Vice-Chancellor's Excellence Award – Team award.

Dr Amanda Johnson IRONE Project Leader was awarded the Vice-Chancellor's Excellence Award in Leadership. The Citation: *For leadership in the development and implementation of inherent requirements to facilitate the access, participation and support of undergraduate nursing students with a disability.*

Engagement

The SoNM and Huazhong University of science and Technology (HUST), China, have established a successful student and academic exchange program. The agreement provides for groups of UWS Bachelor of Nursing students to undertake two week placements in the hospitals attached to the University and for HUST students and academics to come to the UWS.

Seventeen undergraduate nursing students participated in a Field Study to Malaysia in January 2012. The purpose of the study was to compare and contrast the health care delivery of Malaysia with the health care delivery in Australia. This experience gave UWS students the opportunity to observe clinical health care delivery and to compare their own nursing educational experience with the local student nurses in both the rural and urban health care service settings.

The Hong Kong Baptist University offers the Master of Nursing (Clinical Leadership) (MNCL) and the Master of Primary Health Care (MPHC) which are highly valued by the health industry in Hong Kong. These off-shore courses serve an identified need for nurses and other health professionals in senior positions to further develop their leadership and mentorship capacity, and to strengthen research and excellence in clinical practice. Enrolments to both these postgraduate courses remained steady in 2012, with 108 students admitted into the MNCL and 34 into the MPHC.

The School participates in two programs for Indigenous school children. The 'Heartbeat' program is aimed at primary school students (Years 3 and 4) with a focus on health, nursing and medicine. The Indigenous School Student Mentoring Program 'ISSMP' is a workshop for high school students in Years 10 to 12.

Research

Thirty seven Higher Degree Research Students presented their research at the SoNM Research Futures Forum. Connie May and Melanie Jackson were awarded with outstanding presentations.

The Family and Community Health Research Group (FaCH) uses a 'capacity building framework' to inform its research strategy. The purpose of the research is to strengthen the ability of health services and health professionals as well as build the capability of individuals, families and communities to enable the promotion and maintenance of their health.

Researchers from UWS's Centre for Applied Nursing Research (CANR) were awarded a National Health & Medical Research Council grant of \$443,510. Professor Maree Johnson and Dr Ajesh George will investigate to test the effectiveness of a unique midwifery initiated oral health dental service (MIOH-DS) on improving the oral health of pregnant women in South Western Sydney. This new service, the first of its kind in Australia, has been developed by CANR in collaboration with the South Western Sydney Local Health District Antenatal and Oral Health services, Sydney Dental Hospital, University of Western Sydney and University of Sydney. The NSW Ministry of Health has adopted the program to improve oral health care during pregnancy by engaging midwives, and VIC Health has implemented the oral health education program in midwifery units.

Other significant achievements at CANR over the last 12 months include the publication of a research methods textbook that was shortlisted in the 2012 Australian Educational Publishing Awards, and being named as a finalist in two categories of the NSW Health Award (*Collaborating Working as a Team and the Director General's Innovation Award*) and winner of the SWSLHD Quality Award.

CANR's role as a leader in changing nursing and midwifery practice has been recognised by its contributions to the Agency of Clinical Innovation for nutritional support and the Clinical Excellence Commission (CEC) falls prevention strategy.

The Clinical Nursing Research Unit (CNRU) located at Nepean Hospital, which is part of the Nepean Blue Mountains Local Health District, continues to work collaboratively with UWS. The CNRU was involved in developing a project on Clinical Pathways of Nurse Clinicians, funded by the 2012 Nurse Strategy Reserve Initiative Fund.

REVIEW OF ACTIVITIES

SCHOOL OF SCIENCE AND HEALTH

The School of Science and Health is one of the largest Schools at UWS and is responsible for teaching a broad range of contemporary courses in the areas of Science, Medical Science, Natural Science and Health Science, accompanied by significant research conducted across this range of disciplines.

Being the product of a merger of the former School of Biomedical and Health Sciences and the School of Natural Science, the early part of 2012 saw the establishment of new structures to support the School's academic and professional activities, gaining a fuller understanding of its new capabilities and capacities, and setting a new strategic direction centred around three objectives:

- creating a superior and engaged learning experience
- developing focused, relevant and world-class engaged research
- building organisational and financial strength.

The School experienced strong student growth in 2012 increasing some 5% on 2011 enrolments, and has similar growth aspirations and plans for future years. The continued roll-out of some health science programs (e.g. Physiotherapy and Podiatric medicine) and the introduction of our revised suite of science programs (Bachelor of Science, Bachelor of Medical Science, and Bachelor of Natural Science) placed the School in a strong position.

Learning and Teaching

The new School of Science and Health provided great opportunities to explore synergies and develop new teaching teams and approaches across the broad disciplines in the school.

The suite of clinical Health Science programs had their first intake in 2010 and these student cohorts will complete their courses in 2013. Courses include Physiotherapy, Occupational Therapy, Podiatric Medicine, and Traditional Chinese Medicine, with each exploring new methods of learning and teaching based on evidence-based practice, integrating research into teaching, clinical learning, the provision of capstone experiences and the increased use of blended learning approaches.

A strong sense of inter-professional education was further developed through the suite of core units covering a range of areas, including Indigenous and other cultural approaches

and understandings of health. Inter-professional learning in the clinical health sciences was further enhanced through the Health Workforce Australia funded Increased Clinical Training Capacity project that saw students across a range of health and medical disciplines working together in an IT-enhanced clinical training environment. This is being supplemented through further development of simulated learning tools through a joint project (with several NSW Universities) funded by Health Workforce Australia's Simulated Learning Environments scheme.

Other highlights included the establishment of further links with community sport organisations that run coaching accreditation courses for students in our Personal Development, Health and Physical Education program. These included coaching placements with Netball NSW (the biggest participatory sport for women in Australia) and Football United (an organisation that aims to build capacity of refugees upon arrival in Australia through soccer).

This year saw the introduction of the newly revised suite of Science programs developed through the extensive process of reviewing and re-conceptualising science education at UWS – Bachelor of Science, Bachelor of Medical Science, and Bachelor of Natural Science. This re-conceptualisation has considered closer integration of the laboratory experiences and other learning experiences for science students across a large range of disciplines, and has involved extensive collaboration between technical and academic staff across the three science campuses.

Use of the miHub facility continues to grow. This facility houses the tools needed for developing electronic teaching and flexible learning activities. The recent appointment of a Blended Learning Advisor to work with School staff dovetails well with the goals of miHub. As the University moves towards a greater use of blended and flexible learning, these resources will become pivotal in developing the School's knowledge base.

Engagement

The School of Science and Health has led a wide range of community engagement activities across a broad domain of areas. A particular highlight is the work carried out by our Men's Health Information and Resource Centre who undertake a range of community-embedded service delivery and research, most notably their work with the Men's Shed at Mt Druitt and their ongoing work with Indigenous communities. This Centre was recognised in 2012 through the Vice-Chancellor's Excellence Award for University Engagement.

Other community engagement activities of importance to the school over 2012 included the UWS Youth Science Forum, the UniSchools Steer Challenge, the School's Harvest event, and various activities that bring primary and secondary school students onto our campuses to experience a taste of science and health. We also continue to engage with a wide range of industry partners in research across our broad disciplines

Research

The School of Science and Health made a significant contribution to the excellent performance of the University in the second evaluation of Excellence in Research for Australia (ERA). The School's Centre for Complementary Medicine Research was rated as well above world standard, the only such rating in this field of research in Australia. School of Science and Health researchers also contributed to the ratings of well above world standard for the area of Plant Physiology, a range of fields of research rated as above world standard (Macromolecular and Materials Chemistry, Soil Sciences, and Ecology), and several disciplines rated at world standard (Analytical Chemistry, Physical Chemistry, Biochemistry and Cell Biology, Microbiology, Materials Engineering, Clinical Sciences, and Human Movement and Sports Science).

The school saw many successes in the awarding of significant external competitive research grants during 2012. These included grants awarded from the Australian Research Council, the National Health and Medical Research Council, the Australian Centre for International Agricultural Research, the Rural Industries Research and Development Corporation, the Department of Industry, Innovation, Science, Research and Tertiary Education, the NSW Department of Primary Industries, the Illawarra Retirement Trust, CSIRO, NSW Department of Education and Communities, and a range of private and other industry organisations.

Our Centre for Complementary Medicine Research had a very successful year, not only through their top Australian result in the Excellence in Research Australia assessment, but also through the development of a number of strong research partnerships across Australia and internationally, especially in China.

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

The School of Social Sciences and Psychology commenced in 2012, after a merger of the Schools of Social Sciences and of Psychology, and three research clusters (Urban Research Centre, Religion and Society Research Centre, and Diversity, Ethics and Education Research group).

Throughout 2012, the School of Social Sciences and Psychology has offered undergraduate and postgraduate programs and research programs that combine advanced academic knowledge with real life training to suit a range of career needs and interests in the following disciplines: Geography and Urban Studies, Sociology and Criminology, Peace and Development Studies, Community Welfare and Social Work, Heritage and Tourism Studies, Therapy Studies; and Psychology.

The combined School has maintained an active research culture which encompasses a range of theoretical and epistemological approaches, and a strong program of postgraduate training reflecting the diverse and multidisciplinary interests of staff and students.

Learning and Teaching

The School received resoundingly positive student feedback through the University's Student Feedback on Unit (SFU) process for the Autumn 2012 semester, maintaining its position as UWS's second best School in the SFU evaluations.

Professor Kate Stevens won the 2012 Vice-Chancellor's Excellence Award for Excellence in Postgraduate Research, Training and Supervision, which recognised her outstanding contribution to the supervision, development and leadership of Higher Degree Research students.

In 2012, the School of Social Sciences and Psychology established an Academic Innovation Unit (AIU) in order to focus on blended and online learning and the promotion of learning and teaching innovation. The AIU has, and will, continue to focus on creating interactive E-lectures, E-content with local content, online tutorials and online assessment methods. In doing so, the School aims to ensure its teaching and learning is contemporary, competitive and sustainable into the future.

Concept proposals were approved for the introduction of the following courses in 2014: Bachelor of Criminology, Bachelor of Criminal and Community Justice and Master of Planning. The introduction of new undergraduate and graduate programs will strengthen and expand the School's position as a sustainable provider of diverse specialisations and ensure the

REVIEW OF ACTIVITIES

School continues to provide students with the opportunity to engage in real world problems drawing on social scientific and psychological scholarship.

Attention also focused on ways of restructuring a number of programs to help ensure their continued viability in an environment of static or reduced EFTSL load, notably the Bachelor of Social Sciences, Bachelor of Tourism Management, Bachelor of Psychology and Postgraduate Diploma of Psychology degrees.

The School has focused on creating a first year student experience that optimises retention and success. This has been achieved through the provision of an informative vUWS hub site, the continued use of Student Liaison Officers as user-friendly first access points for students, and the continuation of our academic First Year Convenor position and Disability Coordinator to plan and manage student progression, as well as supporting students at risk. Strategies also include informative and welcoming orientations, integrated academic literacy support in partnership with the Student Learning Unit, Library and Teaching Development Unit and the Peer Assisted Study Sessions (PASS) program.

A retention project, which predominantly focused on first-year students (making up 41% of all School undergraduates) was undertaken and recommended a holistic, multi-faceted approach to student retention. Identified 'at risk' students (those who failed or absent failed one or more units) were targeted in the 2012 Autumn semester with a number of retention strategies, including informal meetings, plagiarism workshops, the monitoring of vUWS engagement, academic skills workshops, in-depth focus groups and student surveys. Overall in the Spring session, during which the student retention project was active, students who failed just one unit decreased by 14.4% and students who failed multiple units decreased by 6.7%.

Engagement

In 2012, the School re-energised its External Advisory Committees, ran regular research seminars and colloquiums and further strengthened the School's active relationship with Lifeline and the consolidation of this partnership with the relocation of the UWS Psychology Clinic to Lifeline Macarthur at Smeaton Grange.

UWS has an increasing number of Pasifika students, and the School of Social Sciences and Psychology has had a prominent role in retention and in widening participation schemes for Pasifika students and their families.

Doctors Poll Theerapappisit and Zufan Tadjoeeddin won the only awarded 2012 *Short Term Mobility Program* (STMP) grant, which will allow the School's third year students to travel to Southeast Asia to experience development issues first hand.

As part of UWS's Eminent Visitor Research Scheme, Professor George Galster, Hilberry Professor of Urban Affairs from Wayne State University, USA, began his residency with SSAP in August 2012. Professor Galster is an internationally renowned researcher and commentator on urban issues, in particular the connections between poverty and place. He is recognised as one of the top five housing economists in North America. Members of the Geography and Urban Studies group in the School have built a strong relationship with Professor Galster in recent years.

Research

In 2012, the School attracted and has successfully recruited several world renowned researchers who have, and will, continue to contribute to the research success of the School. Prominent appointments made not only increase the research esteem of the School, but have also helped to attract talented students as the School's research-active staff continue to be thoroughly involved in teaching delivery and postgraduate supervision. The School has also invested in state-of-the-art facilities for Honours and PhD students and has fostered the progression of high achieving students from undergraduate level through to Honours and then onto Higher Degree Research programs.

For the Excellence in Research Australia (ERA) quality benchmarking exercise, the School of Social Sciences and Psychology was tallied as having 91 eligible researchers who produced 932 weighted publications over the 2008-2010 triennium. That was a 40% increase in weighted publications from the previous ERA round, and there was a similar proportional increase in total research income.

In the 2012, UWS ERA rankings for *Studies in Human Society (FOR 16)*, *1608 Sociology*, *2204 Religion and Religious Traditions and 1605 Policy and Administration* moved from 2 (below world standard) to 3 (at world standard), a significant improvement in these areas to which members of this school have made a major contribution.

1604 Human Geography, *1205 Urban and Regional Planning and 1699 Other studies in Human Society* each retained their ranking of 3 (at world standard).

The School of Social Sciences and Psychology was successful in winning numerous prestigious and competitive grants throughout 2012. The latest ARC Discovery Project (ARCDP) round saw ten of the School's staff as part of successful applications. Seven of UWS's 18 successful grants included SSAP researchers. There were five ARCDP wins from Psychology at UWS, illustrating the strong research strengths within that discipline.

UWSCOLLEGE

UWSCollege Pty Limited is a not for profit company, wholly owned by the University of Western Sydney. The strategic purpose of the College is to provide quality academic pathways to the University of Western Sydney, complemented by various English language and other professional and community programs for Australian and international students and clients. Created in 2006, the College has its antecedents in English Language and Foundation Studies programs offered by various University Schools and entities since the 1980s.

During 2012, UWSCollege commenced detailed planning for its multi-campus model to be implemented from 2014. Other significant achievements included:

- development and implementation of a sophisticated eLearning strategy consistent with UWS priorities
- Reintroduction of Academic Pathways on the Westmead campus due to maximum capacity at the Nirimba home campus
- development of new Associate Degrees in Creative Industries and Engineering
- development of two new diplomas in Arts and Social Science (Policing) for implementation from 2013
- expansion of the HSC Preparation Program with two offerings for students from low SES backgrounds
- enhancement of facilities at Nirimba including a new 'state of the art' laboratory
- foundation development of an electronic timetabling system across all programs
- design and implementation of the UWSCollege Leadership model and program
- production of detailed process and procedure manuals for all areas of the business
- finalisation of the College Business Continuity and Crisis Management Plans supported by a successful simulation exercise
- extension of benchmarking activities to include two new University partners.

LEARNING AND TEACHING

This year, UWS achieved national recognition for the quality of its teaching and support for student learning. For the second consecutive year the University achieved the highest national award for Learning and Teaching when Dr James Arvanitakis from the School of Humanities and Communication Arts won the 2012 Prime Minister's Award for the Australian University Teacher of the Year. James' achievement follows Professor Roy Tasker's 2011 Prime Minister's Award for the Australian University Teacher of the Year.

UWS was in the top tier of institutions to receive five or more National Office for Learning and Teaching Citations for Outstanding Contributions to Student Learning (out of a possible eight). Another notable achievement was UWS's leadership of a national inter-university project on peer review of academic standards in undergraduate coursework across 12 disciplines and in partnership with 12 Australian universities. UWS was also successful in Office for Learning and Teaching (OLT) grants in 2012, with two Innovation and Development Grants and one Seed Project grant awarded to UWS as the lead institution. UWS is the partner institution in a further eight OLT projects.

PRIORITY AREAS – LEARNING AND TEACHING PLAN 2012-2014

University priorities in the area of Learning and Teaching are reflected in the *UWS Learning and Teaching Plan 2012-2014*. The Learning and Teaching Plan was developed to guide institutional and School-level initiatives over the next three years. This Plan represents an ambitious yet essential blueprint for ensuring that UWS continues to demonstrate leadership in the sector in balancing the widening participation mission with a commitment to excellence in students' educational experiences and outcomes. It is supported by significant investment in new staff to work with Schools in support of the curriculum renewal and blended learning targets.

The Learning and Teaching Plan addresses the strategic priority of creating a superior and engaged learning experience, as articulated in the *Making the Difference* strategy. It also addresses the Board of Trustees' priorities which aim to ensure that academic offerings and models of teaching at UWS are attractive and relevant to students and that courses are financially viable and sustainable.

The three key objectives of the Learning and Teaching Plan 2012–2014 are:

- Students – Optimise student access, engagement, retention and success

- Curriculum and Standards – Implement a curriculum characterised by innovation, engagement and excellence
- Quality – Build staff capacity to engage in quality teaching.

During 2012, the three Associate Pro Vice-Chancellors (Education) (APVCE) worked closely with Schools to support learning and teaching enhancement initiatives. As part of their commitment to quality enhancement, each School designed a suite of improvement priorities to address the Learning and Teaching Plan goals within local disciplinary contexts. Further details of these and portfolio level initiatives are provided below.

Students – Optimise student access, engagement, retention and success

Access: Pathways to higher education

In 2012, UWS broadened its Vocational Education and Training (VET) focus to include a more strategic approach in building relationships with local TAFE institutes in Greater Western Sydney, optimising access to higher education. A UWS/ TAFE Partnership Reference Committee has been established to manage a series of projects and collaborations to widen participation of adult learners in the region and to explore more innovative partnerships that provide improved options for both VET and UWS students. Initiatives that have emerged include plans to pilot a dual offer admission system with Western Sydney Institute (WSI) and South Western Sydney Institute (SWSI) of TAFE and in 2013, review credit arrangements and timeframes for more efficient VET pathways. In mid-2012 UWS, WSI and SWSI worked together to develop and distribute a joint pathways guide booklet designed to provide information on specific pathways available for local TAFE students.

Other initiatives in 2012 included:

A two-year Project Officer was recruited under the *Bridges to Higher Education Program* to enhance the participation rates of students from low SES backgrounds in higher education. This role works closely with project teams to maximise engagement of learners from the local TAFE institutes who make the transition to university in response to Government targets on widening participation. A VET VIP day was held for VET students who had applied to UWS for admission in 2012, attracting over 250 students from the disciplines of Nursing, Business and Early Childhood. An online version of the seminar is being developed for 2013 so more VET students are able to access this information and engage with the university prior to commencing their studies. UWS has increased its partnerships with private partners with an additional 13 providers being

assessed for partnership in Business, IT, Communication Media, Tourism, Engineering and Science. In 2012 there have been 194 pathways renewed, updated or established for students to access with most assuring guaranteed admission and credit transfer towards a UWS bachelor's degree.

The First Year Experience

A review of student feedback in the *Commencing Student Survey* identified a number of issues for which improvement actions based on best practice principles have been developed. In addition, a more strategic and coordinated approach to planning for student commencement and transition is to be implemented across the University. Strategies to improve the First Year Experience include the development of a new Student Experience and Engagement Committee (SEEC) focusing on the whole student learning journey with a particular focus on the first year; the identification of First Year Champions in each School and workshops to share good practice; a set of resources to provide key transition messages within identified core unit lectures/tutorials; reviewing possibilities for scheduling of PASS sessions to improve access; reviews of whole-of-course assessment schedules to ensure that assessment timelines and requirements are coordinated across units; and an increased focus on embedding academic skill development in the curriculum within the School context.

Engagement, retention and success: Mathematics and English language support

The University is committed to ensuring that students have access to skill development resources that enable them to succeed in their university studies. Academic literacy and English language support are key to success in all disciplines. Following a review of the UWS English Language Strategy by Emeritus Professor Vi Mclean, several initiatives have been identified for action in 2013. These include coordinating existing web-based resources through an improved single access point for students; distributing Mathematics and English language support resources more effectively across campuses to ensure that students have access to support in a timely way; and assisting Schools and academic staff to implement embedded approaches to the development of academic literacy in designated units within courses.

The Mathematics Education Support Hub (MESH)

The Mathematics Education Support Hub (MESH) was established in March 2011 as a result of 2010 findings of the UWS Senate endorsed Mathematics Expert Advisory group.

MESH activities for 2011 and 2012 have been directly involved in fulfilling the recommendations made by this group.

Interaction with primary and secondary schools

The second *UWS Science and Mathematics Exposed Day* was held on Parramatta campus in August 2012. Approximately 1,000 Years 9 and 10 secondary students attended the event. A primary school version of this highly successful venture was held in December 2012 with more than 900 students from Years 5 and 6 attending.

MESH has been active in the professional development of secondary mathematics and science teachers by partnering with the Department of Education and Communities (DEC) in a project aimed at encouraging more secondary mathematics and science teachers to apply for Head Teacher positions.

Online support programs

Development of the MESH website aimed at providing online support for students is scheduled to go live in February 2013. The site will contain videos of students and staff explaining the importance of mathematics in various UWS courses, in addition to 'just in time' and 'just-for me' resources appropriate for both staff and students.

MESH Initiatives for 2013

The appointment of three additional academic and professional staff to MESH in October/November 2012 will enable significant growth in the number of MESH activities in 2013.

Academic preparation and support programs

In terms of further strengthening of student engagement and retention, the Student Learning Unit (SLU) offers several Academic Preparation programs for commencing students prior to Autumn and Spring semesters.

In 2012, 306 students attended either the two day, part-time, postgraduate or international program. The aim of these programs is to provide information and hands-on activities regarding the expectations for academic literacy and study strategies at UWS. The programs are evaluated annually and consistently indicate that students find the programs useful. An online postgraduate coursework vUWS site has also had positive feedback from students. In 2012 it was used for information and networking through the Discussion Board by 69 students with a total of 114 posts, with many more viewing the site. The *UniStep Academic Literacy* program is designed to help UWS students develop

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academic writing skills for a smooth and successful transition into university. In 2012, a new class was added for returning students who had completed at least one term and saw a need for intensive, focused writing support. The registrations for 2012 were 472 students overall for full-time, part-time, and blended learning programs taught in February and July offered on four campuses: Parramatta, Bankstown, Campbelltown, and Kingswood.

A number of programs were also conducted to provide additional English language development to students. An example of embedded programs is the Nursing TESOL tutor strategy. Whole of University programs include the Skills for Study Library Roving program, a drop-in service where SLU staff are available at all campus libraries for a fixed time, one day per week. PASSWrite is a new initiative that complements the Peer Assisted Study Sessions (PASS) scheme. PASSwrite is a new discipline-based reading and writing enrichment program providing students with more opportunities to develop academic writing skills and receive individual feedback on writing. The PASSwrite initiative is supported by a successful Office for Learning and Teaching Seed grant in 2012.

Student Learning Unit Mathematics programs

During 2012, the Student Learning Unit Mathematics Support Lecturers provided workshops that targeted continuous assessment outcomes for ten subjects the Business, Engineering and Science programs. They also participated in the strategic delivery of nursing numeracy support in three nursing subjects the Bachelor of Nursing program. 1,089 students attended the mathematics and statistics workshops for Business, Engineering and Science course students, and 343 nursing students attended numeracy support workshops.

The Student Learning Unit provides a range of transition programs including the engineering mathematics bridging course, nursing numeracy three day winter workshop and the UniStep statistics course. During 2012, 320 students attended the UniStep transition program and a further 202 students attended the midsession three-day Winter Workshops for first year nursing.

Higher Degree Research (HDR) support

In 2012, the Student Learning Unit offered a suite of online and face to face writing support workshops and modules for higher degree research students. For the Postgraduate Essentials Online program (PGE), more than 300 candidates have been enrolled in 2012. From February to mid-November more than 144 candidates have completed PGE. Their completions enable them to progress with the Confirmation of Candidature.

A range of face to face workshops were offered across the campuses, including a new two-day intensive workshop on research writing for international students, a six week course on writing for publication, and two-week course on writing about data.

Curriculum and Standards – Implement a curriculum characterised by innovation, engagement and excellence

A focus during 2012 has been to ensure that UWS is well placed to address the requirements of the Tertiary Education Quality Standards Agency (TEQSA). The UWS Academic Standards and Assessment Framework underpins the work in this regard. The UWS Framework has been mapped against the TEQSA Threshold Standards and Schools are required to report against this Framework in their Annual Course Reports. All courses have been assessed for compliance with the Australian Qualifications Framework (AQF) and an implementation plan is in place to ensure that all courses are compliant by the end of 2014. A newly formed Assessment Committee, reporting to Senate Education Committee, was introduced during 2012. This Committee plays a key role in monitoring assessment practices and outcomes across Schools, and an important part of its role is to oversee a stocktake of practices in place to monitor and assure teaching and learning standards in each School. This review has commenced and will report in mid 2013.

Inaugural Work Integrated Learning Symposium – 2013

A symposium titled *Using Work Integrated Learning (WIL)* to enhance the UWS student experience and improve Graduate outcomes has been planned by the Office of the Pro Vice-Chancellor (Students) and the Pro Vice-Chancellor (Education) in conjunction with Careers and Cooperative Education and Dr Wayne Fallon from the School of Business. The aim of the symposium is to provide a voice for practitioners of WIL and a framework for the further development of WIL at UWS.

Blended Learning

In 2012, UWS embarked on a University-wide blended learning strategy. Currently there are many examples across the University of innovative learning approaches. It is now planned for all programs to be offered in blended mode. Blended learning at UWS refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face to face and online interactions for each discipline, using appropriate Information and Communication Technologies.

The blended learning strategy is a key component of the *Our Future* project. Significant investment from this project is being made available to assist with additional staffing expertise and academic time release to transform the curriculum delivery profile of the University. This investment will mainly occur during 2013 and 2014 but already expertise has been recruited into key positions across the University.

As at the end of 2012, each School has mapped out a blended learning profile for their courses. Work has commenced and will be intensified in 2013 to convert Level One units to a blended form ready for delivery in 2014. It is anticipated that as students progress through their courses they will increasingly be able to enrol in online study at UWS.

At the same time key support strategies are being put in place across the university to facilitate the blended learning approach. These include creating flexible, technology-enhanced learning spaces, enhancing the online enrolment process, consolidating the IT infrastructure, enhancing the learning management system and strengthening the learner support network and preferred development for academic staff.

Collaboration with the University of New England

The University of Western Sydney and the University of New England (UNE) were successful in securing funds from the Government's Structural Adjustment Fund to facilitate a collaboration that enables UWS students to enrol in UNE units as part of their UWS course. This project increases student subject choice and is part of an overall UWS strategy to increase flexibility and accessibility for its students.

The UNE partnership has been renewed for twelve months and will be reviewed in 2013 in the context of the overall blended learning implementation.

Learning and Teaching Standards (LaTS): Inter-University Peer Review and Moderation Project

A notable achievement was UWS's leadership of a national inter-university project on peer review of academic standards in final year undergraduate coursework across 12 disciplines. The Office for Learning and Teaching (OLT) 'Learning and Teaching Standards (LaTS): Inter-University Peer Review and Moderation Project' is led by Professor Kerri-Lee Krause (UWS) and Professor Geoff Scott (UWS). The project pilots a methodology for the use of inter-university peer review and moderation across disciplines. The aim is to contribute to the need for a learning

standards framework that enables the higher education sector to develop self-regulated, robust approaches for assuring quality and standards, particularly in final year undergraduate subjects.

UWS partnered with seven universities, including Queensland University of Technology, the University of Melbourne and the Australian National University. Outcomes highlight the value of discipline based peer review of standards as a way of assuring standards as well as providing professional development opportunities to academic staff cross the sector.

Quality – Build staff capacity to engage in quality teaching

The Foundations of University Learning and Teaching program

Forty newly appointed academic staff commenced the Foundations of University Learning and Teaching Program in 2012 and will complete the program in 2013. 27 staff completed the program in June 2012 and a further 13 will complete in December. Feedback on the program from participants and graduates continued to be positive, indicating that the program successfully supports staff to improve their teaching and learning practices in ways that are appropriate to their own discipline and context, and that it builds confidence in their ability to design and develop teaching to enhance student learning.

A case study investigation of the longer-term impacts of the Foundations program was undertaken and showed that graduates had continued to develop their teaching and learning practices since finishing the program.

Partnerships with Schools to enhance curriculum and assessment

The academic staff of the Teaching Development Unit continued to partner with Schools to build staff capacity in the areas of curriculum mapping, blended learning curriculum design and assessment practices. Some examples of these partnerships include assisting two unit champions in the School of Nursing and Midwifery to design curriculum and assessment tasks in the Primary Health Care in Action unit, extensive work with the School of Business in the mapping of course learning outcomes and graduate attributes as well as a range of innovations in blended learning curriculum design. Blended learning curriculum development work was also conducted in the School of Law and in the School of Computing, Engineering and Mathematics.

LEARNING AND TEACHING

Learning and Teaching Support staff

During 2012, a number of new learning and teaching support positions were created to work alongside academic staff in Schools to assist with curriculum design and innovation. The blended learning designers and advisors are based in Schools and on campuses to provide practical, discipline-based advice on curriculum and assessment design using technology-enhanced approaches to engage students and support them to succeed in their studies at UWS.

Blended Learning

Blackboard Learn 9 was rolled out in 2012 as the Learning Management System known internally as 'vUWS', following a successful pilot in 2011. In Spring 2012, the first stage of an ongoing pilot of PebblePad, an e-Portfolio system integrated within vUWS, was successfully conducted. Students studying Medicine, Music, and Industrial Design were involved in the Pebble Pad pilot, which continues into 2013.

In alignment with the upgrade to Blackboard Learn 9, all teaching staff responsible for e-learning sites completed an online induction module that provided an orientation to key functions in vUWS and processes for using their vUWS sites effectively for student learning. Professional development activities continued in 2012 with the Teaching Development Unit providing blended and face to face workshops and support for Schools redesigning their curricula to incorporate more blended learning opportunities for their students.

Director of Academic Program (DAP) Forums and Reference Group

The DAPs role is pivotal to providing academic leadership and strategic direction for the course/s that comprise an academic discipline or program. The position operates in a context largely underpinned by a quality agenda driven both internally by the University and imperatives external to the University, for example TEQSA and professional accreditation. Following the appointment of DAPs, initiated by the University restructure in late 2011, an inaugural DAP Network meeting was held in May 2012, sponsored by the PVC Education. At that meeting, a DAP Reference Group was formed comprising one DAP nominee from each School. The aim of this group is to represent DAPs at a number of levels and to plan forums, in conjunction with the PVC Education, to support DAPs in the implementation of their role.

Blended Learning Forums

In response to staff requests to have opportunities to share good practice and practical ideas for implementing blended learning in the curriculum, monthly forums commenced in October to share ideas across schools. More forums are planned for 2013 to enable staff to explore the possibilities, and for more advanced users to share innovations in their curriculum design and delivery.

National and international guest speakers

The education portfolio strategies to build staff capacity to engage in quality teaching included special events that link UWS academics with national and international educators and agencies. A one-day Higher Education Evaluation Roundtable event was hosted by UWS on Parramatta campus. The focus for the discussions was approaches to measuring and improving the quality of the student experience in Australian universities, including various survey instruments under development and review. The event was well attended by representatives from the Commonwealth Government, the chair of the Advancing Quality in Higher Education Committee, Professor Ian O'Connor and senior colleagues from across the Australian and New Zealand higher education sector, with very positive feedback.

In September a workshop for UWS staff titled *Linking Discipline-based Research and Teaching to Engage Students* was facilitated by visiting United Kingdom scholar Professor Mick Healey, Director of the National Centre for Active Learning at the University of Gloucester. Professor Healey is internationally recognised as an expert on integrating research and teaching. Capitalising on UWS research strengths by encouraging strong links between teaching and research is a priority of the new *Learning and Teaching Plan 2012-2014*. There was high response and attendance at this workshop.

Promoting teaching excellence

In 2012, the University instituted the inaugural UWS Citations for Outstanding Contributions to Student Learning, administered by the Education portfolio. The UWS Citation scheme complements the Vice-Chancellor's Excellence Awards program and is designed as a pathway to submission of award applications at the national level. The Citation scheme recognises and rewards the diverse contributions that individuals and teams make to the quality of student learning at UWS and are open to all academic and professional staff at UWS and UWSCollege.

The winners of the inaugural 2012 UWS Citations for Outstanding Contributions to Student Learning were:

Dr Catherine Attard
School of Education

For fostering positive attitudes towards the teaching and learning of mathematics through an engaging, active learning approach that motivates and influences pre-service and practicing teachers.

Ms Jane Hunter and Ms Kaylene Kritharides
School of Education

For outstanding innovation in teaching Human Society and Its Environment to primary teacher education students with a view to creating inspirational next generation classroom practitioners.

Dr Jorge Knijnik
School of Education

For developing positive attitudes and independent thinking among students using relevant student-centred pedagogies – seasoned with passion, commitment and humour – to inspire and motivate.

Ms Karen McDaid
School of Education

For the creation of innovative teaching and learning experiences that encourage positive attitudes in mathematics contributing to and developing critical and divergent thinking skills.

The Inherent Requirements of Nursing in Education (IRONE) Team
School of Nursing and Midwifery

Team members: Dr Amanda Johnson, Mr Trevor Allan, Ms Toni Azzopardi, Ms Cathy Dickson, Ms Mary Goldsmith, Assoc. Prof. Cecily Hengstberger-Sims, Ms Kirrilee Phillips

For leadership in the development and implementation of inherent requirements to facilitate the access, participation, and support of undergraduate nursing students with a disability.

Dr Kate Hayes
School of Business

For facilitating enhanced student experiences and outcomes by linking theory to practice using case studies as a research and teaching methodology.

Dr Gwyneth Howell and Ms Nicole Bridges
School of Humanities and Communication Arts

For the development and implementation of blended pedagogies that engage students to develop their deep understanding of public relations practice.

Dr Laurence Park
School of Computing Engineering and Mathematics

For the promotion and nurturing of critical thinking in students, using a novel form of assessment and exposure to the surrounding research culture.

Dr Mauricio Novoa
School of Computing Engineering and Mathematics

For specialist expertise in improving student learning, engagement and overall experience through implementation of innovative design, project based learning and blended learning as per current benchmarks.

Office for Learning and Teaching awards and grants

In addition to submitting eight Office for Learning and Teaching (OLT) Citation nominations in 2012, of which five were successful, UWS academics were successful in three highly competitive Office for Learning and Teaching grants. The University also endorsed and submitted three Teaching Excellence Award nominations, one Leadership for Excellence in Learning and Teaching Program nomination, two Innovation and Development grants and three Seed Project grants.

Office for Learning and Teaching award winners were:

2012 Prime Minister's Award for the Australian University Teacher of the Year

Professor James Arvanitakis
School of Humanities and Communication Arts

For excellence in his field, outstanding presentation skills and for making a broad and deep contribution to the enhancement of the quality of learning and teaching in higher education.

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2012 Teaching Excellence Awards: OLT Citations for Outstanding Contributions to Student Learning 2012

Dr Brenda Dobia
School of Education

For leadership, innovation and excellence in designing curriculum resources that enhance student engagement and promote effective application of learning.

Dr Tania Ferfolja
School of Education

For developing pre-service teachers' understanding about diversity through community engaged learning in the region in which they are most likely to begin teaching – Greater Western Sydney.

Dr Gwyneth Howell
School of Humanities and Communication Arts

For innovation and effective design and implementation of pedagogies that develop students' understanding of crisis communication practice, fostering desired attributes in public relations graduates.

Dr Lucie Ramjan
School of Nursing and Midwifery

For contextualising nursing concepts within the classroom: recreating the reality of clinical practice and inspiring nursing students to have a passion for learning.

**The Chinese Team – Dr Sheila Qi, Dr Ruying Qi, Dr Guo Wu,
Mr Lijiang Zhao**
School of Humanities and Communication Arts

For sustained excellence as a team in teaching and developing innovative curricula and resources in Chinese language and culture to engage students of diverse backgrounds.

Office for Learning and Teaching Grants

UWS has also been very successful in the Office for Learning and Teaching Grants scheme for 2012. These highly competitive grants involve working with partner institutions in a national context. Successful grant applications where UWS is the lead institution were won by Dr Loshini Naidoo and Dr Tonia Gray; A/ Professor Liz Halcomb, Dr Kath Peters, and A/Professor Yenna Salamonson and Frances Williamson. Successful grants where UWS is the partner institution were awarded to Dr Bronwyn Cole and Professor Lynette Sheridan-Burns, Professor Roy Tasker, Dr Jonathan Tapson, Dr Claire Aitchison, Dr Carmel Coady, Professor Kerri-Lee Krause and Associate Professor Terry Sloan.

LIBRARY

Substantial change took place in the UWS Library in 2012. The foundation University Librarian, Elizabeth Curach, retired in February, leaving a strong legacy of enthused staff, excellent service, access to a high quality range of scholarly resources and a university library ranked by its clients in the top decile in every category of an externally run and audited national survey. In September, the University acknowledged Elizabeth's service by awarding her an Honorary Fellowship.

The Library continued to provide a valued and valuable service to the UWS community under the interim leadership of Robyn Benjamin. During 2012, the Library Team increased access to both print and scholarly resources and extending physical access to the Library buildings. Focus continued on improving the processes which impact the quality of the services the Library delivers to its clients.

Sue Craig joined UWS at the end of 2012 from the University of Southern Queensland (USQ) where she was responsible for providing strategic direction, leadership and management of the Academic Services portfolio, which incorporates Information and Communication Technology Services along with Learning, Teaching and Quality and the University Library. In the role of Deputy Vice-Chancellor at USQ, Sue's unique blend of skills and experience saw her steer projects and challenges that are similar to those UWS is currently navigating. Sue commenced duties at UWS at the start of 2013.

Quality continued to underpin all Library services and offerings. In 2012, the Library successfully completed a full AS/NZS ISO 9001:2008 Standard re-certification, testament to the dedication, commitment and quality of staff.

In recognition of the need for extended physical building access, Parramatta campus Library began operating under Study Hall conditions in the latter half of the year. This extension of hours provided UWS students with a valued and valuable space for learning and study, reflecting the move of teaching and learning beyond the classroom. The uptake has been high and from March 2013, Parramatta, Bankstown and Campbelltown Libraries will be open 24 hours during semester.

The Library's Strategic Initiatives for the triennium 2010–2012 came to a successful completion across the key focus areas of Access, Service, Research Support and Leadership.

Access and innovation

The Library's Digital Discovery & Services Team, together with Library Systems, developed an iPhone app, providing clients with the options to book Study Rooms, access their library record and search for library resources, chat with the Online Librarian and check library hours and locations.

Addressing the increasing mobility of our students, the Library launched a mobile friendly website offering access to key services and resources.

The Library's embedded e-reading list service continued to increase in popularity. During 2012, 1,650 accounts were created and linked providing seamless access to relevant resources from unit sites within vUWS.

Libraries across campus continued to be heavily utilised by students as a place to work and study, both individually and in groups, with approximately 1.9 million clients entering the UWS libraries. An additional site, the Westmead Reading Room, was opened during 2012, providing access to physical and electronic resources, as well as a group study and informal study spaces for UWS College students and staff.

Intensive planning for both the new Penrith Library building (along with the relocation of the Whitlam Prime Ministerial Collection) and the Female Orphan School was ongoing during 2012, with a projected completion date for the former in 2014, and the latter in 2013.

Research

In late 2012, a successful pilot project providing research impact data for select Australian Research Council (ARC) Linkage applicants was conducted. The project is now a 'business as usual' service with School and Liaison Librarians working with the Research Services Coordinator to provide the service to all researchers.

As at 31 December 2012, the publicly accessible UWS Institutional Repository housed 11,713 publications and is harvested by all major search engines and aggregators, increasing the visibility and profile of UWS research around the world. The Institutional Repository was visited 44,363 times during 2012.

The Library, in collaboration with the Office of Research Services, completed the UWS submission for the Excellence in Research Australia (ERA) in April 2012. Technical and

administrative work was undertaken over seven months to ensure the 2012 submission was completed in a timely manner. Several thousand items were included in the ERA. The Library created the publication metadata for these items and sourced the full text where available.

Service

In response to the University's 'UWS 2012 and beyond' initiative, the Library implemented a major restructure to better align services and support with the newly created Schools. Nine School Librarians foster strong relationships between the Library and the Schools, ensuring Library services meet or exceed the needs and expectations of the UWS scholarly community.

Recognising the increasing importance of research in the university sector, a Research Services team was formed to provide enhanced support for UWS researchers.

An expanded Digital Discovery & Services Team provides greater online access to resources and services, ensuring UWS Library remains at the forefront in digital offerings.

Building on a tradition of high level service provision, 2012 saw the implementation of a range of targeted services specifically designed to aid student retention and demystify the Library – particularly for 'at risk' students.

Consultations with Schools and Units were initiated to collaboratively develop programs designed to increase student engagement and retention. The Outreach Librarian, in collaboration with academic colleagues, embedded library skills development in a range of courses linked to quizzes associated with academic credit. The role of Liaison Librarians was expanded to further these programs across all campuses with workshops and tutorials.

'Pain points' for identified priority cohorts, learning objects or video 'grabs' were created and are available via unit vUWS site/s and the library website, at point of need.

Library staff worked with the Badanami Centre in the provision of online Indigenous learning resources for academic staff to support the Indigenous Graduate Attributes learning and teaching needs, and future curriculum development.

The Library is a pivotal hub for the provision of a range of student services in a one-stop shop environment and during 2012, Student Services, IT and SLU engaged with Library

LEARNING AND TEACHING

staff to offer roving support within the libraries during the early weeks of semester. These services will be further expanded during 2013.

Leadership

Since the introduction in 2010 of the Library Leadership Initiative (promoting leadership, innovation and responsibility, ensuring continuity of the qualities, skills and attributes paramount to the continued success of the Library within the University), much has been accomplished in the development of leadership capability and capacity in our future leaders. In December, the Leadership Spearhead Group undertook an assessment of outcomes against intended deliverables which showed significant growth in key areas, including accountability and solutions-based approaches.

Through calls for Expressions of Interest in higher duty and secondment opportunities, serving on internal committees and workgroups, leadership potential among new and established staff is identified and nurtured. Staff are actively encouraged to access development opportunities both internal and external. Our programs to identify leadership potential and develop and nurture those with promise are designed to harness the talent and skills needed to ensure the library has a solid foundation for future leadership transition/s.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy their traditional lands, the University of Western Sydney (UWS) acknowledges the Darug, Gandangarra and Tharawal peoples and thanks them for their support of its work in Greater Western Sydney.

Badanami Centre for Indigenous Education (Badanami) provides broad leadership to the University of Western Sydney for Aboriginal and Torres Strait Islander education. Badanami plays a pivotal role in liaising with the Aboriginal and Torres Strait Islander communities to improve their access and participation in higher education. The Centre also offers two specific Aboriginal and Torres Strait Islander undergraduate degree courses delivered by block mode – Bachelor of Education (Primary) (AREP) and Bachelor of Community and Social Development.

The Medical School, now in its sixth year, had 20 Aboriginal and Torres Strait Islander medical students enrolled in 2012 and, to date, a further nine offers were made for the 2013 intake. The first Aboriginal and Torres Strait Islander student of the UWS medical program graduated in December 2011 with a further four graduates in December 2012.

Student support and academic development

A key focus for Badanami remains the consolidation of the student support services and academic programs for Indigenous students, including student support and learning support. Badanami operates offices on the Campbelltown, Bankstown, Penrith/Kingswood, Parramatta and Hawkesbury campuses where there are student support officers located to support students. Community members and others are encouraged to use the facilities.

University of Western Sydney - Indigenous graduate attribute

The Badanami Centre for Indigenous Education, together with support from other members of the University, undertook consultations with key stakeholders to develop and commit to the systematic application of an Indigenous graduate attribute for all University of Western Sydney courses.

The Indigenous Graduate Attribute (IGA) was initially introduced through the Indigenous Australian Studies Major (IASM) offered as part of many undergraduate courses at UWS. The IGA suite of eleven Indigenous curriculum units approved in the Indigenous Australian Studies is available to all UWS students. A number of new academic and professional staff members have been employed to support the expansion of the program over the coming years.

The Final Report: Embedding an Indigenous Graduate Attribute was completed in June 2012. The best practice outcomes of UWS's Indigenous Graduate Attribute have been shared with the higher education sector, and presented by the UWS Dean of Indigenous Education to the Indigenous Higher Education Advisory Council and other relevant sector forums.

The full report spanning the three years of implementation can be found at: www.uws.edu.au/indigenous_edu/education/indigenous_education_policy

Student access, success and retention

2012 has been a year of growth and expansion in the area of Indigenous education and in building relationships with local Indigenous and non-Indigenous communities within Greater Western Sydney and beyond.

In 2012, 144 new Aboriginal and Torres Strait Islander students commenced an undergraduate program. The number of Aboriginal and Torres Strait Islander students enrolled at UWS increased from 428 in 2011 to 441 in 2012. The majority of students are enrolled across a range of disciplines including the medical program.

A major review of the Badanami Alternative Entry Program was undertaken to strengthen the criteria and consistency across all Schools at UWS. This alternative entry program is an UWS equity initiative aimed at increasing Indigenous participation within undergraduate programs across all areas of study at UWS. A total of 117 students undertook the Badanami Alternative entry program to commence study in 2012.

UWS has a number of strategies in place to further improve access, retention and success rates of Aboriginal and Torres Strait Islander students. These include:

- Provision of adequate resources for Indigenous Outreach to conduct year-round marketing and promotion of UWS courses to Indigenous peoples and organisations in Greater Western Sydney (GWS), marketing the Indigenous-specific block courses to Indigenous people and communities in GWS and rural NSW and Queensland.
- Publishing two KooriLife Reports annually and included in the Koori Mail newspaper.
- Development of more directed marketing materials to enhance awareness of UWS and its offerings.
- Development of greater pathways between VET institutions in GWS with UWS for the transition of students into UWS courses.
- The Badanami Tertiary Entry Program (BTEP), which is a preparatory program that incorporates literacy development to enhance Indigenous people's success in their courses/units. The program incorporates three modules or 16 weeks of lessons to be studied over a 16 week period. The modules are provided to potential students awaiting assessment in the Badanami Alternate Entry Program or after the assessment in order to prepare them for commencing the academic year.

- Scholarships for Aboriginal and Torres Strait Islander students prove an effective resource to attract and support students' access, participation and successful completion of courses.

Badanami Elder in Residence

Badanami's longest employed Indigenous staff member is the Indigenous Elder in Residence who continued to be engaged with Indigenous staff, students, local communities and organisations to enhance the University's profile as a culturally supportive environment.

A major achievement in 2012 was the co-facilitation by the Badanami Centre's Elder in Residence with the Griffith University Council of Indigenous Elders in establishing the National Indigenous Elders Alliance. The Alliance is also a member of the Global Indigenous Elder's Alliance which was established in 2012 with input from the Badanami Centre and its Elder in Residence.

Community engagement

Reconciliation Week and NAIDOC Week are significant annual events in the UWS staff, student and community engagement calendar, with special activities held to celebrate Indigenous culture. NAIDOC Week featured the annual Yarramundi Lecture, with the keynote address being delivered by Warren Mundine, CEO, GenerationOne. This event attracted a large contingent of Indigenous organisations and community supporters.

The Elders Christmas Luncheon was held in December 2012, with Badanami staff and the Badanami Elder in Residence as hosts to approximately 60 Aboriginal and Torres Strait Islander Elders from Greater Western Sydney.

Badanami Centre staff engaged with Indigenous groups and higher education Centres through a variety of other activities and events including:

- an ALTC education research project – a collaborative research project on Aboriginal and Torres Strait Islander women's well-being
- global and national Indigenous Elders and higher education networks
- local agencies and services in GWS and rural communities in NSW and Far North Queensland and
- the Indigenous University Games.

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Badanami Centre supported Aboriginal and Torres Strait Islander students to attend the 2012 University Indigenous Games, hosted by James Cook University. The UWS Indigenous team was second overall, bringing home four trophies. Badanami Centre, with other UWS units, was invited to host the 2013 University Indigenous Games and subsequently, with the assistance of other UWS departments, has agreed to host the 2013 National University Indigenous Games.

UWS also engages with schools in GWS and rural NSW, organising and conducting programs to create awareness of higher education to Aboriginal and Torres Strait Islander school students and parents. Over 80 Indigenous students from 11 rural schools participated in a campus visit on Hawkesbury campus 26-30 November. The students experienced university life through workshops on Penrith, Campbelltown and Hawkesbury campuses, including:

- a law mini-moot workshop
- cultural workshops covering Indigenous art, storytelling, wood carving and the didgeridoo
- engineering, physics, music, visual design, natural sciences, medicine and sports science workshops.

Social activities included a dinner with Indigenous Elders and community members as well as UWS staff and students.

EQUITY AND DIVERSITY

The UWS Equity and Diversity Strategic Plan

The draft *2012–2017 Equity and Diversity Strategic Plan* was completed and submitted for Executive approval.

Open Fora

Equity and Diversity host forums on social issues to engage and build links with the local Greater Western Sydney community. In 2012, eight free public forums were held at Parramatta campus and televised by TVS Sydney Television. Noted public speakers included Professor Patrick McGorry discussing *Staying Sane. Well-being Work and Success*, Senator Arthur Sinodinos on *Reflections on Government* and Commissioner Susan Ryan on *Age Discrimination and the Economy*.

Disability

A revised UWS *Disability Policy* was implemented to better articulate the University's commitment to supporting staff and students with disabilities through inclusive practises.

Implementation of the *Disability Action Plan* continued in 2012. Parramatta, Penrith, Hawkesbury and Campbelltown campuses now all have wheelchair accessible shuttle buses.

Equity and Diversity continue to facilitate *Reasonable Adjustment Plans* for staff with disabilities. Guidance and support are provided to staff and supervisors on the process of accommodating staff who require workplace adjustments. A centralised Staff Workplace Adjustment Fund operates to provide for the purchase of specialised equipment or software that staff require. In 2012, there was a 27% increase in the number of adjustment plans developed to assist staff with disabilities.

National Disability Coordination Officer Program

The Western Sydney National Disability Coordination Officer Program (WSNDCO) is funded by the Department of Industry, Innovation, Science, Research and Tertiary Education, and hosted by UWS.

In 2012, the Program launched a new Guide for parents of young people with disability, and committed to delivering a comprehensive resource kit to each school in the three NDCO regions.

Along with the UWS Disability and Careers Services, the WSNDCO team was integrally involved in the successful 2012 *Uni Careers Forum: Accessing your Ability at Work*, held in July.

The Program continues to play a key role in supporting relevant networks across Greater Western Sydney, to enhance linkages between service providers and improve coordination of service delivery.

Ally Network

The UWS Ally Network supports cultural change in relation to sexual and gender diversity across UWS and in particular addressing homophobia on campus. The Network held quarterly meetings and organised two successful training sessions for staff and students. Members of the Network were involved in several activities, including activities for International Day Against Homophobia across four campuses, an anti-homophobia public theatre performance at Parramatta campus, and participation in Diversity Week and Mental Health and Well-being Month events.

RESEARCH

RESEARCH STRATEGY AND PERFORMANCE COMPETITIVE FUNDING

During 2012, the University's vision and research strategy of the past decade was richly borne out. The University has received its best ever result in Australian Research Council (ARC) research funding, making UWS one of the highest performing research universities in the country.

The national Excellence in Research for Australia (ERA) has provided further evidence of UWS's research standing. ERA gauges research quality at Australian universities. The excellence and depth of the University's research has been recognised in the 2012 ERA national report card, with over 70% of the University's assessed research ranked at 'world class' or better. This places UWS in the top 20 (18th) of research universities. Flowing from its investment in areas of research strength, research facilities and high quality research education, UWS is now a confirmed research leader in Australia.

Behind these, and other achievements, has been a consolidation of the University's research activity as part of the *UWS Research Plan 2012–2014*, with the establishment of research institutes.

This initiative is in keeping with the previous Research Framework (2009–2013) with its focus on building the research quality and output not only of our Centres and Groups, but also of the University in general.

The Hawkesbury Institute for the Environment commenced in 2011, followed by a further three institutes – the Institute for Culture and Society, MARCS Institute and the Institute for Infrastructure Engineering, which commenced operation in January 2012. They are now firmly established, although recruitment of high calibre academics into these institutes is ongoing.

UWS aims to be positioned in the top half of Australian universities in as many high level research performance indicators as possible. It seeks to achieve this through strategic and targeted investment in the newly formed Research Institutes, as well as in the Research Centres and their Schools as established in the new 2012 University structure.

One of the most important aspects of the strategy is to build on our areas of research strength with a view to increasing the number of disciplines operating above world standard in the 'Excellence in Research' Australia assessment, while acknowledging that the Schools must be operating at, or above world standard research in their areas of core teaching competence.

The quality and intensity of UWS research activity can be judged by its continued growth in competitive research income, particularly Australian Research Council (ARC) Discovery grants, and its emerging strength in National Health and Medical Research Council (NHMRC) grant income.

Australian Research Council (ARC)

In 2012, UWS achieved its best ever result in Australian Research Council (ARC) Discovery grants and is now bordering on the top 10 performers in the country. The University was awarded 18 Discovery Project grants totalling \$5.84 million in funding for commencement in 2013. This result sees UWS move to 11th in the sector (11/39) on both dollars awarded and number of grants – up from 16th in the sector in 2012.

UWS was also awarded funding in early 2012 through a number of other ARC schemes

- Two ARC Linkage project grants totalling \$460,000 over four years.
- Two further four year Future Fellowships with funding of \$1.53 million, bringing the current number of these awards to UWS researchers to six. Of the 48 research organisations applying for Future Fellow funding, UWS is in 21st position. Funding awarded to UWS under this scheme now totals \$4.4 million, enabling the University to link outstanding researchers to its areas of research excellence.

National Health and Medical Research Council

In October, UWS was awarded three NHMRC grants totalling \$1.72 million, comprising two project grants and an equipment grant.

Professor Jenny Reath in the School of Medicine is leading a large team of researchers from a number of universities and research institutes to design a clinical trial that aims to find the best approach to treating acute middle ear infections in Aboriginal children living in urban communities.

RESEARCH

COLLABORATIVE RESEARCH

Collaborative research income continues to be a variable achievement for UWS, but several developments, including involvement in Cooperative Research Centres and funding from Rural Research Agencies have occurred during 2012, denoting both commitment and success in this difficult but important arena.

Researchers at the UWS MARCS Institute, in conjunction with the University's eResearch staff, successfully bid for new Australian Government funding under the National eResearch Collaboration Tools and Resources – NeCTAR – project. The '*Above and Beyond Speech, Language and Music – A Virtual Lab for Human Communication Science*' project will receive funding of \$1.4 million and contribute to meeting infrastructure needs of Australian researchers.

RESEARCH TRAINING

UWS has a mature research education program and in 2012, the University demonstrated further growth in overall Higher Degree Research (HDR) load. This is in line with the Australian Universities Quality Agency (AUQA) recommendation that 'UWS increase HDR enrolments and completions and ensure that all HDR students have appropriate facilities and support regardless of campus location'. The *UWS 2011 Research Student Satisfaction Survey* showed overall satisfaction remained high and there was increased satisfaction in several areas, including two high priority areas relating to supervisor expert advice and equal access to resources for all students.

Research education operates in a highly competitive national and international market. UWS continues to invest substantially in funding stipend scholarships, as well as securing major funding from the Commonwealth through the Australian Postgraduate Awards (APA). This enables the University to provide its outstanding research candidates with access to a research scholarship program that can compete with the stipend support offered by research-intensive universities. In 2012, over 450 graduate researchers were in receipt of stipend scholarships both funded by UWS and external sources.

Higher degree research education is at a moment of potential major change in Australia with universities considering a range of models, including alignment with the European 'Bologna model' which has a structure of three years undergraduate plus 2 years postgraduate at Masters level plus 3 years postgraduate at doctoral level. The UWS Research Studies Committee has established a working party to explore, monitor and brief the University on these new directions.

AWARDS AND RECOGNITION

The Research Director at the Institute for Culture and Society, Professor Tony Bennett, was elected in November to the position of Academician in the Academy of Social Sciences in the UK, in recognition of his contributions to social science, particularly in cultural sociology, and the leadership roles he has played in directing research centres.

Laura Luo, PhD candidate in the School of Business, was awarded a prestigious National Natural Science Foundation of China grant of \$83,000 to carry out her work on 'carbon disclosure, carbon performance and market reaction in China'.

In October, Tim Paris from the MARCS Institute won the prestigious 2012 Trans-Tasman 3 Minute Thesis@ competition hosted by originators of the 3MT@ at the University of Queensland. Tim competed with finalists from more than 30 universities across Australia, New Zealand, Hong Kong and the South Pacific. In recognition of this achievement, the University of Queensland has invited UWS to host the 2013 Trans-Tasman 3MT.

APPOINTMENTS

Professor Margaret Somerville, previously with Monash University, was appointed Professor of Education in the UWS School of Education and Director of the Centre for Educational Research in January 2012. She specialises in supervising alternative and creative methodologies in research and developed innovative cohort supervision.

Professor James Cook, previously with University of Reading, UK, joined UWS in January 2012 and is current leader of the Plants, Animals and Interactions research theme in the Hawkesbury Institute for the Environment. His research focuses on the ecology and evolution of species interactions, with particular emphasis on insect/plant and insect/microbe interactions.

Professor Joseph Ciarrochi, previously with University of Wollongong, joined the School of Social Sciences and Psychology in February 2012. His research interests are the foundational processes of behaviour research and he will undertake research to understand the fundamental mechanisms involved in human thinking. He was a 2010 Future Fellowship recipient.

Professor Philip de Chazal, previously with ResMed, UK, commenced with the Bioelectronics and Neuroscience (BENS) research program at the MARCS Institute in August 2012. Professor de Chazal was a Future Fellowship recipient in 2011.

UWS INNOVATION

UWS Innovation has prime responsibility for the management of the University's intellectual property (IP), commercialisation and specialised equipment access.

2012 saw UWS Innovation reaping the rewards from the extensive groundwork laid in previous years, particularly in the areas of enhanced IP awareness, IP risk management and business development activities.

The delivery of regular IP and commercialisation training and closer contact with UWS Innovation continued to raise the awareness of IP among UWS staff and students, as was evident in the higher quality invention disclosures submitted during the year.

The first IP Evaluation Panel for 2012 was held in May and elicited several interesting invention disclosures. The Panel was again an eminent one attracting the Australian President of Intellectual Ventures, local company Agritechnology and Professor Janice Reid, the University Vice-Chancellor who was also an interested observer of the proceedings. A second IP evaluation panel was convened in September 2012 and saw a range of presentations from the School of Science and Health covering topics as diverse as chromatography, nerve repair and regeneration and nuclear magnetic resonance (NMR).

IP risk management is critical, particularly where IP disputes or losses might arise from collaborative research agreements or unclear rights of IP ownership in projects where students are involved. Raising awareness of IP with researchers is also vital to avoid losses that may result from missed opportunities and patent infringements.

The current UWS IP portfolio consists of 21 patent families comprising a total of 38 granted patents and 16 pending patents/applications. The portfolio also comprises 24 registered Australian Trade Marks. While some legacy projects continue to generate licensing income, the majority of IP projects are in early stage development. Over the last 12 months, the commercialisation agreement with multi-national scientific company ThermoFisher Scientific for our Chromatography project resulted in significant milestone payments, with royalties anticipated from 2013 onwards. A further Chromatography project has also been recently included under the premise of the existing commercialisation agreement.

The licensing agreement with Australian construction company Fielders to enable the commercialisation of Relok metal decking technology in the rapidly growing Asian market also returned its first royalties to the University. Regular and strategically targeted commercial engagements are critical to the commercialisation process and have resulted in the re-negotiation of two licenses that expired in late 2012. Three additional commercial agreements are currently under discussion. With an emphasis on novelty and market need, the team have developed a high quality IP portfolio with potentially valuable commercialisation opportunities.

UWS Innovation also continued to build on its growing relationship with government through enhanced business development and engagement activities. The Unit is currently in the discussion stage with several new commercial projects accessing the NSW State Government Techvoucher grants and was recently successful in securing two of the Federal Government Researcher in Business grants.

A significant aspect of the Unit's engagement strategy has been in the establishment and management of the specialist scientific equipment access project. This project, established in 2010, has provided a path for both research and industry clients who would not otherwise have had the opportunity to partner with UWS. UWS Innovation showcased its flagship secondary ion mass spectrometer (SIMS) with its recent sponsorship at the 10th AINSE-ANBUG Neutron Scattering Symposium, marketing the instrument to the research and industry communities. The equipment access project is now also producing returns for the University through commercial and/or industry usage.

STUDENT RECRUITMENT

The Office of the Pro Vice-Chancellor (Students) plays a leading role in developing a positive student experience. The Office of the Pro Vice-Chancellor (Students) integrates the functions of student recruitment and engagement, student administration, student services and support, campus safety and security, residential services, widening participation, careers and cooperative education and alumni to deliver an environment where UWS students can achieve and fulfil their aspirations.

2012 saw the development and refinement of the student lifecycle strategy. This strategy seeks to reflect the long term 'journey' students embark on when aspiring to higher education. The student lifecycle comprises three phases of the student experience: a prospective student phase, a current student phase and an alumni phase. The framework seeks to identify 'moments of truth' opportunities where students will be encouraged to see school-to-university as a seamless transition, with more aspiring to higher education, and many increasing their knowledge and capacity, preparedness for university participation and success, and enhanced future life opportunities, including becoming engaged citizens of their communities.

In 2012, the Office of the Pro Vice-Chancellor (Students) also led the implementation of the Student Services and Amenities Fee (SSAF). A list of priorities was created from student input received directly, via elected student representatives and from the results of surveys. The agreed priorities are funding for the Student Representative Council (SRC) and each Student Campus Council (SCC), long term strategic projects – initial priorities include building a childcare centre on Parramatta campus, upgrading recreational facilities and developing multipurpose learning and social spaces on all campuses, services and amenities including lockers on campus, a trial of occasional childcare, a student legal service, an increase in careers services, and UWS Clubs and Societies. In 2013, students will also have the opportunity to submit project bids for some of the SSAF funding. These priorities are in line with the legislative allowable uses of SSAF funds and have been endorsed in principle by the elected student representatives and the University Board of Trustees.

Student recruitment 2012 initiatives

The development and execution of an innovative online student resource 'Pango' (www.pango.edu.au). Pango provides a variety of academic resources, blogs, applications and educational games to assist Year 9 to Year 11 students in achieving their academic goals.

Various events targeting high school and mature age students, including Course Decision Day (January), UWS Day at Campbelltown campus (June) with 1,600 students from 56 high schools primarily from Greater Western Sydney region in attendance, UWS Open Day (August) with over 7,000 students and their families attending to experience their first taste of University Life, and UWS Day Penrith (November) with 1,170 students in attendance from across the Greater Western Sydney region.

The UWS Contact Service Centre (CSC) answered over 165,000 phone calls (including Switchboard calls), responded to over 40,000 emails, processed over 18,000 web enquiries, and posted over 15,000 course information packages.

Scholarships

In 2012, UWS offered over 250 University funded scholarships to school leavers and mature age students from the Greater Western Sydney region. A number of areas are recognised through scholarship, including academic excellence, community involvement and disadvantage.

The Aspire program continues to help prepare high achieving UWS students with professional skills and enables our graduates to finish their degree with not only a strong education, but also an understanding that leadership is a key to driving social, economic and cultural development. In 2012 UWS was able to support Aspire Scholars to participate in international opportunities such as the University Scholars Leadership Symposium in Bali, The Women as Global Leaders Conference in Abu Dhabi, Rio+20 in Brazil, the G20 Youth Summit in Washington, the World Trade Organisation Public Forum in Geneva and the United Nations Framework Convention for Climate Change in Qatar.

International Student Recruitment

In 2012, the international onshore student load at UWS decreased by 3% compared with 2011 and the commencing international student load decreased by 5%. China, India, Vietnam, Philippines, Bangladesh, Pakistan and South Korea are the top source countries for commencing enrolments. The main decrease was evident in commencing students from China, Saudi Arabia and Thailand. However, there was an increase in commencing enrolled students from Vietnam, Nepal, Philippines and Pakistan.

International Agent Network

The UWS agent network supports the promotion of UWS and recruitment of international students within the Australian international education industry. Agents are often the first point of contact between the University and prospective students and their families.

In July 2012, a comprehensive review of the agent network was conducted due to the expiration of the UWS Agent Agreement contracted term. The agent network review was based on the ability to support UWS's recruitment strategy and capability to meet obligations and responsibilities as per the ESOS National Code of Practice.

Streamlined Visa Processing Arrangement

In March 2012, changes to student visa processes were implemented as part of a review conducted by the Honourable Michael Knight AO, to help enhance the quality, integrity and competitiveness of the international education sector. Universities participating in the streamlined visa processing arrangement are assigned a risk rating correlating to the immigration risk of their international students. In the first round of assessments, UWS has performed well.

Student Mobility

In 2012, UWS was awarded over \$321,000 in scholarships from Department of Industry, Innovation Science, Research and Tertiary Education (DIISRTE) for inbound and outbound exchanges in the United Kingdom, Sweden, The Netherlands, Denmark and Taiwan.

The student exchange program at UWS has significantly grown, with a 50% increase from 2011. The mobility team

have been focused on ensuring the numbers of outgoing and incoming exchange students are balancing.

The initiatives to promote exchange to UWS students included the UWS Exchange Fair and Outbound Mobility Forum. The event held in May was a great success and included the US Consulate, Malmo University, University of Torino, ESCCA School of Management and the University of Hertfordshire.

A private donor, Mr William Chiu, donated \$500,000 to UWS in February 2012, of which \$100,000 was dedicated to the UWS mobility program. The donation will provide for scholarships to support students embarking on exchanges to China. This is the first time such a generous gift has been made to the mobility program and will encourage students to pursue studies in China. \$50,000 was allocated for exchanges in 2012 and a further \$50,000 for 2013.

International Student Support

The welfare of UWS international students has received increasing attention as the Australian Government has become more focused on enhancing the experience of international students. The Government introduced a new Tuition Protection Service (TPS) in July 2012 and, in early 2013, will announce the result of a review of the ESOS National Code of Practice.

Social Engagement and Leadership Program (SELP)

UWS International was successful in securing a grant of \$30,292 from the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) administered through Universities Australia (UA) for innovative projects to enhance student experience.

UWS International coordinated the Social Engagement and Leadership Program (SELP) in May 2012 in collaboration with the Academic Registrar's Office, School of Business and the Careers and Cooperative Education Unit and involved a mix of 60 domestic and international students.

The program was very successful in meeting its aims to generate interaction between domestic and international students at UWS and help students to improve their career readiness by developing management, problem solving, communication and interpersonal skills highly valued by employers.

STUDENT RECRUITMENT

CAREERS AND COOPERATIVE EDUCATION

UWS's Careers & Cooperative Education (CCE) unit launched its very successful Jobs on Campus program in 2012, arranging on campus work and internship opportunities for UWS students. Over 360 students were placed in jobs, with an applicant pool of over 1,400 students who are provided with additional career support.

Over 150 students and recent graduates also participated at external organisations in the flagship Internship program with anecdotal evidence indicating that over 60% were retained for ongoing work.

20 students completed work placements in the Skillmax Plus program which was run in collaboration with UWSCollege.

Other projects for the period included three successful expos, a Social Media event focused on using social media to promote businesses, an industry round table where 13 major organisations discussed sustainability in careers and curriculum, guest lectures, workshops and course specific employment preparation to enable students to gain career development skills.

UWS participated for the first time in Univariate, an inter-university Industry based project competition. The UWS team worked on projects for the Commonwealth Bank and Hilti Pty Ltd. The online jobs notice board CareerHub remained active with over 29,000 students registered and over 2,000 jobs advertised – of which over 75% were exclusively for UWS students.

WIDENING PARTICIPATION

Widening participation (WP) responsibilities and activities are reflections of current priorities in the *UWS Strategy and Plan 2012-2015: Making the Difference*. This has embedded in our processes and practices a set of values and policies that commit us to actually making a difference with disadvantaged communities in the Greater Western Sydney area. This long-held commitment has been greatly bolstered by substantial government investment, following the recommendations

of The Bradley Review 2008 and most notably its call for a sharp increase in the participation rates of under-represented groups. These recommendations have been expressed in the *Higher Education Participation and Partnerships Program* (HEPPP) and *HEPPP Bridges to Higher Education* (Bridges) fund, the largest HEPPP-funded program in Australia. This is a partnership of five Sydney universities working with schools and communities to improve the participation of students from disadvantaged communities in Higher Education. This substantial investment was instrumental in the establishment of the Office of Widening Participation in February 2012, reporting directly to the Office of the Pro Vice-Chancellor (Students).

In 2012, the University received over \$9 million from the HEPPP fund, representing the greatest sum awarded to any university in Australia, and is based on total number of enrolment of low SES students. These funds are divided into three categories: infrastructure, access and retention.

Access programs are designed to raise awareness of, and aspiration for, Higher Education, targeting potential students from low SES communities who have the academic ability to benefit from High Education. The programs include Fast Forward Expansion, Indigenous Engagement Expansion, Aspire Expansion, increased Student Ambassador engagement, and more Yoututor provision.

New to the portfolio for 2012 is the Pasifika Achievement to Higher Education (PATHE), which reached 9,000 students, parents and community members in 2012. Three further projects, targeting primary school children, include an Alumni project, a career, action-research project and a STEM exposé for 1,000 students.

The retention programs include a Student Success Transition Program, Pass Expansion, Unistep, Additional Emergency Grants, Library Programs, Online Orientation Guides, MATES@UWS, Jobs On Campus, My Course Planning and a Computing Numeracy project.

In total the University engaged in 102,817 interventions across a range of scales from low to high intensity in 2011. The final totals for 2012 are likely to see an overall increase of at least 10%, with finer measures of the intensity of the intervention being adopted.

FAST FORWARD

The University's largest school student aspiration-building program, Fast Forward, continued its expansion in 2012. The program is aimed at students who have academic and leadership potential but may not see post-school study as a realistic option. Ten new high schools were added to the program – a mix of Department of Education and Communities (DEC) and Catholic Education Office schools. The total number of students engaged in Fast Forward in 2012 was close to 1,900. The key elements of Fast Forward in 2012 were: Awards Evenings, Fast Forward University Days, In-school mentoring, UniM8s (matching of Year 11 and 12 students UWS students whose course of study related to their interests), Year 12 Conference, HSC Preparation Courses (one day) and the Yoututor and SkillsBuilder programs.

Consultation for Fast Forward for Primary is continuing with our first event scheduled for the first half of 2013. The program will support the concept of earlier intervention to encourage educational aspirations and an interest in lifelong learning. The pilot program will commence with Sarah Redfern High School and their Community of Schools – Sarah Redfern, Minto, The Grange, Campbellfield and Passfield Park primary schools.

A Fast Forward Scholarship has been developed to encourage Fast Forward students to actively participate in the program and make the most of the opportunities it provides. A scholarship offer worth \$20,000 will be made to selected students to study at UWS, commencing with the 2013 Year 12 students.

ALUMNI

The University of Western Sydney greatly values our Alumni community. Some primary roles of the Alumni Unit are to support the social, professional and networking activities of the UWS Alumni Chapters, to provide meaningful benefits to our Graduates through the GradLife benefits scheme, and to bring together various UWS Units and Alumni Volunteers who would like to assist. Alumni Volunteers have performed a wide range of support activity for the University – Graduation Day speakers, student mentors, providing information for potential new students on UWS Open Day, providing input to potential graduate students at the UWS Postgrad Expo, speaking at Fast Forward Skills Days and Conferences, as guest lecturers and many other activities. We take pride in each individual UWS graduate as they progress beyond their studies and into their chosen career, and strive to support them in useful ways throughout that career.

Servicing more than 145,000 graduates, the Alumni Relations Office encourages graduates to 'Stay Connected' and engaged with UWS. The University maintains contact with Alumni and community supporters by publicising a wide range of university news and events through our bi-annual *GradLife* magazine, e-newsletters, e-updates, website and social media networks. The Alumni Relations Unit currently has close to 40,000 active alumni mailing addresses, and over 24,000 alumni emails. The Alumni network is active through 30 existing and potential discipline and geographic based Alumni Chapters. The GradLife Benefits Program has seen significant growth since the relaunch in 2009, now with more than 15,000 members. The list of benefits available to Alumni members also continues to grow, with the most recent addition of health insurance packages through nib and MBF. The original discounted range of services also continue, including a 50% reduction in library fees with major electronic databases also available, student prices for UWS fitness facilities, an Alumni travel portal, 10% UWS bookshop discount, and 5-10% discount on magazine subscriptions through i-subscribe.

ACADEMIC REGISTRAR'S OFFICE

The Academic Registrar's Office (ARO) is a portfolio reporting directly to the Pro Vice-Chancellor (Students) and is headed by the Academic Registrar. Following the successful implementation of change proposals in 2011 to co-locate the various business units of the ARO at Kingswood, staff have been focused on providing an enhanced student experience through the provision of seamless and proactive services to both students and staff.

In 2012, the Academic Registrar's Office processed over 104,150 applications for admission and had 21,557 commencing student enrolments, and 268,866 unit enrolments. The implementation of the Vice-Chancellor's Leadership change proposal in 2012 required overhaul of the University's Tutorial Registration system to cope with different opening times for the eight Schools participating in Tutorial Registration. This change was adopted well by the University community and 320,405 class registrations were processed in 2012. The ARO workload increased significantly with the addition of two levels of committee support for curriculum approvals and the monthly meetings of nine School Academic Committees. This has facilitated a positive outcome of a stronger working relationship with Schools.

STUDENT RECRUITMENT

The continued commitment of the ARO to move forward technologically and contribute to a more sustainable environment has resulted in several business process improvements and system enhancements. The successful upgrade of the system in 2012 has equipped the system with a sustainable architecture to support the future growth of the University. Enhancements to the reporting software and the Timetable Data Collector have resulted in improved timetabling for 2013. Progress was also made with the implementation of the Syllabus Enterprise timetabling software which will enable users outside the team to view timetable information via a more user friendly interface.

The Student Services and Amenities Fee (SSAF) was approved in October 2011 by the Federal Government and introduced for commencing and continuing students at the start of 2012. This necessitated major changes to the system as individual invoices had to be generated and government reporting requirements be met in relation to the new loan scheme. The successful implementation enabled the ARO to administer and collect over \$8.5 million in SSAF.

The capacity of ARO staff was tested during the year with a fire at the Parramatta auditorium and flooding caused by heavy rainfall affecting both the key business processes of Autumn 2012 exams and April 2012 graduation ceremonies. Contingency plans were designed and implemented with the cooperation of other relevant units allowing for minimum disruption and inconvenience to staff and students.

Other notable achievements and developments in 2012 include:

- the development and deployment of online training for exam invigilators employed by UWS
- measures to enable more effective and efficient exam timetabling
- introduction of a new academic record and certificate for UWS College with increased security inclusions
- a streamlined registration process for student graduations and process improvements in the collection of feedback were implemented.

The University of Western Sydney graduated 4,111 students in April, 2,448 in September and 1,437 in December across a total of 36 ceremonies. In addition, there were 254 UWSC graduates across three rounds of ceremony in February, June and October.

The ARO business units have continued to work towards improving communication with current students. This has included the increased use of new communication channels, such as social media and SMS. Over 48,000 individual student documents were scanned and trimmed in 2012 by the Electronic Document Management team on behalf of Schools and other administration units.

A major upgrade to Callista version 15, the student management system, was successfully completed in November 2012.

STUDENT SUPPORT SERVICES

The aim of Student Support Services is to contribute to student engagement, learning and retention by building strategic partnerships and providing targeted student centred programs and services that provide UWS students with opportunities to build their skills and resources to maximise their potential. This is achieved not only through direct service provision but also through involvement in key University or campus initiatives.

Towards the end of 2011, UWS Student Support services took part in a benchmarking survey with 11 other Australian universities. All benchmarked services provided by Student Support Services (orientation, student diary, transition, counselling, off campus accommodation, financial advice, chaplaincy and disability services) were ranked in the first quartile. Those services grouped together and identified as personal support services in the survey (the latter five in the previous list) are ranked first among the other 11 benchmark Australian universities.

Demand for Services

All services continue to see an increase in demand. The total number of enrolled UWS students increased by 1% from 2011 to 2012. In comparison, the number of students using the Counselling Service increased by 2.2% with a commensurate 22% increase in the occasions of service provided an average of 2.7 occasions of service per student. The number of Academic Integration Plans (AIP's) for students with a disability increased by 5.7% and the number of mid-semester exams for which special provisions were required and organised by disability support staff increased by 149.7%. Students seen by the Student Welfare Service remained relatively stable. These figures are snapshots in time and do not represent an end of year figure. This is a continuation of the trend over a number of

years where the growth in students accessing support services is larger than the growth in the overall student population.

The time spent with students remained consistently high which reflects the increased complexity in students presenting issues across services.

Achievements and Key Activities

Staffing and structure

Due to ongoing high demand for Student Support Services, the University allocated funding to support additional Disability Advisor, Welfare Officer and administration officer positions. The additional funding improved practitioner coverage on all campuses. Due to the increased number of students presenting with mental health concerns, a Mental Health Advisor and Mental Health Administration Officer were appointed to the Mental Health team.

Resource and Online Developments

The UWS eCounselling service has had its first full year of operation with 131 counselling questions answered up until mid-November 2012. 28% of students who approached the e-Counselling service in 2012 were male. 15% of students who approached the eCounselling service went on to make face to face appointments and 35% of the students who used the service were first year students. Counselling and Welfare Services have developed online Study & Life Skills workshop materials for students on the topics of Time Management, Motivation, Procrastination, Secrets to Success, Group work, Financial Planning and Budgeting. Further topics are being developed for the beginning of 2013. UWS has registered for theDesk (www.thedesk.org.au) and this is now available for all students as a useful resource in maintaining good mental health and study skills.

Face to face workshops were also scheduled in 2012 with 33 workshops conducted. This was a slight reduction from 42 workshops held in 2011. Although the number of workshops held was reduced, attendance in 2012 increased by 52% (129 students) with 1,032 registered and 374 students attending (attendance rate of 36%). The Disability Service is currently testing a newly developed system, using iPads, to enter student Academic Integration Plans (AIP's) directly into the Disability Professional Management System (DiPMS). This will be fully implemented in 2013. The Disability Service has also developed a number of online staff training packages, including AIP Nuts and Bolts and Education Support Staff (ESS) training.

Online Orientation was developed in 2011 to provide a single point of contact for students and their families who might need to refer to Orientation information at a time convenient to them. Supporting the University's commitment to blended modes of delivery, phase two of Online Orientation is underway. Phase two will include cohort specific information for International and Aboriginal and Torres Strait Islander students regarding Orientation and transitioning to UWS. This phase will also see an online presence for the Peer to Peer and Parents, Peers and Partners workshops.

A First Year Advisor pack was developed to provide a single location for UWS wide Orientation and transition activities.

Mental Health and Well-being

The UWS *Mental Health & Well-being Strategy* for staff and students was approved by UWS Executive in August 2012. The strategy places UWS among those at the forefront in this area across the tertiary sector.

NSW Population Health and UWS signed a Memorandum of Understanding in February 2012 to support the University with resources and expertise in developing targeted and sustainable health promotion initiatives for staff and students. A Get Healthy campaign was promoted to staff throughout the year. Three working groups have been established and are working on agreed priorities – The tobacco working group is working towards a smoke free UWS, Healthy Lifestyle has focused on the Get Healthy campaign, while the alcohol, other drugs and sexual health working group has focused on the training of key staff and student groups.

Mental health & Well-being team

A new Mental Health Advisor and Mental Health Administrative Officer have joined the Mental Health Coordinator and consultant Psychiatrist in the formation of this new team. The team has been developing protocols and processes for the service.

A Mental Health Resources package was sent to all staff in 2011 and a revised version is now being systematically sent to all new staff. A tailored resources package has also been given to Residential Advisors. A series of Mental Health & Well-being lunchtime forums took place on five campuses in September and October. Staff attending these forums heard about the Mental Health and Well-being Strategy and provided feedback on the future directions of the strategy.

STUDENT RECRUITMENT

Mental Health & Well-being month was celebrated across six sites and five campuses in October. The UWS theme for 2012 was '*Connect. Grow. Celebrate.*'

The *Mental Health First Aid (MHFA)* program, offered through the Counselling Service, is in its fifth year. A total of 12 programs were conducted in 2012 with 194 people trained so far.

Financial Assistance

In 2012, 127 students were assisted with educational cost grants, student grants, textbook grants and student loans.

Woolworths cards to the value of \$10,500 assisted students in emergency situations.

Inherent Requirements

Following the completion of the Inherent Requirements of Nursing Education (IRONE) project, Inherent requirements have been developed for 16 courses. Several more courses are nearing completion. The Inherent Requirements (IR) team, which is a partnership between the Disability Service and the School of Nursing and Midwifery, have worked with academic staff to develop Inherent Requirements Statements (IRS) across several disciplines. The project is gaining momentum across the sector and many universities are adopting the UWS model to develop their own IRS. This is a very significant project which has placed UWS at the forefront of the field both nationally and internationally.

Orientation and Transition

UWS provides a range of programs to assist students to feel better prepared to commence their studies, in particular those considered 'at risk'. In 2012:

The Transition Success @ UWS (TS) program has continued to grow and develop. In partnership with the School of Business, a pilot intervention program was implemented in spring session 2012 with information to enable students considered potentially 'at risk' to make informed decisions about their studies. Attendance has increased by 205% for Starting Out workshops for mature age students. The MATES@UWS (Mentoring and Transition Equals Success) peer mentoring program, developed and piloted in 2011 on Bankstown campus, was rolled out to all campuses in 2012. The aim of the MATES program is to assist commencing students to develop social networks,

acquire essential knowledge about university life, reduce isolation and raise awareness of the range of student services and resources available.

New Student Representation Model

The establishment of the new Student Representation and Participation structure has been progressing well throughout 2012 with active student representatives across all UWS campuses delivering campus life and activities as well as a diverse student voice in University decision-making. Additionally, Student Representation and Participation staff have been facilitating the new model through both the provision of resources, guidance and support as well as the ongoing development of a governance framework.

A new student leaders program has been developed to provide student representatives with leadership and other relevant training and skills development opportunities. A new mentoring program has also been developed whereby student representatives will be paired up with appropriate UWS staff members to act as mentors on projects and issues identified by student representatives.

The introduction of the Student Services and Amenities Fee in 2012 has resulted in the identification and implementation of a number of key initiatives to support and engage students. These have been developed and prioritised based on student consultation and feedback.

COMMUNITY AND REGIONAL ENGAGEMENT

In 2012, the University undertook a major internal and external review of its community and regional engagement activities. The Review, through its submissions and recommendations, allowed the University to re-appraise its strategy and the effectiveness of its collaborations with local and regional stakeholders. It also provided a platform to introduce new directions and renew its commitment to strategic collaborations and input in the social, economic, environmental and cultural development of Greater Western Sydney.

The Review also sought to address specific concerns raised by the 2011 AUQA Report regarding the processes and framework informing the University's relationships with external stakeholders. The Report identified a need for greater consistency in terminology and in the procedures used to develop and maintain community engagement activities.

The methodology for the review was collaborative and participatory, representing an opportunity for dialogue with University staff and the community. A key outcome of the review was the endorsement of an organising framework for community and regional engagement which is relevant for the University and for the region. In developing a framework for engagement, the University recognises the importance of a cohesive link between the UWS mission in the region (the 'why' of community and regional engagement), the university's over-arching *Making the Difference: 2010-2015* strategy and regional priorities (the 'what' or focus of community engagement), and the operational framework (the 'how') for community and regional engagement.

The external review panel comprised national and international distinguished external experts:

- Professor Lawrence S. Bacow, President in Residence, Harvard Graduate School of Education (President Emeritus, Tufts University), United States
- Mr David Borger, former Parramatta Lord Mayor, former State Government Minister for Western Sydney and currently Western Sydney Director of the Sydney Business Chamber, Australia
- Professor Sandra Harding, Vice-Chancellor and President, James Cook University, Australia
- Professor Sir David Watson, Professor of Higher Education and Principal, Green Templeton College, Oxford University (Former Vice-Chancellor, University of Brighton), United Kingdom.

The review process included on-site visits by the external review panel as well as focus groups with external

organisations and submissions by staff and external partners. A full-day staff forum, *EngageLab 2012*, was also held in June 2012. The event attracted over 50 staff from across the University, including representatives from the nine Schools, four Research Institutes, UWS College, plus other key areas of the University. It is hoped that *EngageLab* will become an annual event on the UWS calendar.

The Review highlighted important achievement and issues in the areas of:

- School Engagement
- Engagement in learning, teaching and academic programs
- Student participation in engagement activities and programs
- Engaged research
- Civic engagement.

Important conclusions and future direction recommendations were made in the Review, including a new UWS institutional engagement Strategy and Action Plan (2012-2015) to guide the University's practice for the next three years, as well as the development of more structured and regular practice for community engagement within UWS.

The Review Panel is currently preparing their recommendations and observations regarding the manner in which the University engages with its various communities and making suggestions on future directions for community and regional engagement at the University.

OFFICE OF SUSTAINABILITY

In 2012, UWS was one of the first Higher Education (HE) institutions to sign the *HE Treaty at Rio +20*. Those signing the treaty give their commitment to making sustainable development a key guiding principle for Higher Education, to using their campuses as living models of social, cultural, economic and environmental sustainability, and to re-orienting their curriculum to align with sustainable development.

The '*Bringing Sustainability to Life*' website successfully documents the approach taken at UWS to reflect this. UWS has won endorsement by the United Nations University to establish a *Regional Centre on Expertise in Education for Sustainable Development – Greater Western Sydney (RCE-GWS)* – an internationally recognised model for community engagement in the area.

COMMUNITY AND REGIONAL ENGAGEMENT

UWS is working in collaboration with the network of 100 UN RCEs and the 400 universities who are members of the IAU to identify and disseminate successful practice. UWS has helped position the Greater Western Sydney area in Australian Higher Education by producing the 2012 options paper on Ecological Sustainable Development for Universities Australia.

The Office of Sustainability has initiated, led and successfully delivered the first international study of 'turnaround leadership for sustainability in higher education' (TLSHE), involving more than 150 universities in Australasia, North America, the UK and Europe.

There is clear indication that taking a systematic, integrated and linked approach to 'Bringing Sustainability to Life at UWS' is proving to be cost-beneficial. The Office of Sustainability has won sustainability grants totalling \$515,000 over the past two years. Over that period, the Office has also assisted Capital Works and Facilities (CWF) make savings of \$1.1 million in waste and recycling. In addition, the Sustainable UWS Rolling Fund (SURF) program has invested \$250,000 in 35 projects across all campuses and generated a return on investment of 12.5% – or a payback of eight years.

Key actions and achievements by the Office of Sustainability 2012

Engagement

- United Nations University endorsement for the first RCE in NSW with 23 committed partners and a range of unfolding initiatives.
- Successful re-development of the UWS Riverfarm cited as an international case study of best practice at the 2012 UN Conference on Sustainable Development.
- Hosting the National Climate Action Conference 2012 at UWS Parramatta.
- Alive! youth empowerment in the Hawkesbury LGA with 300 school students.
- *Love Food Hate Waste* partnership with Hawkesbury EarthCare Centre \$18,000.
- UWS Community Cookbook – "An incredible vehicle for education" by Costa Georgiadis.
- Sustainability Month at UWS, August 2012 with uwconnect.

Governance

- Sustainability is embedded in the governance, funding, awards and leadership system of UWS.

Curriculum

- Establishment of Education for Sustainability (EfS) as a key focus for the UWS Academic Senate and a network of 70 key UWS academics to support it.
- 100 EfS units of study in place, along with a range of majors, sub-majors and integrated Ecological Sustainable Development (ESD) programs.
- Initiation of a pilot on Teacher Education for Sustainability.
- Development of the UWS Hawkesbury campus as a living laboratory for sustainability – engineering sustainability challenge with Penrith City Council.
- Cooperative students and student intern placements – 20 students.

Policy formation, delivery and promotion of EfS

- UWS represents UA on the Green Skills Accord Implementation Group, which has embedded EfS into every national training package.
- Advice to IAU, the Copernicus Network, the QAA in the UK on quality management for EfS and keynote addresses in North America, the UK and Europe.
- Membership of the editorial committee of the HE Treaty for Rio+20.
- Production of the 2012 sustainability options paper for Universities Australia.

Research

- *'Turnaround leadership for sustainability in higher education'* (TLSHE), involving more than 150 universities in Australasia, North America, the UK and Europe \$178,000.
- Our Place – Greater Western Sydney research partnership with NSW Office of Environment and Heritage and Centre for Educational Research – regional capacity building for community sustainability educators \$115,000.

Operations

- Mandatory National Greenhouse Emissions Reporting Scheme for UWS carbon emissions.
- Public Space Recycling Launch – \$30,000.

- Savings over the past 2 years of \$1.1 million in waste, with 600 tonnes diverted from landfill.
- Systematic implementation of Green Office across all campuses.
- Implementation of a \$250,000 UWS Sustainable University Rolling Fund (SURF) for staff and students with a payback of eight years.
- Introduction of a GreeningUWS product line in all stores.

THE WHITLAM INSTITUTE

The Whitlam Institute was established by agreement between the University of Western Sydney and the Hon EG Whitlam in 2000. Its spirit is best captured in Gough's own words when signing the Deed of Gift:

'The greatest contribution that I hope to bestow is inspiration. That the work and causes championed in my parliamentary career and the statesman service that followed, will provide the basis for ongoing research and advocacy from this university into the contemporary challenges that confront and can improve the quality of life for all Australians.' [December 2003]

The Whitlam Institute works as an educator, policy influencer and research institute. The Institute is also home to the Whitlam Prime Ministerial Collection, and the Whitlam Reading Room which houses selected books and papers donated by Mr Whitlam. The collection provides online access to papers held both at the Institute and in the National Archives. We maintain an active public education program.

The Whitlam Institute is guided by the 'three great aims' that drove the Whitlam Program of 1972. They are:

- to promote equality
- to involve the people of Australia in the decision-making processes of our land, and
- to liberate the talents and uplift the horizons of the Australian people.

Management

The Whitlam Institute is established as a separate entity within the University of Western Sydney. The use of funds collected to support the future development and work of the Institute is guided by a company established through a Deed of Trust. Responsibility for the Trust is overseen by the Board of Directors, who acts as Trustees.

The Whitlam Institute Board is politically bipartisan and consists of leaders in academia, business, and government organisations. The Board participates in the strategic development of the Institute. The current Chair is Senator the Hon John Faulkner. The UWS Vice-Chancellor, Professor Janice Reid, sits on the Board and her role marks the importance the University attaches to the Whitlam Institute.

The Whitlam Institute is led by its Director Eric Sidoti. Its small secretariat is committed to the highest quality in all its activity whether that might be its policy and research work, outreach activity, public information program or events.

The Whitlam Prime Ministerial Collection can already lay claim to being the most comprehensive collection on Gough Whitlam's education and his parliamentary life. The Collection, under the care and custodianship of the University Librarian, has grown continuously. The early commitment to digitising the Collection has been steadfastly maintained. Mr Whitlam continues to make substantial donations of his papers, documents and memorabilia guided by his 2003 Deed of Gift with the Whitlam Institute. The Collection also continues to be enriched by donations from members of the Whitlam family, former ministers, advisers and, indeed, Gough's citizens. The size and depth of the Collection already stamp it as one of national significance. Its significance will grow further with time.

For the Whitlam Institute 2012 proved to be a very important year:

- In June, the Prime Minister, the Honourable Julia Gillard, announced Federal Government funding of \$7 million to complete the restoration of the historic Female Orphan School and the establishment of a permanent home for the Whitlam Institute, including the Prime Ministerial Library, in its East Wing.
- In June, the 2012 Gough Whitlam Oration was delivered by the Right Honourable Malcolm Fraser.
- Several major policy initiatives were progressed, including the establishment of the Human Rights & Public Life program, under the Institute's inaugural Professorial Research Fellow, Professor Anna Yeatman; new work on two education projects (Federalism & Australian Schooling; the Impact of 'High Stakes' Testing on Students and their Families), and a package of initiatives to mark the 40th anniversary of Australia's diplomatic relations with the People's Republic of China.
- A series of symposia and seminars were conducted, among them, the Marriage Equality forum, the Population forum, an education project seminar on 'education and the common good', a forum on 'precarious work' jointly hosted with the

COMMUNITY AND REGIONAL ENGAGEMENT

ACTU at its Melbourne HQ, and the fourth annual 2012 Economy Symposium, this year looking at *'Expanding the Economy: perspectives on growth, well-being and prosperity'*.

- Several new reports were published: High Stakes Testing Literature Review [January], *The Coup that Laid the Fear of China* [Fitzgerald, October], *Federalism, Public Education and the Common Good* [Reid, October], and *The Impact of High Stakes Testing on Students and their Families: Educator's Perspective* [Dulfer et al. Nov].
- The annual *What Matters?* School student essay writing competition in NSW and the ACT broke new ground with some 3,500 entries.
- The Institute joined Riverside Theatres Parramatta in again co-hosting the Museum of Australian Democracy's *Behind the Lines* exhibition [April–early June] and presented the Australian Museum's *Frank Hurley: journeys into Papua* exhibition [August–October] in the newly named Margaret Whitlam Galleries in the Female Orphan School.
- The Whitlam Prime Ministerial Library has been enriched by very substantial new donations from The Honourable Gough Whitlam and the Whitlam family including a gift of some hundreds of Mrs Margaret Whitlam's papers and memorabilia including her personal diaries. The Collection has also benefitted from gifts from other donors, among them, former Whitlam ministers and staff.

In 2012 the Whitlam Institute has made important advances towards its goal of being firmly established as a permanent Institute of national significance, with continuing focus on quality, measured growth and steadily expanding its organisational base.

SCHOOLS ENGAGEMENT

In 2012 further expansion and enhancement of the University's diverse suite of schools engagement programs, which focus on increasing school students' educational aspiration, opportunity and attainment occurred. The programs also provide valuable learning experiences for UWS students who volunteer to assist or gain credit towards their degrees. UWS works closely with the school sector in setting directions and priorities, and designing initiatives. The Schools Engagement Reference Group, comprising senior administrators and school principals from the public, Catholic systems and independent school sub-sectors, provides advice and advocacy, and helps to facilitate program implementation.

Since development of the first UWS Schools Strategic Plan in 2007, the range, depth and number of initiatives, and participation levels, have grown steadily. UWS now has direct relationships with 850 schools (2007: approximately 300 schools), the majority of which are located in Greater Western Sydney. In 2012, nearly 25,000 (to be confirmed late January) students took part in aspiration-building or academic enrichment activities, and many thousands more were linked to UWS through sponsored events and services, marketing activities, research projects and on campus sport. Thirteen hundred school staff (to be confirmed late January) undertook UWS short courses and hundreds more gained professional learning by accompanying their students to academic enrichment activities. All UWS school faculties and most research centres, along with many non-academic areas, were involved in Schools Engagement to varying degrees. Over 1,000 UWS students built their personal and professional skills by contributing.

Evaluation outcomes and feedback continued to be very positive, and annual events and competitions saw increases in the number of participants. Longer-term, ongoing programs that build and support student aspirations such as Fast Forward, the Indigenous School Student Mentoring Program and Heartbeat were significantly expanded, and enhanced with new opportunities for participants and also their parents/families. This was assisted by Australian Government funding through the Higher Education Participation and Partnership Program (HEPPP) (refer Widening Participation, page 46).

The Reference Group established three working groups to review and consider initiatives in the broad areas of 'Students', 'Teaching' and 'Australian Curriculum'. This included assessment of emerging needs and priorities in the context of key developments in the sector. Recommendations were presented to the Reference Group in late October and proposed action will be further discussed at a joint meeting of all working group members in February 2013.

ART COLLECTION UNIT

The UWS Art Collection Unit operates in support of the UWS Strategic Goal to excel in the development and application of scholarship and knowledge in regional and community contexts which promote UWS as an engaged University within Greater Western Sydney, nationally and internationally.

The UWS Art Collection comprises of approximately 1,334 objects. The collection was valued in December 2012 \$3.095

million. It is comprised of a diverse range of paintings, works on paper, photographs, mixed media, sculptures and ceramics, which are created by primarily Australian artists from the 20th and 21st Centuries.

The UWS Arts Advisory Committee met in May and November of 2012 and ratified the purchase, commission and donation of various paintings, photographs, etchings and sculptures.

Donations to the UWS Art Collection by artists included a sculpture by Neil Douglas Laredo and a sculpture by Mark McClelland. A Painting by Shane Pickett was donated by Dan and Diane Mossenson and a painting by Graham Kuo was donated by Robert and Jennifer Dickerson. Two lithographs by Judy Cassab were donated by Anna Yeatman. In all, six works were donated to the collection with a collective value of approximately \$94,000.

The Art Collection Unit continued engaging with the University's communities through cultural events and exhibitions by professional artists, schools and community-based art projects within its galleries based at Bankstown, Parramatta and Penrith. The Margot Hardy Gallery, based at Bankstown, is dedicated to showcasing works by local primary and secondary schools, as well as projects by community groups and in 2012 hosted six exhibitions.

The UWS Art Gallery based at Werrington North (Penrith) supports and profiles UWS staff and higher degree students and their research and held four exhibitions in 2012. The program also supports exhibitions utilising the UWS Art Collection. All exhibitions provide a public education program, which involves artist talks being presented to the general public, local schools as well as UWS and TAFE students.

The Female Orphan School opened its renovated west wing in March 2011, and the second floor of this wing is now dedicated exhibition space for national touring exhibitions from major cultural institutions. This Gallery space was renamed The Margaret Whitlam Galleries in June and hosted five exhibitions in 2012.

UWS Sculpture Award and Exhibition

The UWS Sculpture Award has been a strategic initiative of the University since it was launched on the Campbelltown campus in 2004. It has since become a significant biennial cultural event within the region, keenly anticipated by the University and surrounding local government communities.

In May 2012, the fifth UWS Sculpture Award and Exhibition was launched on the Campbelltown campus exhibiting the outdoor sculptures of 27 finalists selected from around Australia. The 2012 Sculpture Award winner was Louisa Dawson for her sculpture, *New Arrivals* and the winner of the Landcom People's Choice Award was Chris Leaver for his sculpture *Antipodean Vision*.

An educational resource kit was produced and distributed to high schools within the region. Exhibition finalist John Petrie presented artist talks to local high school students in conjunction with a curatorial walk and talk around the exhibition with the University's art curator. The University also hosted a Mother Day's Picnic Day at the sculpture exhibition inviting the local community to use the grounds for their Mother's Day celebrations.

At the close of the exhibition, the associated Landcom People's Choice Award ceremony was held at Campbelltown Arts Centre, hosted by Campbelltown City Council.

Other projects

- Involvement in public art projects in over eight re-adapted buildings associated with University.
- Coordinated the relocation of the art collection in storage and its archives from Campbelltown campus to Werrington South campus, as well centralising its storage spaces at Kingswood and Werrington North to the new Werrington South Art Archive
- Worked with artists and capital works project managers in the installation of several new public sculptures on the Bankstown and Parramatta campuses.

UWS INTERNATIONAL

The UWS International strategies, plans and activities continue to support the goals of the University for its international profile and targets.

Institutional Relationships

UWS International continues to successfully develop new relationships with high-level, elite institutions. In 2012, the main focus was on fostering and diversifying our established relationships to ensure they are focused, intensive and efficient.

The majority of our new partnerships are from Chinese institutions. Universities in China have been encouraged to

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develop strong international partnerships, consequently, a large number have approached UWS to investigate relationships that cover research, exchange and, most importantly, joint degree and articulation pathways. Their priority is to form robust international partnerships and, significantly, to plan for future education needs.

New Partnerships established in 2012:

- Nanjing University of Chinese Medicine
- Jinan University
- New Bulgarian University
- University of Salerno

Established Partnerships:

- NSW Department of Education and Communities (DEC) and Ningbo Municipal Education Bureau (NMEB) – a new Memorandum of Understanding Agreement was signed to continue the Western Sydney-Ningbo Partnership, which has been running at UWS since 2006 and has so far contributed to a large body of research candidates, and the learning of Chinese as a second language by 4,017 primary students and 1,358 secondary students in the Greater Western Sydney region.
- University of Economics, Ho Chi Minh City (UEH) – the joint Doctor of Business Administration (DBA) research and Bachelor of Business and Commerce (BBC) participation programs continue to be successful. Following the introduction of the DBA and BBC programs, UWS and UEH established licensing agreements for offshore delivery of units from the UWS Master of Business and Commerce degree.

UWS FOUNDATION

The UWS Foundation Ltd, established in 1991, is a wholly owned entity of UWS. Its primary role is to be the trustee of the UWS Foundation Trust, an ATO-approved Gift Fund with Deductible Gift Recipient (DGR) status. All financial donations to UWS are directed through the UWS Foundation Trust. The Board of the Foundation manages and invests the Trust funds to ensure their stable and balanced growth in perpetuity.

The objective of the Foundation is to support and assist the UWS Board of Trustees to encourage and foster interest and financial support from present and past students, parents of students and friends of the University in order to preserve, improve, extend and develop its standards, services, property and facilities.

The Foundation is led by a group of individuals who are passionate about the University, its students, staff and community. The Directors of the Foundation Board, chaired by Mr Danny Gilbert AM, volunteer their time to ensure that donors' wishes are fulfilled and that all gifts inspire lives and enhance the future of our community.

Through sustained partnerships between the University, the community and the world of business, the UWS Foundation aims to support educational and regional development by raising funds for important projects such as scholarships, prizes, research, teaching positions, academic programs and teaching facilities.

Through new and existing partnerships, the UWS Foundation strives to overcome the increasing pressures faced by universities to find sources of non-government funding. With community and industry support, UWS will continue to provide the highest standard of learning opportunities to the Greater Western Sydney Region and beyond.

UWS DEVELOPMENT

UWS Development provides advice and counsel to the University's Executive, the UWS Foundation Board, UWS staff and students on issues and strategies that concern the University's opportunity to raise funds through donations and sponsorships.

In supporting the University and the UWS Foundation, the Office of Development has two primary roles: the provision of leadership and facilitation to develop a culture of philanthropic giving to UWS, and the development and stewardship of long term and sustainable philanthropic relationships on behalf of the University.

DONATED FUNDS SUMMARY 2012 (AS AT 12 DECEMBER 2012)

Gift and Donation Income	\$1,793,231
Number of Donors	533
Scholarships Funded this year	68
Prizes Awarded	183

2012 Highlights

Major Gifts

Mr William Chiu

Mr Chiu has made a significant donation to help students learn more about Chinese culture and society. A leading businessman and philanthropist, Mr Chiu made an official presentation of his donation in 2012.

Inghams Enterprises

Prostate cancer is the second most common form of cancer for Australian men. Inghams Enterprises continues to support the Senior Research Fellow in Prostate Cancer in the School of Medicine.

Derek and Shirley Howes

In September 2011, Mr and Mrs Howes donated a significant gift to establish an endowment prize in the School of Medicine. In January 2012, they made an additional donation to the prize endowment fund.

Rotary Club of Narellan

The Rotary Club are foundation donors to the School of Medicine and have long supported UWS Medicine students. They now have one student under scholarship in every year of the MBBS. In 2012, the Club increased the annual value for each new scholarship from 2012 and provided a donation to support MS research in the Molecular Medicine Research Group within the School of Medicine.

We wish to acknowledge the support of ADCO Constructions, Narellan Town Centre, Mainbrace Constructions, the Perich Group and TRN in making this possible.

Bequests

Legacies were a key theme for 2012 with the University receiving confirmation of a number of bequests, including opportunity scholarships from the Estate of the late (Dorothea) Roma Hill and the late Professor Julia Graham, Professor of Geography at the University of Massachusetts and visiting academic to UWS.

Gifts in Memoriam

Professor B Bhaskara Rao

Professor Rao made an outstanding contribution to the research profile of UWS. The Professor B Bhaskara Rao Memorial Scholarship is donated by Professor Rao's wife and son. The Scholarship seeks to encourage and inspire UWS students in their learning and understanding of economics, in memory of Professor Rao. The fund has been established with a gift of \$25,000.

Dr Robert Hayes

During his lifetime, Dr Hayes was dedicated to providing fairness and justice for the most vulnerable in society, drawing from his own personal experiences to make a lasting impact. A fund has been established in his memory to provide scholarships to outstanding students with a passion for studying law but who need a helping hand to get them on their way.

Yvonne Wei-Meng Kan

Yvonne was a student in Applied Finance at UWS and attained outstanding results in her studies. Sadly, Yvonne died suddenly from a cardiac condition in late 2011 very soon after completing her course. Yvonne was posthumously awarded the degree of Master of Applied Finance with Distinction. The Yvonne Kan Memorial Prize fund was established by Yvonne's parents with a gift of \$25,000 and is awarded to encourage students to work with diligence and enthusiasm in the course, as Yvonne did.

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Annual Giving

UWS Community Scholarships

Five new scholarships have been established and awarded in 2012 through regular gifts from UWS staff, students and alumni. Each scholarship is valued at \$5,000 per annum and is awarded to a student who has overcome hardship to reach university. The recipients were selected by a panel including a staff and alumni donor.

Student Welfare Fund

The Student Welfare Fund provides small grants or bursaries to students in financial need.

This year, the Fund provided support for UWS international student Yinuo Jiang following a tragic house fire. The appeal raised over \$12,000 from the UWS community to support Yinuo's recovery.

Alumni, Staff and Student Giving

Annual Giving provides the opportunity for alumni, staff and students to support our shared vision for opportunity and excellence.

Staff donors have contributed significantly to support UWS Staff Giving in 2012, providing more than \$21,000 to support UWS student scholarships and \$20,000 in gifts to our charity partners, including Oxfam Australia, NSW RSPCA, Northcott Disability Services and the Salvation Army.

The Graduation Gift Appeal has continued around graduation ceremonies in 2012 and has been supported by many new graduates, family and friends.

Donor Funded Scholarships

Scholarships at UWS are supported by individuals, foundations, community groups and businesses, helping to ensure all students can access and make the most of their studies. A number of supporters have joined the scholarship program in 2012, providing donor-funded scholarships to support 68 UWS students, with 10 new scholarships awarded this year.

Prizes for Academic Excellence

The UWS prizes program recognises and rewards the achievements of our most talented students. The program is supported through annual gifts and endowments, with contributions by individuals and organisations. In 2012, 183 donor-funded prizes for academic excellence were awarded to UWS students.

Sponsorships

Jacka Foundation for Natural Therapies

As part of their four year pledge to create an endowment for a professorial chair in Complementary Medicine, the Jacka Foundation for Natural Therapies has contributed over \$500,000 in 2012 to the endowment for the Chair in Complementary Medicine.

Blackmores, Soho Flordis and Catalent

has generously continued supporting the activities and projects of the National Institute of Complimentary Medicine (NICM).

NSW Trustee & Guardian

The NSW Trustee & Guardian continues to support the position of Fellow in Elder Law at UWS.

DONOR RECOGNITION

The University and the UWS Foundation acknowledge and thank the following individuals and organisations who have generously provided support throughout 2012. In addition, a number of donors have chosen to remain anonymous.

Individual Donors

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Dani Gilroy Memorial Prize Fund	John And Moya Phillips Phd Scholarship Endowment Fund	Professor Rao Memorial Scholarship Fund	William Chiu Fund
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DONOR RECOGNITION

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Australian Action on Pre- Eclampsia	Hawker Foundation	Presentation Sisters, Wagga Wagga	Wollondilly Shire Council
Australian Federation for Graduate Women Inc	Hawkesbury City Council	Primary Health Care Limited	Zonta Club of Sydney Hills Inc
Australian Podiatry Association (NSW)	Hawkesbury Nepean Catchment Management Authority	Richardson & Wrench - Campbelltown, Ingleburn & Narellan	
Australian Property Institute	Helio	Richmond Club Limited	
Australian Taxation Office	Herb Booth	Rooty Hill RSL Club Ltd	
Blacktown City Council	IGT	Rotary Club of Camden	
Blacktown Medical Practitioner's Association	Inghams Enterprises Pty Ltd	Rotary Club of Narellan	
CAFAmerica	Inner Wheel Club of Camden Inc	Royal Australian and New Zealand College of Psychiatrists	
Campbelltown City Council	Jacka Foundation of Natural Therapies Limited	SAP Australian User Group Inc	
Capital Works and Facilities	Karitane	School of Business	
Catalent Pharma Solutions	Kelly + Partners	School of Computing and Mathematics	
Champion Legal	KU Children's Services	School of Marketing	
Coleman Greig Lawyers	Lachlan Macquarie Chambers	Sir Owen Dixon Chambers	
Company Doctor Pty Ltd	Lamrocks Solicitors	St Hilliers Property Pty Ltd	
Corporate Express	Macquarie University	Steel Reinforcement Institute of Australia	
CPA Australia	Mainbrace Constructions	Strathfield South High School	
Dart West Developments	MatthewsFolbigg Lawyers	Sydney Water	
de Groot's Wills & Estate Lawyers	Moore Stephens	The Atlantic Philanthropies	
Dickerson Gallery	MRL Logistics	Employee Designated Gift Fund	
Diversional Therapy Australia	Narellan Town Centre		
Eagle Consulting Group	NSW Bar Association		
Electric Energy Society of Australia Inc	NSW Food Authority		
	NSW Land and Housing Corporation		

MANAGEMENT AND RESOURCES

OUR STAFF

There were 2,362.84 full-time equivalent staff throughout UWS in ongoing and fixed term positions as at 31 March 2012.

The following figures do not include casuals and are a snapshot of data as at 31 March each year.

	2005	2006	2007	2008	2009	2010	2011	2012
Academic (Levels A-E)	920.78	875.74	871.51	881.28	782.40	850.92	946.10	992.22
General (Levels 1-9)	1128.76	1084.48	1026.67	1119.02	1080.16	1116.98	1253.90	1230.82
Senior (Above Academic Level E or General Level 9)	77.00	84.40	117.70	138.60	107.70	104.40	114.60	139.80

The Office of People and Culture (OPC) is responsible for the development and implementation of a strategically focused human resource policy and practice framework. The staff within OPC continue to work with School, Institute and divisional staff, and within University management to achieve the University's strategic goals through effective people management.

Projects undertaken by OPC this year include:

- the finalisation of the new Management and Leadership structure early in the year, with the establishment of nine new Schools led by Deans
- ensuring legislative compliance with the new requirements around payments to visiting academics
- a new recruitment round of Teaching Focused Roles was conducted mid year
- an intensive campaign continues in relation to reducing excessive accumulation of leave.

The University will commence enterprise bargaining for new Staff Enterprise Agreements for both academic and professional staff early in 2013.

Our People 2015

OPC has continued to build on the Our People 2015 staffing strategy, hosting another well received UWS Professional Staff conference in July, attracting over 350 registrations. The highly successful academic mentoring program is now in its third round and the Inspire Leadership program (for both academic and professional staff) has recently graduated its second cohort of participants.

The Professoriate dinner was held for the second year, attended by over 100 of the UWS professoriate with the address provided by the Vice-Chancellor. The University continued offering a range of rewarding opportunities for staff to further their career development with 16 Vice-Chancellor professional development scholarships awarded.

Human Resources Information Systems (HRIS)

During 2012, a significant body of work has been dedicated to the testing of a major upgrade to Alesco (HRIS). This upgrade is required to ensure the University meets legislative compliance and to progress UWS to the latest version of Alesco.

An enhanced version of the casual staff timesheet has been deployed during the second half of 2012. Testing has

MANAGEMENT AND RESOURCES

taken place of some new online functionality that will allow professional staff to complete their flexi sheets online, rather than using the existing excel-based flexi sheet. The pilot phase of this project will be complete by the end of 2012.

The types of leave which can now be booked online have been expanded in 2012, and in addition, staff can now also apply for part-day leave through the employee kiosk.

The University utilises Cornerstone as its Learning Management and Performance Management System. All staff have access to this system, locally known as MyCareer Online, to enrol in training at UWS, and to record and monitor development plans and performance objectives. This year is the second year that annual performance reviews have been conducted using the online system. This will enable organisational reporting on performance and staff development. Systems upgrades occur on a quarterly basis.

The interface between Alesco and the NGA e-recruitment platform has been implemented. This has meant that hiring managers are no longer required to populate a number of forms as part of the recruitment process with position related data, as the position related data is now being pre-populated based on the data held in Alesco.

Academic Promotions

The 2012 round of academic promotions attracted 54 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 31 applicants gaining promotion.

Office of Aboriginal and Torres Strait Islander Employment and Engagement

The six University of Western Sydney (UWS) campuses are located in an area that spans the Darug, Gandangarra and Tharawal peoples and it is the University's practice that appropriate Aboriginal Cultural Protocols be observed before the commencement of any meetings, conferences or events.

The Office of Aboriginal and Torres Strait Islander Employment and Engagement seeks to:

- maximise employment opportunities for Aboriginal and Torres Strait Islander people's at UWS and beyond
- build collaborative networks and commercial partnerships within the Greater Western Sydney (GWS) region
- listen and give voice to the issues being raised by the communities in Greater Western Sydney where these impact on the University and its future.

Employment

There is wide spread cultural endorsement among First Peoples, Elder groups, Aboriginal and Torres Strait Islander organisations and groups in GWS that the Office of Aboriginal and Torres Strait Islander Employment and Engagement can and should support, advocate for and, when appropriate, represent Aboriginal and Torres Strait Islanders employees in cultural matters which pertain to the Aboriginal and Torres Strait Islander Employment and Engagement strategy and goals.

UWS aims to be the employer of choice within GWS for Aboriginal and Torres Strait Islander people and aims to promote the benefits of inclusiveness and diversity in the workplace to all employees.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	2	0	2	1	0	1
C	29	16	13	17	7	10
D	13	6	7	8	3	5
E	10	8	2	5	4	1
Total	54	30	24	31	14	17

The University of Western Sydney Office of Aboriginal and Torres Strait Islander Employment Action Plan aims to attract, retain and support Aboriginal and Torres Strait Islander peoples.

Engagement

The Office of Aboriginal and Torres Strait Islander Employment and Engagement supports community engagement by:

- promoting the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board established in 2008, the first such Board in the tertiary education sector
- establishing a University-wide 'Elders on Campus' program to provide leadership in Cultural Workplace Relations
- being one of the principal contact points and nexus between the multiple communities of GWS and the many UWS work units. This is vital for occasions such as arranging University-sponsored 'Welcome to Country' addresses, celebratory and ceremonial events, collaborating with and/or supporting community-driven initiatives arising from local Aboriginal and Torres Strait Islander organisations and groups.

The Office of Aboriginal and Torres Strait Islander Employment and Engagement was recently named an Exemplar in University Culture and Governance (14.1.3 UWS Office of Aboriginal Torres Strait Islander Employment and Engagement) in the recent National Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People.

The University of Western Sydney is committed to being an employer of choice for our region for Aboriginal and Torres Strait Islander people. As a result, over the past four years, the number of Aboriginal and Torres Strait Islander people employed at UWS has quadrupled in Academic and Professional roles. This places the University ahead in the sector and ahead of Government targets. This trend also extends to our Aboriginal and Torres Strait Islander Senior Staff, placing UWS in the top 10% of the 33 Universities surveyed in the AHEIA Universities HR Benchmarking Program Final Report 2012.

The University's efforts have been acknowledged and encouraged by continued Federal government support with further grants provided for its Aboriginal and Torres Strait Islander traineeships and cadetships.

Organisational Development

The Office of Organisational Development (OD) provides strategic advice and support for university-wide initiatives, activities, and programs that support organisational growth,

strengthen leadership and professional capabilities, enhance career development, and foster a collaborative learning culture.

From January to June 2012, OD coordinated and delivered 172 workshops, seminars and forums. There are over 310 courses and 80 online modules offered throughout 2012. The relevance of OD courses to work or career is evaluated at 4.31 out of 5.

During 2012, several key programs and initiatives were delivered:

- The *UWS Academic Mentoring Program* enhances career progression and recognises and provides talented early to mid-career academic staff with opportunities to broaden their knowledge, skills and experience through mentoring. 86 staff (43 mentoring pairs) participated in the program in 2012.
- The *UWS Inspire Leadership Program* is specifically designed for academic and professional staff to develop their leadership capability and foster a culture of engagement, recognition and career development. 77 professional and academic staff participated in the 2011 program and graduated in May 2012. 65 academic and professional staff are undertaking this highly effective blended learning leadership program in 2012.
- The *Future Research Leader's Program* provides academic staff identified as future research leaders with career development and training in financial management and reporting, grant writing and administration, and project management. There are 22 early and mid career researchers participating in a pilot program developed in partnership with the Office of PVC Research. This initiative supports academic career progression and building research capabilities.
- Alternative pathways to further studies. OD coordinates the nationally accredited programs in Certificate IV and Diploma in Management and Certificate IV in Training and Assessment. Since 2007, 16 Certificate IV and Diploma programs have been held with 272 participants. Of 76% participants surveyed, the Certificate IV is their first formal qualification. Of staff surveyed 23% are now in higher level positions at UWS and 50% of staff have progressed and undertaken the Diploma in Management.

Compass Program: Staff Performance Planning and Development

Compass is designed to provide staff with the guidance, direction and support to navigate various career pathways and development opportunities at UWS, and to help with the planning of their work aligned to the UWS strategy and goals. This initiative supports workforce continuity and planning, and performance and career development.

UWS RECRUITMENT GLOBAL REACH COUNTRY OF ORIGIN PLACED CANDIDATES



This is only the second year that the University has introduced an online process for reporting on staff performance plans and reviews. There has been mixed uptake in the performance planning and development process across the University. Using the online system, 62% of staff entered performance objectives. The majority of performance reviews are expected to be completed by 31 December 2012.

MyVoice: UWS Staff Engagement Survey

The MyVoice Survey measures staff engagement, job satisfaction and commitment to the University. Conducted in March-April 2012, UWS achieved a response of 83% or 2,066 out of 2,487 staff who provided feedback on a range of management practices for maximising employee engagement and performance, and for identifying organisational strengths and areas for improvement. This response exceeded the sector wide average of 65% and was 1% higher than the average benchmark results for universities.

Four recommendations on priority improvement areas at the university-wide level relate to the most important drivers of staff engagement and staff perception of organisational progress: trust and confidence in senior leadership, effective recruitment and selection procedures, increased transparency in decision making, facilitating communication and information flow, and greater cross-unit collaboration. A set of key priority areas have been identified to target improvement initiatives at the university-wide and School or Unit level and these are to be implemented during 2013.

For every survey completed, the University made a contribution on behalf of staff towards UWS's student scholarship program. As a result of staff participation in the MyVoice Survey, the amount of \$10,330 has been generated, and a two year community scholarship has been awarded.

Recruitment

2012 saw the stabilisation of the recruitment service after a period of bedding-in systems, processes and the team during 2011. During 2012, the UWS Recruitment team introduced metrics to better understand both service provision and volume to inform future projects. The team retained its focus on staff development, seconding a Search Consultant to the 'Science on Parramatta' project and offering Recruitment Support opportunities to act in Recruitment Consultant positions.

Managing the University employment brand and reputation is a key responsibility of the Recruitment Consultants. Year-to-date, the unit has interacted with over 5,200 candidates.

Increasingly, the search team are called upon to meet future workforce planning needs by undertaking market mapping exercises. Recent activity includes: 'Diaspora' – mapping of expatriate academics across Canada and the United States, Librarian search across Asia Pacific, Europe, UK; and the 100 Academic Round 4 Campaign where they supplemented the work of a third party provider.

MANAGEMENT AND RESOURCES

2013 Priorities

In 2013, OPC will continue to focus on Academic staff recruitment, develop a workforce planning framework and staff engagement and retention improvements identified through the 'MyVoice' Staff Engagement Survey results, foster a culture of high performance and career development through the Compass Program, review and institute policies and processes that support a positive culture and work environment, enhance the development of academic and professional leaders through the *Inspire Leadership Program*, *Academic Mentoring Program*, *Future Research Leaders Program* and tailored Executive Development Program. In addition, OPC will be actively supporting the implementation of the 'Our Future Action' Projects and the next round of Enterprise Bargaining for academic and general staff.

Multicultural Policy and Services

UWS is a culturally diverse community with over 2,500 staff and around 40,000 students. More than 150 countries are represented and over a quarter of all staff come from culturally and linguistically different (CALD) backgrounds. Inclusive principles and practises underpin services and programs.

Areas of focus in 2012

Encouraging greater participation of CALD students in higher education

Through *The Bridges to Education Program* UWS, together with other universities in the Sydney region, works with schools and communities to improve the participation of students from underrepresented groups in higher education. The program is designed to improve academic outcomes and raise education aspirations and engagement.

Through the expansion of UWS College, the University provides alternative pathways to higher education for CALD students. The College offers fully accredited English language courses and foundation studies to prepare students for university.

Supporting students from CALD backgrounds

In 2012, the UWS website for CALD students '*Living and Studying in Australia*' was launched. This website provides information to students about living and studying in Australia and provides an interactive map which highlights the diversity of UWS campuses.

CALD Students are supported through programs like UWS Equity Buddies Network. Equity Buddies Network provides opportunities to network with students from similar cultural backgrounds. The network is for students who are interested in supporting each other in their studies, by being involved in structured co-coaching and mentoring activities.

Promoting diversity and inclusion on campus

Diversity Week activities and events were held across all UWS campuses in September. These included forums on Human Rights, Religion, Ethics and Disability, cultural film screenings, cultural music and food festivals, international art and dancing. The 2012 Diversity Week also focused on the launch of the new *UWS Discrimination, Harassment, Vilification and Victimisation Policy*.

Successful and well attended multi-faith events were held on five campuses, providing a forum for students from diverse groups to share information and start a dialogue between different faith groups.

Professor Andrew Markus from Monash University spoke at the UWS Open Forum on the topic *Why We Love to Hate Boat People – Public Opinion, Research, Migration and Racism*. Link to the video of the Forum at http://www.uws.edu.au/equity_diversity/equity_and_diversity/open_forums

The UWS School of Business celebrated The International Day for Tolerance in November with a barbecue, a performance by an African dance group and guest speakers talking on tolerance and diversity.

For the eighth consecutive year UWS hosted a 'breaking of fast' dinner during the Islamic month of Ramadan, with close to 300 community members, students and staff attending the event. The keynote speaker for the evening was Senior Constable Danny Mikati from the Bankstown Local Area Command, NSW Police Force. He shared his experiences as a Muslim police officer in Bankstown and provided an insight into the ways to build cooperation and trust between Muslim communities and the NSW Police Force.

Key strategy for 2013

To celebrate UWS diversity and focus on the success that diversity brings, the University will run a full year program titled "The Year of Success through Diversity 2013".

COMPARATIVE INCIDENT/ACCIDENT AND CLAIMS AT UWS

	2005	2006	2007	2008	2009	2010	2011	2012 ¹
Incidents/Accidents	364	215	347	391	397	422	479	327
Claims	72	53	60	64	65	50	58	43
Frequency Rate	10.33	6.53	8.83	9.07	8.38	7.77	6.79	6.55
Incident Rate	1.31	.65	.66	.75	.80	.69	.51	.38
Average Lost Time (hrs)	10.79	12.87	15.12	11.22	14.14	13.39	23.54	9.13

¹2012 data is as at the end of August 2012

OCCUPATIONAL HEALTH AND SAFETY

Throughout 2012, the Occupational Health and Safety unit has worked to implement the changes required of the University as a result of the new Work Health and Safety Act 2011 which came into effect across New South Wales from 1 January 2012.

The Occupational Health and Safety Unit aims to assist management and staff to establish an atmosphere and culture within the University that will encourage every person to work in a safe manner and to care for the health and safety of other people and the environment.

Usage of the Employee Assistance Program during 2012 has been in line with the prior three years and indicates good, continuing support for the service.

The Injury Management portfolio continues to achieve significant progress in terms of rehabilitation for injured employees, staff care arrangements and cost of claims.

There were no prosecutions of UWS for breaches under OHS legislation during 2011.

GENDER EQUALITY

EOWA Employer of Choice 2012

In recognition of the University's sustained commitment to improving outcomes for women in the workplace, UWS was named as an EOWA Employer of Choice for Women for the ninth consecutive year.

New Child Care Centre

In November 2012, a new purpose-built child care centre was opened at Bankstown campus. UWS Early Learning Ltd now operates child care centres on five UWS campuses, providing subsidised child care for staff and students.

Gender pay equity

To mark UWS support for Equal Pay Day 2012, a series of posters on the theme of gender pay equity were produced through a joint project between Equity and Diversity and the School of Communication Arts. These colourful and thought provoking posters raise awareness and promote critical thinking around the issue of gender pay equity.

Revised Promotions Policies

Academic Promotions Policies were revised to ensure that applicant achievements are more easily assessed relative to opportunity. It has been recognised that factors such as part-time/fractional employment, significant parenting or other caring responsibilities, or clinical responsibilities may affect employment opportunity.

In 2013 the *Year of Success through Diversity* will celebrate diversity across the University with a focus on the success that diversity brings.

MANAGEMENT AND RESOURCES

OFFICE OF THE CHIEF FINANCIAL OFFICER

The Office of the Chief Financial Officer (OCFO) is responsible for the University's financial sustainability, financial performance and governance, and University wide resource allocation through the development of the University's three year rolling budget.

The OCFO is also responsible for the careful structuring of the University's capital and commercial investments, the utilisation of land and building assets, and sourcing alternative revenue streams to fund the strategic priorities of the University.

Encompassing a diverse portfolio, the OCFO comprises the following UWS business units:

- Office of the Chief Financial Officer (incorporating Treasury, Procurement and Purchasing, Corporate Finance, Entities, Management and Organisational strength)
- Finance Office
- Information Technology Services
- Campus Development (incorporating Commercial Property and UWS Consulting)

A significant focus area for the Chief Financial Officer (CFO) portfolio over the next three years is to support the delivery of the University's transformation program, the Our Future: Action Plan 2012-2014, developed by the Board of Trustees to respond to the new environment of the higher education sector.

The CFO manages the University's budget and financial performance. Over the next three years the budget has been designed to support and resource the Our Future: Action Plan 2012-2014 as well as the operation of core University functions.

The CFO is committed to containing expenditure within the portfolio to assist in the University's cash flow commitments.

Financial Resources and Budget Outcomes

The University ended the 2012 financial year with a consolidated operating surplus of \$61.0m compared to \$12.5m in 2011 and a budget of \$50.2m. The result was \$10.8m 21.4% over budget due to the over achievements in revenue targets.

Total revenue from continuing operations increased by \$100.8m, 18.04% to \$659.7m in 2012 compared to 2011. Federal Government financial assistance increased by \$95.9m, 23.9% to \$496.9m. This significant increase incorporates the University's move towards an uncapped demand-driven full funding of students. It also reflects an increase in Capital Grants of \$14.4m from 2011. International student fees increased by \$0.7m 1.1% to \$61.4m and other course fees decreased by \$2.4m (23.1%) to \$8.0m.

Expenses from continuing operations rose by \$52.4m (9.6%) to \$598.7m with employee related expenses increasing by \$26.9m (8.0%) to \$365.7m.

The University's overall net worth has increased by \$86.6m 7.0% to \$1,321.0m primarily driven by the increase in Property, Plant and Equipment of \$81.6m in line with the University's strategy to ensure optimal use of existing assets and our campus master plans.

During 2012 Higher education funding continued to be somewhat unpredictable with all universities needing to ensure that they are in a position to generate new streams of income and make the most efficient and effective use of their financial resources. In this context the University will continue its growth strategy to capitalise on the full funding of students. Despite such financial pressures, the University continues to focus on a growth strategy supported by continued funding for capital development, strong performance in teaching and learning, research and community partnerships.

MANAGEMENT AND RESOURCES

INFORMATION TECHNOLOGY SERVICES

The Board of Trustees in its 2012 Strategy Day resolutions noted the need for significant strategic investment in information technology systems, service and support and recognised the centrality of information technology to the future of UWS's educational mission. This has led to the first year of major reform in the delivery and management of UWS Information Technology Services. The strategic projects that were funded for 2012 are all underway, many of which will continue into 2013. In addition, the majority of IT Services staff have relocated from Werrington North to the Hawkesbury campus.

A major milestone was achieved in mid-September with the Stage 1 implementation of the Service Management Program. This has seen the implementation of new tools and processes for the day-to-day management of IT operations and improved governance and risk management over the introduction of system changes.

The wireless rollout has continued and coverage across the campuses is significantly improved. Ongoing upgrades will occur as 'black spots' are identified with increased focus on outdoor areas. The wireless network will also be extended into the forested area of the *Free Air CO₂ Enrichment (FACE)* site at Hawkesbury. The storage infrastructure has also been upgraded including backup and archiving capabilities, trebling the potential capacity.

IT initiated a major collaboration with Capital Works and other stakeholders to redevelop our approach to learning space design to support the University's Blended Learning Strategy. This has included working with various stakeholders to design flexible, rather than fixed, teaching spaces with relevant supporting technology.

Ongoing engagement with the Research community has led to the development of an *eResearch Technology Framework* that identifies the key needs of this community in the areas of computers, storage and collaboration. As a first step in providing new services, the Research Data Repository (RDR) project has delivered an easy to use online storage capability to this community.

These are examples of the ongoing engagement between IT Services and the rest of the University that is required to deliver a seamless and contemporary technology experience for staff and students.

CAMPUS DEVELOPMENT

A number of important milestones were achieved within the campus development program during 2012.

The campus development program involves:

- strategic planning for the network of campuses in the context of regional and metropolitan growth
- campus planning through the creation of master plans to guide the development of each campus
- development of campus land assets with income derived from these projects directed towards the University's strategic initiatives
- strategic and operational management of the growing portfolio of the University's commercial properties.

The following is a summary of activities for 2012:

Westmead Site Redevelopment

The University has prepared a planning proposal to secure a rezoning for its Westmead site to permit mixed use development of up to 120,000 sqm of residential, retail, commercial, research and educational uses. The State Government has granted conditional approval for the University's planning proposal to progress. The proposal allows for the University to retain a continuing presence on the site. Development planning work is also underway.

Campbelltown Residential Lands Project

Plans for the redevelopment of approximately 103 hectares of University land at the Campbelltown campus and 19 hectares of adjoining Landcom land under an executed Project Delivery Agreement with Landcom have advanced. The Development Application for Stage 1 of the project and lead-in infrastructure works has been approved by the Joint Regional Planning Panel and works are planned to commence in the first quarter of 2013. A development application for Stages 2 and 3 will be lodged with Campbelltown City Council in 2013.

Werrington Park Corporate Centre

The University with consortium partners Penrith City Council and Penrith Business Alliance secured Commonwealth funding under the Suburban Jobs Fund for the establishment of a commercial premises on Werrington South, Penrith campus. Design and construction of the facility is being managed by Capital Works

and Facilities and is planned to be completed in early 2015. A marketing plan has been developed and includes strategies and approaches to securing tenants for the centre. The facility will provide opportunities for partnerships between UWS and industry.

Hawkesbury University Based Retirement Community

In 2012, the feasibility of a proposal to establish a University Based Retirement Community on the Hawkesbury campus was detailed in a business case. Further assessment of the financial modelling for the proposal will continue into 2013.

Nirimba Education Precinct Planning

A range of planning activities for the Nirimba Education Precinct occurred in collaboration with the Precinct Partners. Activities included consideration of gazetted plans for the Schofields Precinct release area and communications with NSW Department of Planning and Infrastructure over development staging.

Campus Design Covenants

A set of design covenants for each campus was prepared in collaboration with the Strategic Asset Planning team of Capital Works and Facilities. The design covenants will inform decisions on the design of new and refurbished buildings, built and natural landscaping and campus environments. Consultation with campus stakeholders will be undertaken in 2013.

Commercial Property

The focus for 2012 for commercial property has been the introduction of strategies and systems for the management of tenancy arrangements, annual rental reviews and due diligence for prospective new tenants.

Ten Year Estate Development Plan

The Ten Year Estate Development Plan, approved by the Board of Trustees in 2011, continues to provide a structured framework around which the University's land assets are leveraged and informs the University's commercial projects and activities.

Land disposals

No income from land disposals was received in 2012.

UWS ENTITIES

uwsconnect Ltd

uwsconnect was established by UWS as a not for profit, wholly owned UWS entity in 2004. uwsconnect is responsible for providing a wide range of services for UWS students, staff, alumni and the Greater Western Sydney community.

UWS Student and Staff Services

- **Campus Life:** organising over 2,000 hours of activities for students each year, coordinating over 80 clubs and supporting local and national level university sport.
- **UWS Shuttle Bus:** moving 17,000 passengers each week, travelling the equivalent of 23 times around Australia annually.
- **Food Services:** serving over 500,000 meals annually and brewing over nine tonnes of coffee beans through more than 30 Hazard Analysis Critical Control Point (HACCP) certified outlets.
- **Connect Books/Connect Central:** providing students with 130,000 textbooks a year and 7,000 different products, contributing \$25,000 each year to UWS Student Welfare Services textbook voucher scheme.
- **Connect Fitness:** operating four gyms which have over 900,000 visits annually.

Services for Greater Western Sydney

- **Sporting and Club Services:** managing over 29 multipurpose sporting facilities.
- **Venue Hire:** coordinating event management at over 300 different locations, including Yarramundi House and the award winning Boilerhouse.
- **Catering:** serving over 250,000 people per year and organising functions from 10 to over 2,000 attendees.
- **Connect Graduation Services:** gowning over 6,000 graduands a year for external tertiary institutions across Australia.

During 2012, some of the main achievements included:

- Implementation of financial and administrative support for UWS Clubs
- Continued expansion of the UWS Shuttle Bus service
- Increased participation in Campus Life programs, in particular sport

MANAGEMENT AND RESOURCES

- Four national awards for food and beverage facilities and services
- Connect Fitness partnered with Odyssey House in running a successful charity weight-loss challenge
- Connect Fitness Hawkesbury was winner of the Local Business Awards
- Finalists in their respective Local Business Awards were Connect Fitness Bankstown, Campbelltown and Kingswood
- Stronger direct financial returns from the trading areas.

UWS Early Learning Ltd

On 2 March 2012, the four child care centres that comprised UWS Early Learning Inc. were incorporated as UWS Early Learning Ltd.

This new entity is responsible for the provision of all children's services in early learning for 0-5 year old children of students, staff and the broader community. The company is managed by a University approved Board of Directors with the University being the sole Member of the company.

All accounting and ancillary systems have been standardised and the operating licences of the four individual centres are now held by the company. Annual financial reporting of the company is now consolidated into the operations of the University.

The company is now looking forward to establishing a new centre at the Bankstown campus in early 2013 and is also planning a new centre at the Parramatta campus in the ensuing triennium.

UWS Foundation Ltd

The UWS Foundation Ltd, established in 1991, is a wholly owned entity of UWS. Its primary role is to be the trustee of the UWS Foundation Trust, an ATO-approved Gift Fund with Deductible Gift Recipient (DGR) status. All financial donations to UWS are directed through the UWS Foundation Trust. The Board of the Foundation manages and invests the Trust funds to ensure their stable and balanced growth in perpetuity.

The objective of the Foundation is to support and assist the UWS Board of Trustees to encourage and foster interest and financial support from present and past students, parents of students and friends of the University in order to preserve, improve, extend and develop its standards, services, property and facilities.

The Foundation is led by a group of individuals who are passionate about the University, its students, staff and community. The Directors of the Foundation Board, chaired by Mr Danny Gilbert AM, volunteer their time to ensure that donors' wishes are fulfilled and that all gifts inspire lives and enhance the future of our community.

Through sustained partnerships between the University, the community and the world of business, the UWS Foundation aims to support educational and regional development by raising funds for important projects such as scholarships, prizes, research, teaching positions, academic programs and teaching facilities.

Through new and existing partnerships, the UWS Foundation strives to overcome the increasing pressures faced by universities to find sources of non-government funding. With community and industry support, UWS will continue to provide the highest standard of learning opportunities to the Greater Western Sydney Region and beyond.

UWSCollege Pty Ltd

UWSCollege Pty Limited is a not for profit company, wholly owned by the University of Western Sydney. The strategic purpose of the College is to provide quality academic pathways to the University of Western Sydney, complemented by various English language and other professional and community programs for Australian and international students and clients. Created in 2006, the College has its antecedents in English Language and Foundation Studies programs offered by various University Schools and entities since the 1980s.

For more details on the activities of UWSCollege in 2012 please refer to page 29.

Television Sydney Ltd (TVS Ltd)

Television Sydney (TVS) Ltd is the only free-to-air not-for-profit community television licence holder in Sydney. The company began operating in Sydney in 2006 and broadcasts on Digital Channel 44. The company is established as a majority owned entity of the University of Western Sydney (UWS) in accordance with section 81(1) of the Broadcasting Services Act 1992, which prescribes that a holder of a community television licence must be a company limited by guarantee.

The University's vision is that a community television station in Western Sydney is a powerful resource to raise, address and promote issues of local significance in partnership with the regional community.

As a controlled entity of UWS the company's mission is:

- To be the strategic resource for UWS academic courses in communication, design, music and convergent media;
- To promote and enhance UWS's community engagement agenda; and
- To raise awareness of UWS and higher education.

Strategy

In this context UWS has two key expectations:

- The company will provide a venue for the broadcast of material produced by UWS students as part of the undergraduate and postgraduate coursework. This will require guaranteed UWS student access to broadcast air time.
- Broadcast air time will be available to promote the activities of UWS in general and specifically in the coverage of UWS community engagement activities in a range of areas consistent with the University's overarching Engagement Plan including the production of programmes by community groups and partners. This will require a strong connection between the company and the community within which the company plays an active role in identifying developing community programming options and outcomes.

CAMPUS SAFETY AND SECURITY

UWS is committed to the safety of students, staff and visitors and the security of the University's assets. In 2012, Campus Safety and Security continued with the implementation of a major security upgrade focused on the updating and integration of security technologies designed to support safety and security initiatives and the application of intelligence-led methodologies.

These initiatives continue to succeed in promoting security awareness, as well as identifying security issues and improving the response capabilities of campus safety and security, while maintaining regulatory and policy compliance.

Highlights in 2012 included:

- the roll-out of a comprehensive safety plan focussed on managing safety, security and research protection across all campuses, integrated with a number of other Directorates in the University including Student Support Services, as part of the wider Pro-Vice Chancellor (Students) portfolio
- further refinement of our critical incident planning and

protocols designed to protect the University in times of crisis

- the work being undertaken by Campus Safety and Security again in 2012 has attracted the attention of other University security teams nationally with a number of visits and technical queries as well as the benchmarking of procedures and practices at a national security conference in education, where our Director of Campus Safety & Security, was both a presenter and conference chair.

CAPITAL WORKS AND FACILITIES

The Capital Works and Facilities (CW&F) Directorate is an operating unit within Corporate Strategy and Services at the University of Western Sydney. The CW&F Directorate aims to continue to improve our performance in the delivery of services across five key result areas:

- people
- program effectiveness
- cost
- resource management
- regulatory compliance.

Within CW&F, the prime focus is to be a strategic partner with the UWS community, delivering a high quality, technology driven learning and research environment.

CW&F's goal is to achieve a responsible balance between the objectives of the capital plan and the ongoing teaching and research programs of the University. CW&F is guided by the Capital Priorities set by the Board of Trustees, the Vice-Chancellor and Executive and the *Making The Difference* strategy.

The Directorate employs a mix of permanent staff, contract staff and outsourced services within six functional areas comprising:

- Programming, Technical Systems and Services
- Strategic Asset Planning
- Finance and Business Support Services
- Major Projects
- Minor Capital Works, and
- Environment and Risk Management.

To maintain the visual appeal of our campuses and extend the life of campus facilities, all campus developments are supported by a comprehensive program that includes

MANAGEMENT AND RESOURCES

preventative maintenance, cleaning and grounds presentation and maintenance. With a focus on the primacy of the student experience, CW&F has targeted and developed an aggressive roll-out program for the renewal of flat floor teaching spaces and lecture theatres. Research and teaching laboratories have been the focus of renewal for the past three years as part of individual campus upgrades based on priority and growth.

During 2012, the Capital Plan consisted of over 370 individual projects, each of which were subjected to the CW&F governance process and have resulted in the provision of world class facilities for students, academics, staff and the greater UWS community.

The Directorate has three main functional areas: Capital Program, Overheads and Operations. During 2012, the total allocated budget for CW&F amounted to \$146.82 million, against the function areas this can be broken down as:

- Capital Program = \$111.11 million
- Overheads = \$27.74 million
- Operations = \$7.94 million

Capital Plan

Overview

CW&F continues to reprioritise the Capital Works Plan and align with the capital priorities of the University. The Backlog Maintenance Program has been reworked to prioritise and place particular emphasis on the student experience (teaching and learning spaces, libraries and laboratories, and social spaces). The projects in the Infrastructure Renewal, Minor Capital Works, and Major Projects budgets within the Capital Works Plan have also been reprioritised to integrate necessary backlog maintenance and to focus on the student experience.

Strategic activities during 2012 included, most notably, the completion of the University's Free Air CO₂ Enrichment Facility (FACE), the first experiment of its kind in the Southern Hemisphere. The focal point of the facility is the six identical experimental 'arrays' composed of carbon-fibre composite material that have been erected inside the forest on the western side of the Hawkesbury campus, one of the final projects within the Climate Change and Energy Research Facility (CCERF) program.

Other completed projects of note included: the heritage restoration of building H7 on the Hawkesbury campus as a major teaching venue predominately for School of Nursing,

new student residential accommodation on Hawkesbury and Penrith (Kingswood) campuses, a new childcare facility with dedicated outdoor play areas and a car park on Bankstown campus, the adaption and extension of Building 24 on Campbelltown campus into a clinical training facility for the School of Biomedical Health Sciences, and extensive restoration and remedial works on the foyer of building EE, the lan and Nancy Turbott Auditorium, on the Parramatta (South) campus following extensive fire damage in March 2012.

At Nirimba Education Precinct, Blacktown campus, an adaptive reuse of building U1 has provided much needed student residential accommodation and former warehouse storage space in building U22 has been converted into a new wet lab for UWS College.

As part of the University's ongoing commitment to the safety and security of staff and students, the security systems across all UWS campuses have been upgraded.

2012 was also the first year that there was an ITS integration project in the Capital Works Program. This project was developed to support integration of IT services (data points and communications cabling) into Capital Works projects and has been extremely successful.

Capital Projects (including Government Funded Projects)

The Capital Projects budget includes approved refurbishment and construction projects.

At Campbelltown campus, the building 8 laboratories have been reconfigured and upgraded to provide four main teaching labs for chemistry, bio-chemistry, physics and biology teaching.

On Hawkesbury campus, the existing student residences on the Hawkesbury campus have been expanded and a 'student village' created through common facilities and recreational areas and the construction of 120 fully furnished, self-contained studio-style bedrooms with bathroom and kitchenette facilities in clusters of five studios, in one and two storey combinations.

At Parramatta (South) campus, extensive work was undertaken and completed on the Parramatta Precincts project, enhancing the presentation of the campus whilst protecting and restoring a heritage listed oval. A formal new entry and arrival plaza has also been created, showcasing the two main teaching buildings (EA and EB) on campus.

Three residential buildings of three storeys, have been constructed on Penrith campus, Kingswood, to provide an additional 101 beds for students, complete with common living areas and a shared laundry.

Infrastructure Renewal and Backlog Maintenance Programs

The Infrastructure renewal budget is used for the upgrade of the University's physical infrastructure to ensure that it does not deteriorate, or become obsolete and unserviceable over time. This area of the budget ensures that equitable access standards are met. Projects in this budget include the installation of new airconditioning systems on all campuses and sustainability initiatives such as water reuse and solar energy generation. Infrastructure Renewal also provides funding for statutory compliance issues including Occupational Health and Safety upgrades, disability access and fire safety.

The Backlog Maintenance Program budget is allocated to backlog capital works. During 2011/2012 a desktop audit of the current backlog liability was undertaken. From the priority list, a number of noteworthy projects were completed in 2012, including the refurbishment and service upgrade of building P lecture theatre at Penrith (Kingswood) campus and building BJ lecture theatre and teaching spaces at Penrith (Werrington South) campus, improved seminar, conference and additional function facilities at building R8, Memorial Hall, Hawkesbury campus, and upgrade work on the tiered lecture theatres in buildings 9 and 21 at Campbelltown campus, including a new accessible facility and new multipurpose atrium space for students in building 21.

Relocations Program

The Relocation Projects budget is allocated to the internal refurbishment of buildings in response to changes to organisational and functional structures and requirements. The 2012 program funded works in support of the University's restructure, such as the various consolidation projects at Penrith (Kingswood) campus and Hawkesbury campus.

Environment and Risk Management

During 2012, Environment and Risk Management initiatives included those relating to campus operations, environmental operations, work health and safety, and team development.

New contract arrangements for grounds maintenance has resulted in, improved campus presentation and cost savings, a new cleaning contract and continued improvements in waste

management and recycling. Projects, such as the student residences and Memorial Hall at Hawkesbury campus, and Car Park 2 at Penrith (Kingswood) campus, incorporate stormwater and rainwater reuse for irrigation.

An increasing suite of outdoor furniture, bike parking and water bottle filling stations contribute to student amenity. Stores of second hand furniture have also been rationalised through international donation and staff and community reuse.

Environmental operations included the collaborative development of energy conservation initiatives associated with the energy smart metering pilot on Hawkesbury campus, the establishment of a new agreement with Sydney Water for the supply of recycled water on the Hawkesbury campus, bush fire mitigation planning and extensive bush regeneration and weed removal on Campbelltown campus. In response to the new Work Health and Safety regulations, a revision of the CW&F contractor induction material and safety management system was implemented.

Overheads

Initiatives in 2012 relating to UWS Overheads included those relating to cleaning and waste and recycling services, grounds maintenance, alignment of overheads budgets relating to campus presentation, and environmental risk management. Cleaning, waste and recycling initiatives included a successful waste reduction strategy and the development of a comprehensive tender for the provision of waste services.

Strategic plans and actions were developed for environmental risk management, including a Bushfire Mitigation Plan for Hawkesbury campus with substantive actions implemented across the campus grounds to protect critical research and community assets, rabbit control and removal of African olives. The smart metering pilot continued on Hawkesbury campus in order to increase energy efficiency. Another energy efficiency (and safety) initiative carried out across all campuses was the removal of all strip heaters from offices, open plan areas and other staff areas.

Operations

The Operational budget remains largely in line with the prior year with the exception of a 5% increase allowed per division to reflect the 5% salary EBA increase in May 2012. Higher Education Worker (HEW) level step increases and costs associated with other initiatives were absorbed through savings identified across various expenditure categories.

MANAGEMENT AND RESOURCES

CHANGES IN ACTS

Changes in Acts or subordinate legislation/ significant judicial decisions

A number of legislative changes occurred in relation to onshore international students, covering visa processing and tuition protection services. The Tertiary Education Quality and Standards Agency (TEQSA) assumed full regulatory oversight for compliance with the Education Services for Overseas Students legislative framework.

The *Work Health & Safety Act 2011* (NSW) came into force on 1 January 2012 following the harmonisation of occupational health and safety laws throughout Australia. This Act repealed and replaces the Occupational Health & Safety Act 2000. The University put in place a project to accommodate the changes flowing from the new Act.

UWS RISK MANAGEMENT FRAMEWORK

UWS maintains an enterprise-wide strategic risk assessment and management program which is based on the methodology contained in the Australian/ New Zealand Risk Management Standard AS/NZS ISO 31000:2009.

The UWS Risk Register and Risk Profile are updated on a cyclical basis. Risks are identified via surveys and risk workshops conducted with senior executive, managerial and key operating staff across the University and its related entities.

The Risk Register is used to consolidate the identified risks and record the ways in which these risks are addressed according to their likelihood (probability of occurrence) and consequence (magnitude of impact). The Register also helps to ensure that efforts to address risk are not duplicated and that responses to risk are integrated and focused where they are most needed.

In addition to the identification and remediation of specific high risks, the University is coordinating the progressive integration of risk management methodologies and thinking across all areas of the University's business and operations, including its related entities and commercial activities. This work is being undertaken based on a structured framework, the elements of which are summarised in the UWS Risk Management Framework diagram. The successful implementation of each component of the framework is ongoing and involves cultural change and the progressive evolution of University risk management practices.

The Audit and Risk Management Committee provides the Board with advice and information on high risk activities or events including new or emerging risks. The risk assessment and management program is also subject to an independent peer review on at least a five-yearly basis as part of the Office of Audit and Risk Assessment quality improvement program.

Key outcomes of the 2012 risk management program include:

- maintenance of a cyclical risk assessment program and operational risk databases across both administrative and academic operations
- update of our crisis management and business continuity plans, local crisis management teams were also established and a crisis desktop simulation undertaken with senior staff
- the attendance of senior staff at Audit & Risk Management Committee meetings in order to report on the management of strategic risk in key areas of University operations
- corruption prevention training provided to approximately 200 staff in accordance with our strategy to reduce corruption risks.

CODE OF CONDUCT

UWS is committed to maintaining high standards of personal and professional conduct in all of its activities. These standards are outlined in the University's Code of Conduct. The Code establishes the ethical framework within which the University operates, and is a guide to students, visitors and contractors of the ethical standards that we expect they will also uphold in their engagement with the University. It outlines what is required of members of the University community and recognises that the University and its policies operate in the context of State and Federal laws. The UWS Code of Conduct can be accessed through the internet at the following address:

<http://policies.uws.edu.au/view.current.php?id=00072>

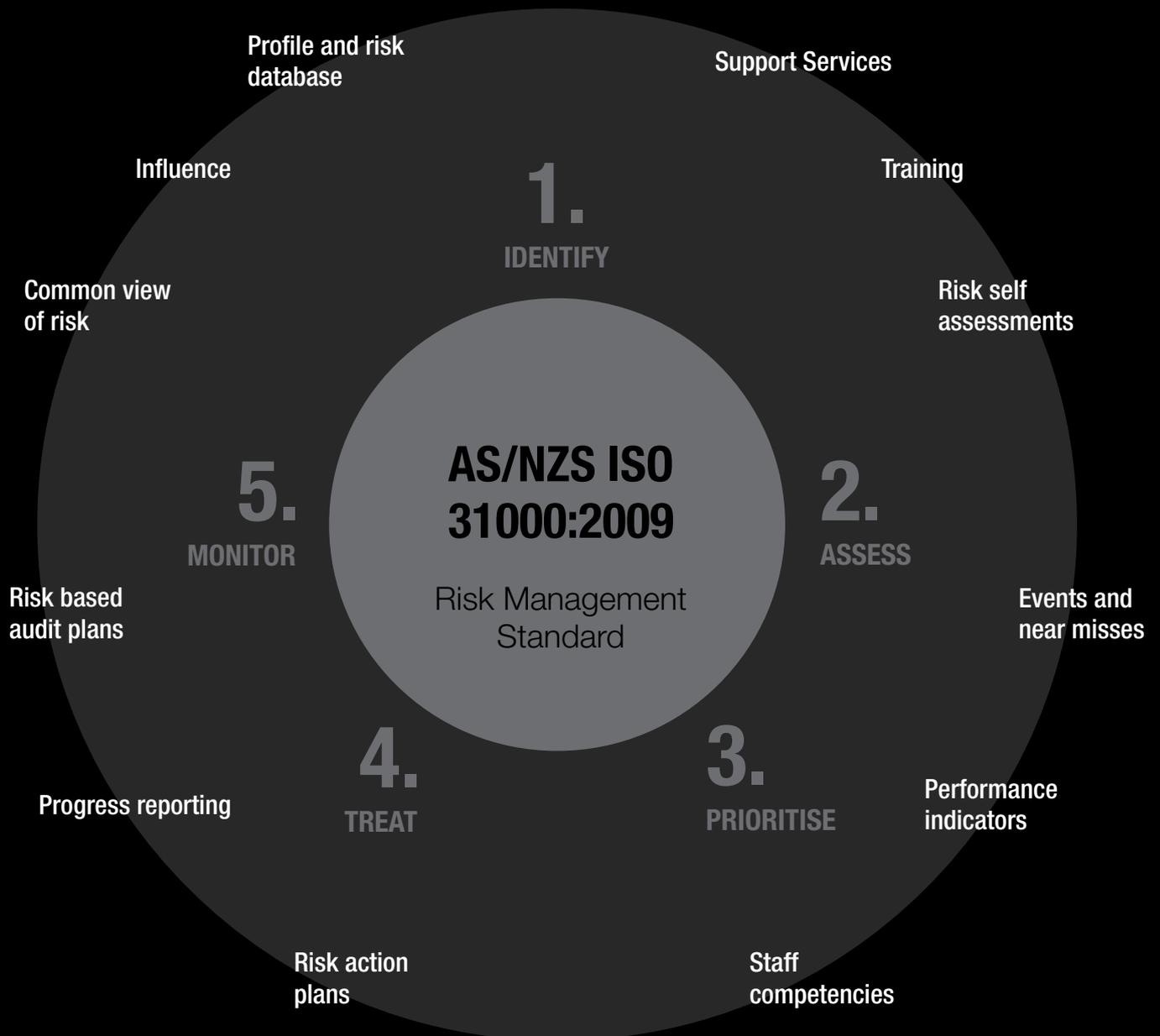
All of the University's Policies are published via an online database available at:

<http://policies.uws.edu.au>

UWS RISK MANAGEMENT FRAMEWORK

POLICY

PEOPLE



PLANNING

PERFORMANCE

APPENDICES

APPENDIX 1: BOARD OF TRUSTEES MEMBERS

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OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor

Professor Janice Reid AM, Vice-Chancellor

Associate Professor Paul Wormell, Chair Academic Senate

6

APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks

Ms Emma Stein

Ms Vivienne James

Mr Glen Sanford (Deputy Chancellor)

Mr Ian Stone

The Hon Kim Yeadon (Deputy Chancellor)

4

APPOINTED MEMBERS (BOARD)

Mr Christopher Brown

Ms Gillian Shadwick (Pro Chancellor)

Vacancy x 2

5

ELECTED MEMBERS

Dr Ken Langford, Graduate

Dr George Morgan, Academic Staff

Mrs Lorraine Fordham, General Staff

Ms Jing Chen, Undergraduate Student

Ms Linda Ayache, Postgraduate Student

APPENDIX 2: BOARD OF TRUSTEES MEETINGS

A = Number of meetings attended B = Number of meetings held during the time the member held office or was a member of the committee during the year#	Committees of the Board of Trustees													
	Board of Trustees		Audit & Risk Management		Strategy & Planning		Remuneration & Nominations		Board Standing		Campus Development		Finance & Investment	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Ms Linda Ayache	4	6												
Mr John Banks	4	6												
Mr Christopher Brown	5	6												
Ms Jing Chen	6	6												
Mr John Fehon			5	6										
Mrs Lorraine Fordham	5	6												
Mr Peter Graham											4	5		
Ms Genevieve Gregor													5	5
Ms Susan Hartigan			3	6										
Ms Rhonda Hawkins							1	1	1	1	1	1		
Mr Graham Horrocks													2	5
Ms Vivienne James	5	6											5	5
Dr Ken Langford	6	6												
Ms Leslie Loble					1	1								
Professor Wayne McKenna											1	1	1	1
Dr George Morgan	5	6												
Mr Stuart Nisbett											3	5		
Mr Sean O'Toole					1	1								
Mr Lee Pinder											3	5		
Professor Janice Reid	6	6			1	1	4	5	4	5	1	5	3	5
Mr Glen Sanford	4	6			1	1	4	5	4	5			5	5
Ms Janet Sayer											5	5		
Ms Gillian Shadwick	5	6					3	5	3	5				
Professor Peter Shergold	6	6					5	5	5	5				
Ms Margaret Smylie			4	6										
Ms Emma Stein	6	6			1	1	4	4	4	4				
Mr Ian Stone	6	6												
Ms Kerry Stubbs													3	5
Ms Michelle Tredenick											3	5		
Assoc Professor Paul Wormell	6	6												
The Hon Kim Yeadon	6	6			0	1	5	5	5	5	3	5		
Mr Alan Zammit			6	6										

In 2012 the Board held five regular meetings and one Strategy Day meeting.

APPENDICES

APPENDIX 3: COMMITTEES AND OTHER BODIES ESTABLISHED BY THE BOARD OF TRUSTEES

BOARD OF TRUSTEES COMMITTEES

CHAIR

Audit and Risk Management	Mr Alan Zammit
Strategy and Planning (until November 2012)	Ms Emma Stein
Finance and Investment	Mr Glen Sanford
Board Standing	Professor Peter Shergold AC
Remuneration and Nominations	Professor Peter Shergold AC
Campus Development	The Hon Kim Yeadon
Academic Senate	Associate Professor Paul Wormell

UNIVERSITY BODIES

Indigenous Advisory Council	Associate Professor Berice Anning
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APPENDIX 4: ACADEMIC SENATE MEMBERSHIP (AS AT 31 DECEMBER 2012)

EX-OFFICIO

Professor Jan Reid,
Vice-Chancellor

Professor Steve Wilson,
Deputy Vice-Chancellor, Academic Planning

Professor Wayne McKenna,
Deputy Vice-Chancellor, Academic and
Research

Professor Kerri-Lee Krause,
Pro Vice-Chancellor, Education

Professor Andrew Cheetham,
Pro Vice-Chancellor, Research

Professor Gary Smith,
Pro Vice-Chancellor, Engagement and
International

Mr Angelo Kourtis,
Pro Vice-Chancellor, Students

Associate Professor Berice Anning,
Dean, Indigenous Education

Professor Clive Smallman,
Dean, School of Business

Professor Simeon Simoff,
Dean, School of Computing, Engineering
and Mathematics

Dr Mary Mooney,
Acting Dean, School of Education

Professor Peter Hutchings,
Dean, School of Humanities and
Communication Arts

Professor Michael Adams,
Dean, School of Law

Professor Annemarie Hennessy,
Dean, School of Medicine

Professor Rhonda Griffiths,
Dean, School of Nursing and Midwifery

Professor Gregory Kolt,
Dean, School of Science and Health

Professor Kevin Dunn,
Dean, School of Social Sciences and
Psychology

Professor Deborah Sweeney,
Associate Pro Vice-Chancellor, Research

Professor Deborah Stevenson,
Associate Pro Vice-Chancellor, Research

Professor Kate (Catherine) Stevens,
Director, University Research Institute,
or nominee

Associate Professor Ian Anderson,
Director, University Research Institute,
or nominee

Dr Bronwyn Cole,
Associate Pro Vice-Chancellor, Education

Associate Professor Craig Ellis,
Associate Pro Vice-Chancellor, Education

Dr Betty Gill, Associate,
Pro Vice-Chancellor, Education

Mr Greg Whateley,
UWS College Director, Academic Quality

Ms Shaneen McGlinchey,
Academic Registrar

Ms Robyn Benjamin,
Acting University Librarian

ELECTED

Associate Professor Paul Wormell,
Chair, Academic Senate

Professor Gabriel Donleavy,
Deputy Chair, Academic Senate

Dr Terri Mylett,
Academic Staff, School of Business
(Level A, B or C)

Associate Professor Terry Sloan,
Academic Staff, School of Business
(Level D or E)

Dr Seyed Shahrestani,
Academic Staff, School of Computing,
Engineering and Mathematics
(Level A, B or C)

Associate Professor Leanne Rylands,
Academic Staff, School of Computing,
Engineering and Mathematics (Level D or E)

Dr Catherine Attard,
Academic Staff, School of Education
(Level A, B or C)

Associate Professor Anne Power,
Academic Staff, School of Education
(Level D or E)

Dr Peter Mauch,
Academic Staff, School of Humanities and
Communication Arts (Level A, B or C)

Professor Lynette Sheridan-Burns,
Academic Staff, School of Humanities and
Communication Arts (Level D or E)

Dr Susan Armstrong,
Academic Staff, School of Law
(Level A, B or C)

Professor Donna Craig,
Academic Staff, School of Law (Level D or E)

Dr Michael O'Connor,
Academic Staff, School of Medicine
(Level A, B or C)

Professor Les Bokey,
Academic Staff, School of Medicine
(Level D or E)

Ms Maxine Veale,
Academic Staff, School of Nursing and
Midwifery (Level A, B or C)

Associate Professor Cecily Hengstberger-
Sims, Academic Staff, School of Nursing
and Midwifery (Level D or E)

Dr Cindy Kersaitis,
Academic Staff, School of Science and
Health (Level A, B or C)

Professor Janice Aldrich-Wright,
Academic Staff, School of Science and
Health (Level D or E)

Dr Awais Piracha,
Academic Staff, School of Social Sciences
and Psychology (Level A, B or C)

Associate Professor Jane Mears,
Academic Staff, School of Social Sciences
and Psychology (Level D or E)

Mr Terry Mason,
Academic Staff, Badanami Centre for
Indigenous Education

Ms Soumaya Alaouie,
1 of 2 Undergraduate Students

Mr Robert Coluccio,
2 of 2 Undergraduate Students

Mr Elie Hammam,
1 of 2 Postgraduate Students

Mr Michael Richardson,
2 of 2 Postgraduate Students

APPOINTED

Professor Donald McNeill,
ICS Professoriate

Associate Professor Zhong Tao,
ARC Future Fellow, Program Director –
Infrastructure Materials

APPENDICES

APPENDIX 5: PRINCIPAL OFFICERS OF THE UNIVERSITY

CHANCELLOR

Professor Peter Shergold AC
BA (Hons) *Hull*, MA *Illinois*, PhD *LSE*, FASSA

VICE-CHANCELLOR

Professor Janice Reid, AM
BSc *Adel*, MA *Hawaii*, MA PhD *Stan*

CHAIR, ACADEMIC SENATE

Associate Professor Paul Wormell
BSc *Syd*, PhD *Syd*, FRACI, CChem

DEPUTY VICE-CHANCELLOR (CORPORATE STRATEGY AND SERVICES)

Ms Rhonda Hawkins
BSc *Syd*, MPP *Syd*, FAICD

DEPUTY VICE-CHANCELLOR (ACADEMIC AND RESEARCH)

Professor Wayne McKenna
BA(Hons) PhD *Leeds*
To: 31 December 2012

PRO VICE-CHANCELLOR (EDUCATION)

Kerri-Lee Krause
PhD Ed. *Macquarie*, M Ed. *Macquarie*, BA Ed. *AC*

PRO VICE-CHANCELLOR (RESEARCH)

Professor Andrew Cheetham
BSc (Hons) PhD *Flinders*, FAIP, FIEAust, MIEEE, MAICD

PRO VICE-CHANCELLOR (ENGAGEMENT AND INTERNATIONAL)

Professor Gary Smith
PhD *Monash*, MA *La Trobe*, BA (Hons) *Monash*

PRO VICE-CHANCELLOR (STUDENTS)

Angelo Kourtis
BA *UWS*

CHIEF FINANCIAL OFFICER

Peter Pickering
B.Com (Hons), Dip CM, FCPA, FCIS, FAICD

EXECUTIVE DIRECTOR, PEOPLE AND CULTURE

Ann Tout
BA *ANU*, GradDip AppSc *Syd*

EXECUTIVE DIRECTOR, STRATEGY AND QUALITY

Dr Paul Rowland
MBA *UQ*, PhD *Griffith*

APPENDIX 6: UWS BOARD OF TRUSTEES REPORT

MEMBERS

The members of the Board of Trustees of the University are detailed in Appendix 1 on page 78 of this annual report.

MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 79 of this report.

PRINCIPAL ACTIVITIES

The principal activities of the University are the provision of university level education and research through a wide range of undergraduate and postgraduate courses and research programs with a particular reference to the Greater Western Sydney region. The University's functions and the authorities of the Board of Trustees are prescribed by the University of Western Sydney Act 1997.

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of the entities are contained in pages 71–73 of this annual report.

REVIEW OF OPERATIONS

The operations and outcomes of the University are outlined in detail in the full Annual Report and in particular in the sections Learning and Teaching, Research and Community Engagement and Service.

SIGNIFICANT CHANGES IN STATE OF AFFAIRS

There were no significant changes in the state of affairs of the University during the year.

MATTERS SUBSEQUENT TO THE END OF THE FINANCIAL YEAR

Other than the developments described in this report the members are of the opinion that no other matter or circumstance will significantly affect the operations or outcomes of the University.

LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS

At the end of 2012 the University was engaged in detailed analysis and negotiations over the future management and operation of its student residences and the telecommunications towers on its campuses.

Compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities.

The Board of Trustees adopted the Voluntary Code from the beginning of 2012 and resolved to review the University's compliance with the Code at its first meeting each year. In 2012 the Board noted the report evidencing compliance with the Code.

ENVIRONMENTAL REGULATION

The University is subject to various Commonwealth, State and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation. Details of the University's general activities related to environmental issues are detailed on page 75 of this annual report.

INSURANCE OF OFFICERS

Clause 5 of Schedule 1 of the University of Western Sydney Act 1997 provides a degree of personal liability protection for Board members and officers of the University for acts done under direction and in good faith. The University also has Director and Officer Liability Protection insurance with Unimutual.

PROCEEDINGS ON BEHALF OF THE UNIVERSITY

In 2012 there were no significant proceedings on behalf of the University.

This report is made in accordance with a resolution of the Board of Trustees on 10 April 2013.

Peter Shergold AC
Chancellor

Dated: 10 April 2013 at Penrith, NSW

APPENDICES

APPENDIX 7: EXECUTIVE REMUNERATION AND PERFORMANCE DATA

PROFESSOR JANICE REID

POSITION	Vice-Chancellor
SALARY	\$838,500
EMPLOYER SUPERANNUATION	\$22,500
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

MS RHONDA HAWKINS

POSITION	Deputy Vice-Chancellor, Corporate Strategy and Services
SALARY	\$471,097
EMPLOYER SUPERANNUATION	\$65,977
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

PROFESSOR WAYNE MCKENNA

POSITION	Deputy Vice-Chancellor, Academic and Research
SALARY	\$439,115
EMPLOYER SUPERANNUATION	\$72,384
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

PROFESSOR STEVE WILSON

POSITION	Deputy Vice-Chancellor, Academic Planning
SALARY	\$316,110
EMPLOYER SUPERANNUATION	\$52,275
PERFORMANCE PAY	Nil
PERIOD IN POSITION	26/11/2012 – 31/12/2012
RESULTS	Commenced late November 2012; did not have performance objectives

PROFESSOR ANDREW CHEETHAM

POSITION	Pro Vice-Chancellor, Research
SALARY	\$316,110
EMPLOYER SUPERANNUATION	\$52,275
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

PROFESSOR KERRI-LEE KRAUSE

POSITION	Pro Vice-Chancellor, Education
SALARY	\$306,214
EMPLOYER SUPERANNUATION	\$52,056
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

MR PETER PICKERING

POSITION	Chief Financial Officer
SALARY	\$313,761
EMPLOYER SUPERANNUATION	\$28,239
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

APPENDIX 8: CONSULTANCIES

CONSULTANCIES COMMISSIONED IN 2012 AMOUNTING TO \$50,000 OR MORE, INCLUDED:

Consultant	Cost \$	Title/Nature of Consultancy
Environmental		
New Republique Pty Ltd	112,267	Mentoring and Tutoring Low SES
Energetics Pty Ltd	80,000	NSW Energy Efficiency
Subtotal	192,267	
Finance and Accounting/Tax		
ABM Technologies Aust Pty Ltd	109,689	SAS Costing System Project Development
Global Valuation Services Pty Ltd	96,900	Valuation For Land, Buildings & Infrastructure
Hays Specialist Recruitment Aust Pty Ltd	87,722	SAS Costing System Project Development
Red Rock Consulting Pty Ltd	72,492	I-Procurement Implementation
Cubewise Pty Ltd	68,994	TM1 Consulting
Subtotal	435,797	
Information Technology		
EMC Global Holdings Company	213,849	Conversion UWRS to Web
UXC Consulting Pty Ltd	205,425	ITSM Project
Keystone Management Solutions Pty Ltd	181,744	Professional Services for 'Service-Now'
Fedtec Pty Ltd	156,000	Callista Upgrades
Cool Resources Pty Ltd	151,263	Callista Upgrades
Avoka Technologies Pty Ltd	134,388	Enterprise Wide Licences
EMC Global Holdings Company	130,929	Enterprise System Backup Upgrade
Khalil Gihan	103,700	IT Consulting Services
Lynnwood Consulting	102,669	Archibus Consulting
Oakton Services Pty Ltd	93,938	CRM Toolset Implementation Project
Icad Consultants Pty Ltd	86,775	Archibus Consulting
Avoka Technologies Pty Ltd	83,467	E-Forms Project
Artis Group Pty Ltd	75,050	Design and Build Sharepoint 2010
Navigo Pty Ltd	65,771	Alesco Upgrade
Dimension Data Aust Pty Ltd	51,652	Desktop Virtualisation
Directory Concepts Pty Ltd	50,232	Active Directory Upgrade
Subtotal	\$1,886,852	

APPENDICES

Consultant	Cost \$	Title/Nature of Consultancy
Management Services		
Perrett Laver	218,681	Recruitment Management Services
App Corp Pty Ltd	141,725	Westmead Site Development
Access Programs Aust Ltd	87,500	Employee Assistance Program
New Republique Pty Ltd	87,478	Student Recruitment – HEPP Participation
BNV Architecture Pty Ltd	73,420	Campus Network Planning
Adrian Briggs	66,361	Ten Year Estate Development Plan
LFA Pacific Pty Ltd	64,000	Werrington Park Corporate Centre
Geotechnique Pty Ltd	58,118	Westmead Site Development
Elton Consulting Group Pty Ltd	50,570	Westmead Site Development
Subtotal	847,853	
Organisational Review		
GHD Pty Ltd	115,193	Our People 2015
Subtotal	115,193	
Research		
Energetics Pty Ltd	73,170	Agrifood Skills Australia
Simmons B L	51,343	Agrifood Skills Australia
Subtotal	124,513	
Total Consultancies equal to or greater than \$50,000	\$3,602,475	
During 2012 other consultancies were engaged in the following areas:		
Environmental	46,937	
Finance and Accounting/Tax	58,113	
Information Technology	235,732	
Management Services	319,412	
Research	61,560	
Total Consultancies less than \$50,000	\$721,754	
Total Consultancies	\$4,324,229	

APPENDIX 9: GOVERNMENT INFORMATION (PUBLIC ACCESS)

GPI ANNUAL REPORT: 1 JANUARY TO 31 DECEMBER 2012

Review of pro-active release program – Clause 7(a)

Under section 7 of the GIPA Act, agencies must review their programs for the release of government information to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

The University's program for the proactive release of information is built upon the annual meeting of the *GIPA Agency Information Guide Review Committee* (AIGRC). This committee includes representatives from across the University and meets specifically to discharge the University's responsibilities under s.7(3).

During the reporting period, the University held a meeting of the AIGRC for the primary purpose of considering how the proactive release of information can be most strategically improved. The meeting took place on 7 August 2012 and established the specific strategies for reviewing public access to University information. The strategies were as follows:

1. To review all of the information that constitutes the *Agency Information Guide* and conduct an audit of compliance in accordance with s.21.
2. To examine the existing patterns of public access to the University's website and thereby develop a baseline for measuring demand and usage of University information, and develop opportunities for improving access.
3. To examine a known issue concerning access to information specifically on unit outlines.
4. To examine the public's participation in making decisions about the University's governance, as per s.21(1)c of the Act.

As a result of this review, the University noted that:

- The landing page of the Agency Guide will be formally reviewed in early 2013 to improve the set of linked information
- A set of baseline data has been generated using Google analytics to monitor the patterns of usage of the University's website
- A known issue concerning accessing the content unit outlines for the purposes of seeking advanced standing and/or cross institutional study has been raised with relevant administrative units for action

- More details on how the public can participate in the functions of the University via engagement with conferences, workshops and seminars were gathered.

Baseline data

Baseline statistics were collected about web page access and viewing patterns over 2011 and 2012. With around 12,000 web pages communicating the University's information, and over 36 million page views per year of the UWS pages, no decision was made to specifically proactively release any additional information.

It was also noted that the University's 25 GIPA related web pages received around 1,000 visits in total in 2012, less than 0.003% of total visits to the University.

Unit Outlines

Inconsistencies in the retention and access to past unit outlines was clearly outlined by the manager of the Records and Archives Management (RAMS) unit and prompted important communication between RAMS and the Academic Registrar's office to look at viable solutions related to systematic improvements in the way that unit outlines are created and managed. As a result of raising this matter at the August AIGRC meeting, major technical improvements scheduled for 2013 in managing unit outline information will consider the specific problems raised by RAMS. Possible expansion of the delegates of the AIGRC to better capture opportunities for improvement was also considered.

Public participation

Lesser known ways of engaging the public as per s.21(1)c have come to light as a result of the August AIGRC meeting, and these will be examined further in 2013, especially in relation to public academic events.

Number of access applications received – Clause 7(b)

During the reporting period, our agency received a total of three formal access applications (including withdrawn applications but not invalid applications).

Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, our agency refused none of the formal access applications on the grounds that information requested was information referred to in Schedule 1 to the GIPA Act.

APPENDICES

Statistical information about access applications – Clause 7(d) and Schedule 2

TABLE A: NUMBER OF APPLICATIONS BY TYPE OF APPLICANT AND OUTCOME*

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	0	0	0	0	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not for profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	3	0	0	0	0	0	0	0

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

TABLE B: NUMBER OF APPLICATIONS BY TYPE OF APPLICATION AND OUTCOME

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

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

The total number of decisions in Table B should be the same as Table A.

TABLE C: INVALID APPLICATIONS

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	0
Invalid applications that subsequently became valid applications	0

TABLE D: CONCLUSIVE PRESUMPTION OF OVERRIDING PUBLIC INTEREST AGAINST DISCLOSURE: MATTERS LISTED IN SCHEDULE 1 OF THE ACT

	Number of times consideration used*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

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

TABLE E: OTHER PUBLIC INTEREST CONSIDERATIONS AGAINST DISCLOSURE: MATTERS LISTED IN TABLE TO SECTION 14 OF THE ACT

	Number of occasions when application not successful
Responsible and effective government	0
Law enforcement and security	0
Individual rights, judicial processes and natural justice	0
Business interests of agencies and other persons	0
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

TABLE F: TIMELINESS

	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	3
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	3

TABLE G: NUMBER OF APPLICATIONS REVIEWED UNDER PART 5 OF THE ACT (BY TYPE OF REVIEW AND OUTCOME)

	Decision varied	Decision upheld	Total
Internal review	1	0	0
Review by Information Commissioner*	0	0	0
Internal review following recommendation under section 93 of Act	0	0	0
Review by ADT	1	0	0
Total	2	0	0

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

TABLE H: APPLICATIONS FOR REVIEW UNDER PART 5 OF THE ACT (BY TYPE OF APPLICANT)

	Number of applications for review
Applications by access applicants	0
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	1

APPENDICES

APPENDIX 10: EQUITY AND DIVERSITY STATISTICS

TABLE A.1 TRENDS IN THE REPRESENTATION OF EEO GROUPS – ACADEMIC STAFF

EEO Groups: Academic staff	Benchmark or target	2009	2010	2011	2012
Women	50%	49%	49%	50%	48%
Aboriginal and Torres Strait Islander people	2%	1%	1%	2%	2%
People whose language first spoken as a child was not English	19%	27%	26%	26%	26%
People with a disability	N/A	8%	8%	7%	8%

TABLE A.2 TRENDS IN THE REPRESENTATION OF EEO GROUPS – GENERAL STAFF

EEO Groups: General staff	Benchmark or target	2009	2010	2011	2012
Women	50%	66%	66%	68%	67%
Aboriginal and Torres Strait Islander people	2%	2%	2%	3%	3%
People whose language first spoken as a child was not English	19%	17%	17%	17%	18%
People with a disability	N/A	9%	10%	10%	9%
People with a disability requiring adjustment at work	1.3%	3%	3%	3%	3%

APPENDICES

TABLE B.1. TRENDS IN THE DISTRIBUTION OF EEO GROUPS – ACADEMIC STAFF

Distribution index

EEO Groups: Academic staff	Benchmark or target	2009	2010	2011	2012
Women	100	85	85	83	87
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	76
People whose language first spoken as a child was not English	100	95	95	97	98
People with a disability	100	91	90	87	88
People with a disability requiring adjustment at work	100	n/a	n/a	n/a	88

TABLE B.1. TRENDS IN THE DISTRIBUTION OF EEO GROUPS – GENERAL STAFF

Distribution index

EEO Groups: General staff	Benchmark or target	2009	2010	2011	2012
Women	100	90	90	89	89
Aboriginal and Torres Strait Islander people	100	104	103	97	98
People whose language first spoken as a child was not English	100	97	97	99	98
People with a disability	100	103	101	98	100
People with a disability requiring adjustment at work	100	104	101	104	107

Explanatory Notes

1. Information is provided on the actual number of all permanent, probationary and fixed-term contract full-time and part-time staff. Casual staff are not included.

2. A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. The distribution index is not calculated where numbers are statistically small.

APPENDIX 11: STUDENT ENROLMENT DATA

TABLE 1: STUDENT HEADCOUNT BY RESIDENCY STATUS, ON AND OFF SHORE, 2008-2012 (P) (INCLUDES UWS COLLEGE)

Residency Status	2008	2009	2010	2011	2012 (p)
Domestic	29,555	31,070	33,280	34,989	35,986
International - On Shore	3,649	4,036	4,184	4,021	3,846
International - Off Shore	346	355	431	451	425
Total	33,550	35,461	37,895	39,461	40,257

(Source: UWS Annual DIISRTE Submissions)

TABLE 2: COMMENCING STUDENT HEADCOUNT BY RESIDENCY STATUS, ON AND OFF SHORE, 2008-2012 (P) (INCLUDES UWS COLLEGE)

Residency Status	2008	2009	2010	2011	2012 (p)
Domestic	12,128	12,454	13,429	13,339	13,219
International - On Shore	1,911	2,193	2,167	1,928	1,792
International - Off Shore	222	183	160	163	145
Total	14,261	14,830	15,756	15,430	15,156

(Source: UWS Annual DIISRTE Submissions)

TABLE 3: STUDENT HEADCOUNT BY GENDER, 2008-2012 (P) (INCLUDES UWS COLLEGE)

Gender	2008	2009	2010	2011	2012 (p)
Females	19,180	20,163	21,142	21,852	22,372
Males	14,370	15,298	16,753	17,609	17,885
Total	33,550	35,461	37,895	39,461	40,257

(Source: UWS Annual DIISRTE Submissions)

TABLE 4: STUDENT HEADCOUNT BY COURSE LEVEL, 2010-2012 (P) (INCLUDES UWS COLLEGE)

Course Level	2010	%	2011	%	2012 (p)	%
Undergraduate	30,052	79.3%	31,751	80.5%	32,865	81.6%
Higher Degree by Coursework	6,136	16.2%	5,961	15.1%	5,672	14.1%
Higher Degree by Research	812	2.1%	905	2.3%	964	2.4%
Other*	895	2.4%	844	2.1%	756	1.9%
Total	37,895	100.0%	39,461	100.0%	40,257	100.0%

*Other includes enabling, non award and cross institutional

(Source: UWS Annual DIISRTE Submissions)

APPENDICES

**TABLE 5: STUDENT HEADCOUNT BY BROAD FIELD OF EDUCATION, 2010-2012
(INCLUDES UWS COLLEGE)**

Broad Field of Education	2010	%	2011	%	2012 (p)	%
Society And Culture	9,204	24.3%	9,898	25.1%	10,353	25.7%
Management And Commerce	11,198	29.6%	10,888	27.6%	10,302	25.6%
Health	5,758	15.2%	6,237	15.8%	6,759	16.8%
Natural And Physical Sciences	2,665	7.0%	2,804	7.1%	3,120	7.8%
Education	2,522	6.7%	2,742	6.9%	2,855	7.1%
Creative Arts	2,225	5.9%	2,200	5.6%	2,019	5.0%
Engineering And Related Technologies	1,316	3.5%	1,454	3.7%	1,548	3.8%
Information Technology	1,130	3.0%	1,302	3.3%	1,412	3.5%
Architecture And Building	774	2.0%	917	2.3%	1,023	2.5%
Mixed Field Programmes	349	0.9%	338	0.9%	294	0.7%
Agriculture, Environmental And Related Studies	283	0.7%	250	0.6%	192	0.5%
Other	471	1.2%	431	1.1%	380	0.9%
Total	37,895	100.0%	39,461	100.0%	40,257	100.0%

(Source: UWS Annual DIISRTE Submissions)

TABLE 6: STUDENT HEADCOUNT BY CAMPUS, 2010-2012 (P) (INCLUDES UWS COLLEGE)

Campus	2010	%	2011	%	2012 (p)	%
Bankstown	6,438	17.0%	6,690	17.0%	6,870	17.1%
Blacktown (Nirimba)	1,023	2.7%	1,116	2.8%	1,013	2.5%
Campbelltown	5,582	14.7%	6,037	15.3%	6,415	15.9%
Hawkesbury	2,274	6.0%	2,396	6.1%	2,484	6.2%
Parramatta	13,571	35.8%	13,701	34.7%	13,970	34.7%
Penrith	8,322	22.0%	8,846	22.4%	8,850	22.0%
Off campus, Off shore and Other	685	1.8%	675	1.7%	655	1.6%
Total	37,895	100.0%	39,461	100.0%	40,257	100.0%

(Source: UWS Annual DIISRTE Submissions)

TABLE 7: STUDENT LOW SES* PARTICIPATION RATE 2008-2012 (P) (INCLUDES UWS COLLEGE)

Year	UWS	Sector
2008	21.3%	15.1%
2009	22.1%	15.3%
2010	22.6%	15.6%
2011	22.9%	15.9%
2012 (p)	23.7%	n.a

(Source: Annual DIISRTE Statistical Publications and UWS Annual DIISRTE Submissions)

*Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2006 Census SEIFA Index for Education and Occupation for postcodes.

TABLE 8: STUDENT LOAD (EFTSL) BY FUNDING SOURCE, 2010-2012 (P) (INCLUDES UWS COLLEGE)

Funding Source	2010	%	2011	%	2012 (p)	%
Commonwealth Grants Scheme	23,553	82.9%	25,124	84.5%	25,748	85.3%
Research Training Scheme	459	1.6%	519	1.7%	526	1.7%
Sub-Total Commonwealth Funded	24,012	84.6%	25,643	86.3%	26,274	87.0%
Domestic Fee-Paying	937	3.3%	851	2.9%	774	2.6%
International On-shore	3,111	11.0%	2,953	9.9%	2,861	9.5%
International Off-shore	141	0.5%	106	0.4%	131	0.4%
Non-Award	195	0.7%	177	0.6%	154	0.5%
Sub-Total Fee-Paying Load	4,384	15.4%	4,087	13.7%	3,920	13.0%
UWS Total	28,396	100.0%	29,730	100.0%	30,194	100.0%

EFTSL = Equivalent Full Time Student Load

(Source: UWS Annual DIISRTE Submissions)

TABLE 9: EXPLICIT BACHELOR GRADUATE SATISFACTION, 2008-2012

Year - % of Explicit Satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2008	65.8%	69.9%	45.1%	51.8%	65.4%	65.8%
2009	69.8%	69.4%	50.5%	52.1%	67.3%	65.4%
2010*	84.6%	81.2%	69.0%	62.4%	82.8%	76.1%
2011*	85.2%	82.3%	70.3%	64.8%	82.3%	77.4%
2012*	85.4%	n.a	71.7%	n.a	82.7%	n.a

(Source: Graduate Course Experience Reports)

*Please note that due to a change in the questionnaire in 2010 this has seen an upward shift in CEQ satisfaction ratings across the sector.

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TABLE 10: COMMENCING BACHELOR STUDENT RETENTION, 2007-08 – 2011-12 (P)

Year	UWS	Sector
2007-08	79.9%	82.7%
2008-09	81.4%	84.0%
2009-10	80.5%	84.0%
2010-11	80.0%	83.1%
2011-12 (p)	79.1%	n.a

(Source: Annual DIISRTE Statistical Publications)

TABLE 11: UWS MARKET SHARE OF PREFERENCES, NSW/ACT UNIVERSITIES, 2009-2012

UWS Market Share of Preferences	First Preferences				First to Third Preferences			
	2009	2010	2011	2012	2009	2010	2011	2012
Current School Leavers	12.7%	12.4%	12.4%	12.5%	13.4%	13.9%	13.6%	13.7%
Non Current School Leavers	15.5%	15.6%	15.3%	15.0%	16.0%	16.6%	16.1%	16.1%
Total	13.9%	13.8%	13.6%	13.6%	14.4%	15.0%	14.6%	14.6%

Number of Preferences to UWS	First Preferences				First to Third Preferences			
	2009	2010	2011	2012	2009	2010	2011	2012
Current School Leavers	5,553	5,549	5,767	6,043	16,906	18,006	18,263	19,177
Non Current School Leavers	5,174	5,426	5,245	5,242	12,213	13,451	12,943	13,277
Total	10,727	10,975	11,012	11,285	29,119	31,457	31,206	32,454

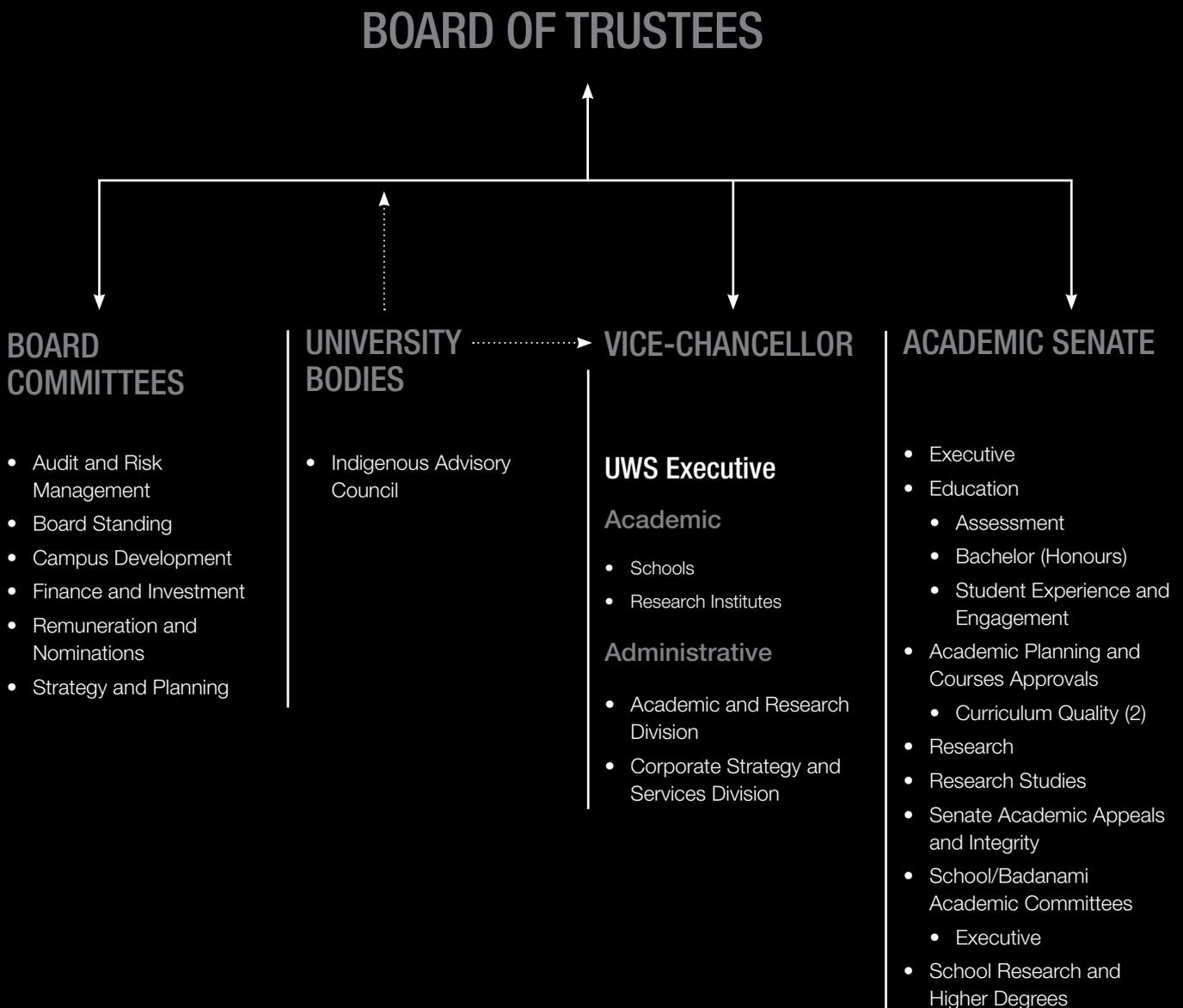
TABLE 12: UWS MARKET SHARE OF GREATER WESTERN SYDNEY (GWS) PREFERENCES, NSW/ACT UNIVERSITIES, 2009-2012

UWS Market Share of Preferences from GWS	First Preferences				First to Third Preferences			
	2009	2010	2011	2012	2009	2010	2011	2012
Current School Leavers	35.0%	34.0%	34.3%	34.1%	33.7%	34.5%	33.7%	34.0%
Non Current School Leavers	42.1%	42.3%	40.8%	40.2%	38.8%	39.2%	38.3%	38.4%
Total	38.1%	37.8%	37.1%	36.7%	35.7%	36.4%	35.5%	35.7%

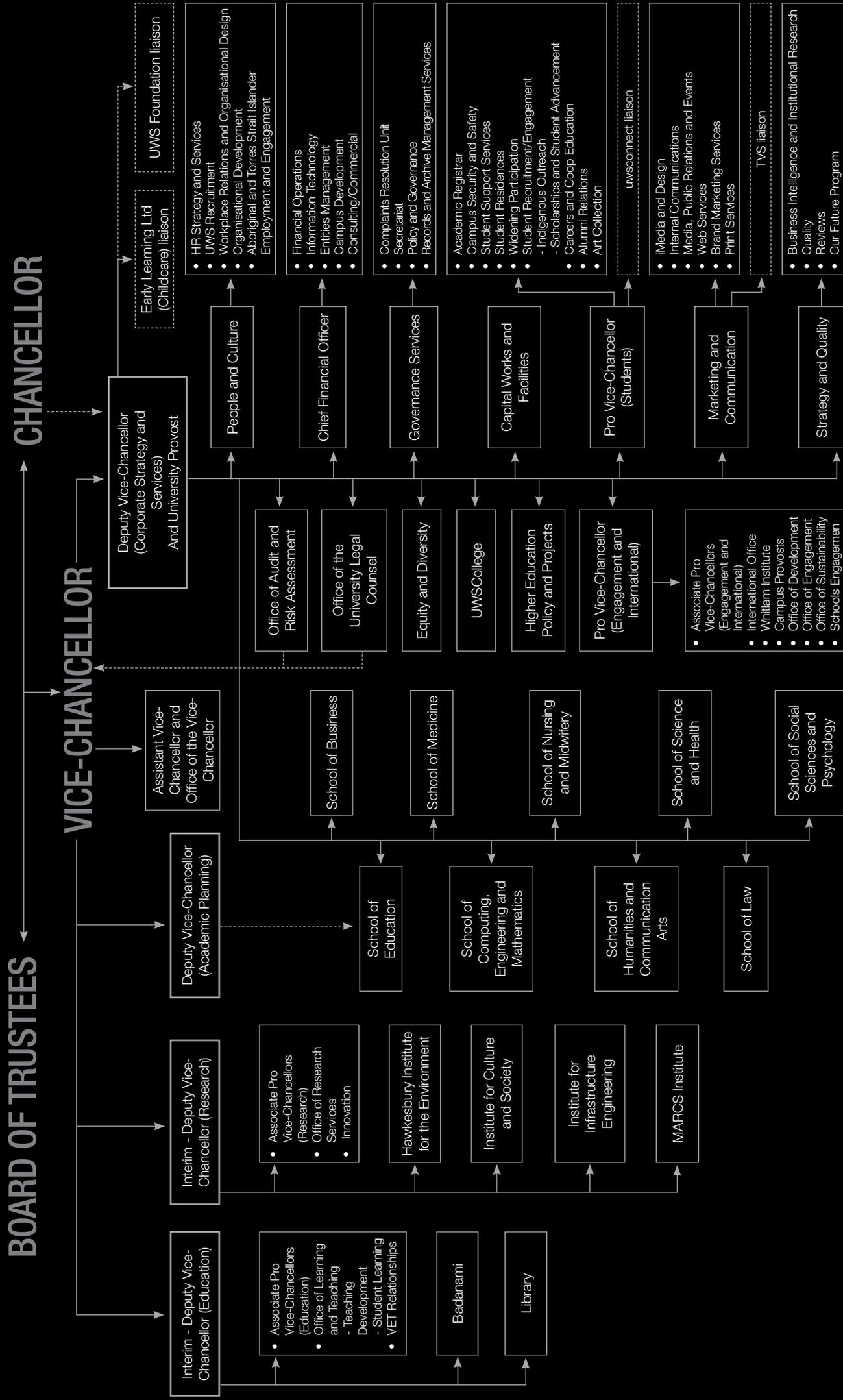
Number of Preferences from GWS to UWS	First Preferences				First to Third Preferences			
	2009	2010	2011	2012	2009	2010	2011	2012
Current School Leavers	4,175	4,180	4,424	4,689	11,793	12,478	12,775	13,793
Non Current School Leavers	3,941	4,238	4,035	4,079	8,709	9,626	9,273	9,660
Total	8,116	8,418	8,459	8,768	20,502	22,104	22,048	23,453

(Source: UAC Main Round)

APPENDIX 12: UWS GOVERNANCE STRUCTURE (AS AT 1 AUGUST 2012)



APPENDIX 13: UWS MANAGEMENT STRUCTURE (AS AT 1 JANUARY 2013)





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