

ANNUAL REPORT

The Year in Review



ANNUAL REPORT 2014

The University of Western Sydney (UWS) Annual Report 2014 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 2014 is \$13,500.

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

LETTER OF SUBMISSION

8 APRIL 2015

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 and its audited Financial Statements for the year ended 31 December 2014, for your presentation to the New South Wales Parliament.

The Annual Report and Financial Statements have been prepared and submitted 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 Barney Glover
Vice-Chancellor and President

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THE YEAR IN REVIEW

MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR



Professor Peter Shergold AC, Chancellor



Professor Barney Glover, Vice-Chancellor and President

By any measure, 2014 has been a successful and exciting year for the University of Western Sydney (UWS), as the University builds on its reputation for resilience and flexibility as a 'University of the People'.¹ It has also been an important year for the University as it realigns more strategically with the dynamics of growth and opportunity in Greater Western Sydney (GWS).

The new strategic plan for the University, *Securing Success: 2015–2020*, provides a framework for the University to build on its achievements in becoming a distinctively student-centred university and sharpen its focus on internationalisation and globally competitive research while remaining a strong advocate for the region.

In 2014, UWS paid tribute to important figures in the history of the University who passed away – the former Prime Minister, the Honourable Edward Gough Whitlam, AC QC, and the University's Emeritus Chancellor, Mr John Phillips, AC. The University acknowledged their significant contributions to higher education, the Western Sydney community and Australian public life.

The Board of Trustees in 2014 endorsed the decision to significantly enhance the University's presence in the Parramatta CBD. This will not only provide further growth capacity, but will also position the University more closely with the regional commercial growth hub; strengthen its partnerships with industry, government and community; and provide an attractive destination for international students. The new iconic campus in the heart of the Parramatta CBD will showcase collaborative and blended learning in a future-focused, technology-rich and student-centred environment.

A key priority for 2014 was the development of a strategy to raise the reach, profile and impact of UWS internationally. The University has an enduring commitment to strengthening its relationships with government, industry and University partners within priority international student markets. By 2020, we aim to significantly increase the international student cohort.

The UWS Research Plan 2015–17 articulates the future directions for research at UWS and was presented to the Board of Trustees at their September 2014 meeting. The key research themes have an emphasis on research translation in the broad domains of urban living, health and well-being, education and the environment. This suite of integrated themes particularly provides a compelling platform for positioning UWS globally in terms of its research expertise relevant to peri-urban environments in major cities.

There were a number of important developments in the academic domain in 2014. At its June Strategy Day, the Board of Trustees endorsed the *UWS Academic Program: 2015–2018*, which sets a forward plan for new course development. The plan reflects some 90 new programs, which will provide an integrated suite of course offerings aligned to current and emerging career segments within a whole-of-career, lifelong learning dynamic.

The University has also continued its commitment to using technology to improve the student experience in terms of flexibility of access to education and pedagogical design. A range of fully online degrees developed by UWS will be provided – some based on the materials and teaching methodologies of one of the world's leading online higher education providers, Open University UK.

¹ Australian Universities Quality Agency Report, 2007.

Despite policy and funding uncertainty, the University has continued to perform well financially. This strong financial performance can be largely attributed to proactive financial management and a focus on efficiency and financial sustainability.

MOVING INTO 2015

The University's new strategic plan *Securing Success 2015–2020*, will position UWS for success in the higher education environment. Its six strategic goals reflect the University's aspirations and commitment to:

- » be a distinctively student-centred University
- » be a vibrant research-led University with regional, national and global impact
- » provide a unique learning experience that is innovative, flexible and responsive
- » expand its international reach and reputation
- » be a leading advocate and champion for Greater Western Sydney and its people
- » be a dynamic and innovative culture that secures success.

UWS is clearly well positioned for the next phase of its development and to respond to the challenges from regulatory or policy change at the Australian Government level and to heightened competition.

Professor Peter Shergold AC
Chancellor

Professor Barney Glover
Vice-Chancellor and President

GOUGH WHITLAM'S UWS LEGACY



With the 2014 passing of former Prime Minister, The Honourable Gough Whitlam, AC QC, Australia lost a genuinely intellectual leader and one of our greatest social reformers.

It was with a sense of tremendous pride when this university was chosen by Mr Whitlam to be home to the Whitlam Institute and it is with a heightened sense of responsibility that we acknowledge the trust he placed in us.

Gough Whitlam was a remarkable man and a true visionary. He valued education because of its intrinsic worth. He valued education because it cut-through barriers to equality and offered opportunity to all. He valued education as a public good, not simply a passport to personal benefit. He was instrumental in ensuring that higher education was the right of all Australians and not a privilege reserved for the few.

Universities were central to Gough Whitlam's vision of a democratic Australia. He campaigned actively to establish a university in western Sydney and remained a very close friend of UWS and continued his strong support for the University until his death. In 2002, he received an honorary doctorate from UWS.

In October 2014, the Gough Whitlam Memorial Appeal was established to support the Whitlam Institute.

The Whitlam Institute exists not simply to preserve the legacy of the Gough Whitlam through the Prime Ministerial Library, but to ensure that his legacy lives on through a commitment to bold public policy and social reform and through its efforts to nurture an interest in and understanding of our democracy.

On 31 October 2013, the 97-year-old Gough Whitlam travelled to the Whitlam Institute on our Parramatta campus to unveil a plaque marking the opening of his institute's permanent home in the historic Female Orphan School. It proved to be the last public appearance of one of our country's greatest public figures.

REMEMBERING JOHN PHILLIPS OAM



The University mourned the passing of Emeritus Chancellor, Mr John Phillips, on 3 November 2014 following a period of ill health.

John Phillips was a much respected and highly regarded member of the UWS family. He was only the second Chancellor in the University's 25-year history, serving in the role from 1 January 2001 until his retirement on 31 December 2010.

John's exemplary leadership of the Board and his advocacy on behalf of UWS during those 10 years contributed significantly to the growth and development of the University.

Outside UWS, John Phillips had a long and distinguished executive career spanning some 50 years.

He held numerous highly influential appointments within the Australian business and finance sectors, including Chairman of the Foreign Investment Review Board and Deputy Governor and Deputy Chairman of the Board of the Reserve Bank of Australia.

John gave his time and support to a wide range of educational, community, religious and charitable organisations; service which saw him become an Officer of the Order of Australia and one of only a handful of Australians to be conferred with a Knighthood of the Grand Cross of the Order of Saint Gregory the Great – a rare and prestigious Papal knighthood.

His outstanding service to both the University and Australian public life were also recognised with a UWS honorary doctorate in April 2011.

As UWS Chancellor, John Phillips contributed knowledge, experience, values and reputation. John had an unwavering commitment to the value of higher education and the University's purpose in GWS. Above all else, as Chancellor, John ensured that the voice of students was heard in all discussions affecting their education. He had a rare affinity with our student body that was appreciated by all students with whom he came into contact, presiding over thousands of graduations at UWS.

FIVE YEAR – KEY STATISTICS

Category	2010	2011	2012	2013	2014	% Change 2013- 14	▼ ▲
Number of Students (Includes UWSCollege)							
Total	37,895	39,461	40,257	41,923	45,383	8.3%	▲
Female %	55.8%	55.4%	55.6%	55.1%	54.9%	-0.2%	▼
Commencing	15,756	15,430	15,156	16,349	17,940	9.7%	▲
Female %	55.2%	55.4%	55.4%	55.0%	54.4%	-0.6%	▼
Student Load (Includes UWSCollege)							
Total	28,396	29,730	30,194	31,375	32,887	4.8%	▲
Undergraduate	23,493	24,931	25,631	26,474	27,367	3.4%	▲
Postgraduate	4,273	4,200	4,038	4,177	4,368	4.6%	▲
Other*	629	599	526	700	1,151	64.5%	▲
* Other includes enabling, cross institutional and non award							
Student Load by Funding Source (Includes UWSCollege)							
Commonwealth Supported Places	23,553	25,124	25,748	27,039	28,378	5.0%	▲
Commonwealth Research Training Scheme	459	519	526	526	495	-5.9%	▼
Domestic fee-paying (award and non award)	1,132	1,028	928	822	730	-11.1%	▼
International fee-paying	3,252	3,059	2,992	2,965	3,284	10.8%	▲
Award Completions (Includes UWSCollege)							
Total	8,610	8,503	8,322	9,202	n.a	10.6%	▲
Undergraduate	5,379	5,646	5,652	6,564	n.a	16.1%	▲
Postgraduate	3,231	2,857	2,670	2,638	n.a	-1.2%	▼
% Change based on 2012-13							
Staff (full-time equivalent) (Includes the UWSCollege from 2011)							
Total	2,643	2,946	2,978	3,043	3,315	8.9%	▲
Academic	1,199	1,396	1,430	1,420	1,490	4.9%	▲
Teaching Only	339	517	502	513	543	5.8%	▲
Teaching and Research	707	722	736	699	706	1.1%	▲
Research only	49	49	45	51	73	45.1%	▲
Other	104	109	147	158	167	6.2%	▲
Professional	1,444	1,550	1,549	1,623	1,825	12.4%	▲
2014 includes estimated casual based on 2013							
Research Funding (\$'000)							
Australian Competitive Grant Income (Category 1) includes ARC, NHMRC & Other	10,279	10,017	12,542	12,041	n.a	-4.0%	▼
Collaborative Income (Category 2, 3 and 4)	8,452	7,694	8,733	10,258	n.a	17.5%	▲
Total HERDC Income	18,731	17,711	21,275	22,300	n.a	4.8%	▲
% Change based on 2012-13							
Total Operating Revenue (\$'000)	563,350	561,602	662,820	684,199	729,665	6.6%	▲
Total Net Assets (\$'000)	1,256,105	1,234,397	1,321,023	1,366,871	1,454,991	6.4%	▲

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 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 with functions prescribed under the *University of Western Sydney Act 1997*. The Board 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 resources and monitor the performance. The members – official, appointed and elected – meet approximately six times each year including a strategic planning day. The Board is supported in its work by a number of specialist committees and two advisory councils.

Details about the Board, including summaries and minutes of meetings, are published on the University's web site at: uws.edu.au/about_uws/uws/board_of_trustees

The compliance statement of the Board of Trustees is contained in Appendix 5 of this report.

Summary of Key Board Deliberations in 2014

The Chancellor welcomed the new Vice-Chancellor and President, Professor Barney Glover, to his first Board meeting in February 2014. The Board's strategic planning deliberations continued to focus on the increasingly competitive higher education environment in Australia. A major focus of the University's strategic plan is to make UWS an internationally recognised institution. This will involve boosting inbound and outward bound student numbers and increasing opportunities for international partnerships and collaboration.

The Board passed a number of resolutions at its annual strategy day. Some related to the University's program of activities to respond to the reform agenda; the advancement of the Parramatta CBD development; and the 10-year strategic plan for commercial and estate development.

The Board approved the establishment of the UWS Graduate Research School. Its function is to increase the quality and consistency of support for research students across UWS, particularly in the context of the University's support for its growing international research student cohort.

The Board considered the revised strategic plan, *Securing Success: 2015–2020*, following a lengthy and extensive consultation period with staff, students and external stakeholders. The final version of the strategic plan was approved by the Board at its first meeting in 2015.

Throughout the year, the Board noted the University's deliberations about course and unit review and received reports from Academic Senate about the University's PhD Pathways Project; Academic Forums co-sponsored by the Vice-Chancellor and Chair of Academic Senate; proposed amendments to the Higher Education Standards Framework; the Tertiary Education Quality Standards Agency (TEQSA) regulatory activities; and the Australian Qualifications Framework. The Board also approved changes to the membership of Academic Senate to include new senior positions.

The Board approved the 2015 budget. In the context of the continuing policy and funding uncertainty facing the higher education sector, a conservative approach has been taken in developing the budget for 2015–2017.

The Board approved a restructure of the University's senior executive to come into effect from January 2015. Major changes included establishing the Vice-President (People and Advancement) position and augmenting the role of the Chief Financial Officer, with a change in title to Vice-President (Finance and Resources). The new structure provides for four senior executive staff members reporting to the Vice-Chancellor. In addition to the above there are two Vice-Presidents, the Deputy Vice-Chancellor and Vice-President (Academic), and the Deputy Vice-Chancellor and Vice-President (Research and Development).

Board Membership

The Minister appointed two new members to the Board of Trustees, Paul Newman and Elizabeth Dibbs, for terms ending on 31 December 2017. Genevieve Gregor, who was appointed to fill a casual vacancy in 2013, was reappointed by the Minister and she commenced her first full term in 2014. Three current

BOARD OF TRUSTEES

OFFICIAL MEMBERS



Professor Peter Shergold AC, Chancellor



Professor Barney Glover, Vice-Chancellor



Associate Professor Paul Wormell, Chair Academic Senate

APPOINTED MEMBERS (MINISTERIAL)



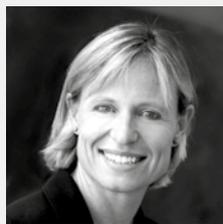
Mr John Banks



Ms Elizabeth Dibbs



Ms Genevieve Gregor



Ms Vivienne James



Mr Paul Newman



Mr Ian Stone

APPOINTED MEMBERS (BOARD)



Mr Christopher Brown



Mr Michael Pratt
(Deputy Chancellor)

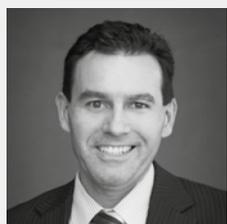


Ms Gillian Shadwick
(Deputy Chancellor)

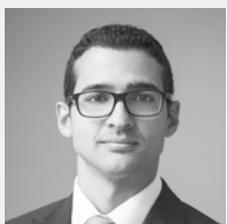


Ms Gabrielle Trainor

ELECTED MEMBERS



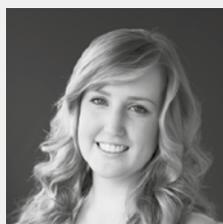
Mr Tim Ferraro,
Graduate



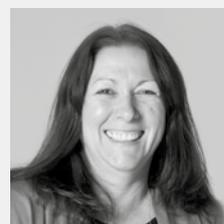
Mr Elie Hammam,
Postgraduate Student



Dr George Morgan,
Academic Staff



Ms Taylor Macdonald,
Undergraduate Student



Ms Jenny Purcell,
General Staff

Ministerial appointments, John Banks, Vivienne James and Ian Stone, commenced their second or subsequent terms in 2014.

Three members from staff and students were elected to the Board, Jenny Purcell commenced as the general staff member, George Morgan continued for a second consecutive term as the academic staff member, and Taylor Macdonald was the undergraduate member, having filled a casual vacancy in late 2013.

The Board also appointed new external members to its University Infrastructure Committee and Audit and Risk Management Committee. Due to some resignations of members from Board committees towards the end of 2014, the Board will commence a search in early 2015 for suitably qualified members to fill the vacancies.

HONORARY MATTERS

Honorary Awards and Titles

In 2014, the Board conferred honorary awards of the University on:

- » Her Excellency Professor The Honourable Marie Bashir AC – Honorary Doctor of Letters
- » Mr Luca Belgiorno-Nettis AM – Honorary Doctor of Letters
- » Mr Bruce Bonyhady – Honorary Doctor of Letters
- » Mr William Chiu JP – Honorary Doctor of Letters
- » Ms Dorothy Hoddinott AO – Honorary Doctor of Letters
- » Professor Kerry Phelps AM – Honorary Doctor of Letters
- » Emeritus Professor Beverley Raphael AM - Honorary Doctor of Science
- » Ms Thérèse Rein – Honorary Doctor of Letters
- » The Hon Helen Wai-Har Sham-Ho - Honorary Doctor of Letters
- » Mr Glen Sanford – Honorary Doctor of Letters
- » The Hon Kim Yeadon - Honorary Doctor of Letters.

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

- » Professor Andrew Cheetham
- » Professor Edmund Fung

- » Professor Beverley Raphael
- » Professor Steve Wilson.

The Board conferred the title of Honorary Fellow of the University on:

- » Ms Emma Stein.

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 they are expected to uphold in their engagement with the University. The Code 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 at policies.uws.edu.au/view.current.php?id=00072.

The University's policies can be viewed at policies.uws.edu.au.

Legislative Changes and Significant Judicial Decisions

The *Universities Legislation Amendment (Regulatory Reforms) Act 2014* was assented to on 26 August 2014. This Act amends all the enabling Acts of NSW universities, including the *University of Western Sydney Act 1997*. The changes provide NSW universities with greater autonomy and flexibility regarding commercial activities, financial management and property dealings. The reforms were designed to:

- » empower university governing bodies to approve their own commercial guidelines within existing frameworks without the need to obtain approval from the NSW Minister for Education on the advice of the NSW Treasurer
- » grant universities greater autonomy in the management of financial, commercial and property transactions and dealings, including relaxing the requirement that the NSW Treasurer approve the university's choice of fund manager on the recommendation of the NSW Minister for Education
- » clarify university powers to put beyond doubt their capacity to generate revenue for the purposes of their objectives and principal functions

- » enable the Board of Trustee election procedures to be contained in rules made by the governing body instead of being prescribed in by-laws.

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 a range of academic decisions 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 *Our Future Program* activities, and sets out the main priorities for Senate's activities, taking account of the Senate's role and terms of reference.

Activities in 2014

During 2014, the Academic Senate's priorities included the national higher education standards, including the introduction of the revised Australian Qualifications Framework (AQF); enhanced communication with the academic community, including University Academic Forums which were jointly sponsored by the Vice-Chancellor and the Chair of Academic

Senate; engagement with University-wide projects, including the *Our Future Program* projects on Learning and Teaching flexibility (including blended learning); Academic Programs and Pathways; and Academic Year Optimisation (including UWS Summer); and contributing to academic risk management, including assessment and research standards and integrity.

The Academic Senate received briefings and gave advice about a range of activities, including strategic development of the academic program; the development of UWS Online, The Academy at UWS, and the implementation of a new Master of Research pathway. Together with some of its Standing Committees, Senate also gave advice and feedback on the *Securing Success: 2015-2020* discussion paper, which formed the basis of a revised strategic plan for the University.

Senate and its standing committees received regular briefings and provided comment about sector-wide standards and regulation, including the proposed Higher Education Standards Framework, TEQSA and the Australian Qualifications Framework (AQF). Senate members contributed responses to draft TEQSA guidelines on topics including academic governance and corporate governance. The University was required to ensure that all UWS award courses complied with the revised AQF from 1 January 2015, and Senate approved a process and timeline to achieve this. The Schools and **UWSC** College, under the oversight of the relevant Senate committees, continued a large volume of AQF-related work during 2014 to complete the revision of courses by the January 2015 deadline.

During 2014, Senate's Standing Committees at the School and University level continued 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.

Highlights in 2014

During the year, Senate worked closely with the Office of the Vice-Chancellor to hold three Academic Forums to enhance communication with the University community. The topics for these forums were "The Future of Higher Education", "Academic Freedom and the Public Intellectual" and "*Securing Success: 2015-2020*" – the UWS strategic plan discussion paper. Each forum included academic and professional staff from a range of disciplines and organisational units within the University, as well as a number of student representatives. This resulted in robust and valuable discussions, and reports providing the

collated outcomes and proposed actions from each Forum were provided to Senate and members of the University Executive. This program of Forums will continue in 2015.

Senate commenced a review of the membership, terms of reference and reporting arrangements for its Standing Committees, to identify any changes that would improve their operation and the flow of information between the committees and Senate. The review commenced with the research-focussed committees to facilitate more inclusive committees across the Schools and Research Institutes, and a review of curriculum-approval committees to implement some recommendations from the Red Tape Taskforce and make other improvements to the flow of business.

In 2014 a core Academic Policy Advisory Group was established under Senate's Education Committee, to ensure good alignment between the reviews of various policies. Senate agreed on a set of prioritised policies for review in 2014. Significant achievements included the approval of a revised *Examinations Policy*, considerable progress with the complex *Special Consideration Policy*, and updating of several other academic policies.

A review of current policies relating to student misconduct (academic, non-academic, higher degree research) was conducted through the Office of General Counsel, in consultation with the Academic Integrity Working Party of Academic Senate, the Deputy Vice-Chancellor (Research and Development) and the Deputy Vice-Chancellor and Provost. Senate and its relevant Standing Committees discussed a draft version of the new *Student Misconduct Rule* during 2014, and implementation of a revised rule is expected by the middle of 2015, in the context of a comprehensive Academic Honesty and Integrity Framework.

Senate and its Research Committee received briefings on progress with the University's PhD Pathways project, in which a working group reviewed the role of end-on Bachelor (Honours) degrees as pathways to Higher Degree Research candidature, and examined the feasibility of implementing an alternative model which involves a combination of research and advanced coursework. During 2014, the Pathways program was progressed and a new Bachelor of Research Studies/Master of Research was approved by Senate in October. A more centralised and focused support structure was also instituted for higher degree research students through the establishment of a new Graduate Research School.

The Research Studies Committee continued to promote good academic governance and quality assurance for Higher Degree Research across the University, with a focus on examination processes and standards, and scrutiny of autonomous

sanctions requirements. Other highlights of the year included the approval of a Bachelor of Applied Leadership and Critical Thinking, designed to be taken in combination with another UWS bachelor degree; this was developed by The Academy in collaboration with a number of schools across the University. Senate also approved the first suite of UWS Online courses and units, beginning with courses based on Open University UK curricula, and extending to online versions of existing and new UWS courses.

Senate continues to protect and enhance the academic reputation of the University in an increasingly competitive environment by promoting consistency of academic policy, standards and student experience across the University. It also serves as a forum for engaging staff and students in lively and constructive debate about key academic issues for UWS.

QUALITY AND CONSUMER RESPONSE

QUALITY MANAGEMENT AND ASSURANCE

Quality management is integral to everything that is done at UWS. It is embedded in the strategic and operational planning, accreditation, reporting and review processes across the organisation. UWS responds to feedback from students and staff on ways to improve services and courses, and the University keeps the community informed of those responses. UWS also seeks to improve its activities through involvement in Australian and international higher education forums and targeted partnerships.

UWS has well developed processes for tracking performance and providing feedback, and it works with key stakeholders to review and improve the results. UWS seeks to ensure the quality of the students' total experience of the University. In 2014, UWS continued working to ensure that these quality management processes were well aligned to the Tertiary Education Quality and Standards Agency's (TEQSA's) framework and priorities, which were launched in 2011.

In 2014, UWS continued reporting against the Key Performance Indicators (KPIs), which were established to support the *UWS Making the Difference 2010–2015* strategy. Performance outcomes against KPIs and institutional reviews are reported to the Board of Trustees, as well as to all staff. During 2014, significant work was done on revising the strategic planning framework and a revised strategic plan will be presented to the Board of Trustees for final approval during 2015.

UWS also continues to work to ensure alignment between core activities and the University's mission and strategic directions through coordinated planning and review processes. To ensure that performance measures remain relevant and targeted, in 2014 work continued on the *Our Future* program (OFP): a set of six strategic transformational projects that are strategically aligned with changes to the higher education sector environment. The six project streams within the OFP are: Learning and Teaching Flexibility, Academic Year Optimisation and Infrastructure, Staffing for Development, Financial Sustainability, Academic Program and Pathways, and Brand Identity and Marketing.

Tracking and Improving Quality

In 2014, UWS continued its Annual Course Review process. This emphasises strong partnerships with Schools in order to report on course performance across a wide range of metrics, as well as 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 course-planning process and a tool for analysing external and internal risks in relation to UWS courses.

In 2014, UWS continued its reporting mechanisms to ensure that qualitative student feedback was easily accessible to frontline staff. Comments from the *Commencing Student Survey*, *Student Feedback on Units Survey* and the *Course Experience Questionnaire* were analysed and presented in an interactive format that highlighted areas of both positive and negative feedback. Other important surveys undertaken included the *University Experience Survey*, *Student Feedback on Teaching Survey*, *Postgraduate Research Experience Questionnaire* and the *Graduate Destination Survey*. Online delivery of surveys was expanded during 2014.

An important area of current development is in predictive modelling to assist with improving UWS retention and student performance more generally.

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* strategy. Plans are in place at the portfolio, School and administrative unit levels, and in key thematic areas.

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 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 the University Executive, are reported to the Board of Trustees. Due to the strategic transformation work associated with the *Our Future* program, the University's review processes were put on hold during 2014 and will resume in 2015.

In 2014, the University continued implementing recommendations from the 2012 major thematic *Review of UWS Community and Regional Engagement*, including obtaining Board of Trustees' endorsement of the *UWS Engagement Plan 2014–2016*.

COMPLAINTS RESOLUTION UNIT

The University's Complaints Resolution Unit (CRU) manages complaints from students, staff and members of the public, across a range of areas.

During 2014, the CRU managed 177 complaints and advised on a further 217 matters that were dealt with by managers in the various academic and administrative units of the University. Where appropriate, the CRU provided feedback and advice on policies and processes as a result of issues arising from complaints. Staff members of the Unit shared their expertise in complaints handling, providing consultancy services within the sector and presenting at various workshops and symposia during the year.

PRIVACY

The University's operations are subject to state privacy legislation, the *Privacy and Personal Information Protection Act 1998* and the *Health Records and Information Protection Act 2002*. The University's Privacy Officer provides advice on a range of privacy issues and liaises with the Office of the Information and Privacy Commissioner as necessary.

The University has an online privacy training module, and formal privacy training is incorporated into the Statutory Obligations – Management Essentials course. Presentations were delivered to key stakeholders throughout the year in response to specific requests for guidance and instruction.

During 2014, the University worked with fourth-year Bachelor of Design (Visual Communication) students to develop a campaign highlighting the importance of privacy in the online world. This campaign – designed by students for students – will be refreshed by the 2015 fourth-year cohort.

PUBLIC INTEREST DISCLOSURES

Statistical information on public interest disclosures (PIDs)

	Jan 2014 – Dec 2014
Number of public officials who made PIDs	0
Number of PIDs received	1
Of PIDs received, number primarily about:	
Corrupt conduct	1
Maladministration	0
Serious and substantial waste	0
Government information contravention	0
Local government pecuniary interest contravention	0
Number of PIDs finalised	0

The University has an internal reporting policy, which is set out in the *Public Interest (Protected) Disclosures Policy*. The Policy provides for a Disclosure Coordinator who receives disclosures on behalf of the University, and designated Disclosure Officers who assist and advise applicants and staff generally about the process. Information on the process of making protected disclosures is also available on the University's website.

REVIEW OF ACTIVITIES

School Highlights

SCHOOL OF BUSINESS

The School of Business marked its third year of operation in 2014, which was most notable for its smooth, 'business-as-usual' functioning. The biggest change was the commencement of classes in the first quarter at the new Parramatta City campus of the Sydney Graduate School of Management (SGSM). Otherwise, the school didn't undertake any major reorganising, internal or external, after spending the previous year consolidating. The school launched and completed many projects in 2014, with staff developing a greater appreciation of the complexities of managing a large school. The school is focused on its long-term objectives of building a robust organisational culture, and providing quality research and teaching programs.

Moving the SGSM to the new Parramatta CBD campus in late 2013 was a positive step for the school. It has helped the school interact with local businesses and has raised public awareness of the courses on offer and the opportunities available to work with the school and UWS. The new campus consists of three floors of teaching rooms, a computer lab, Dean's office, hot office space and houses the Small Biz Connect team.

Teaching and Learning

The school Curriculum Enhancement team has worked well with the relevant disciplines to oversee several major internal course reviews, and has organised the necessary approvals to enable delivery of the recommendations this year. This ensures that the school's courses are Australian Qualifications Framework (AQF) compliant. The Blended Learning team has been working towards meeting requirements for blending Level 2 and some Level 3 units, along with units on offer in the Summer School program and some selected postgraduate units. New fully online Executive Master of Business Administration and Master of Commerce (Financial Planning) courses have been developed and will be offered this year. The School has undertaken an Assurance of Learning (AoL) project—initially for units in the Marketing discipline at undergraduate and postgraduate levels and for first-year core units – which will continue into 2015.

The School's student retention program has led to a significant improvement in the retention rate (up 1.8 per cent in 2013–14), following consecutive declines over the previous four years. This is a reflection of the substantial work undertaken by the School, and the outstanding engagement of both professional and academic staff in these processes.

The school has participated in the University-wide Pathways to Success project and is considering taking part in programs such as Max Potential to help identify high school students who are suited to tertiary studies. Further details about the Max Potential program can be found under 'Engagement' in this section.

The Summer School program commenced with 11 units in the summer of 2013–14 and was very successful. In 2014–15, it ran with 39 units across the two summer teaching periods. The number of students enrolled demonstrates a clear demand for the Summer School.

The school has entered into a Memorandum of Understanding (MOU) with the regional business organisation Western Sydney Business Connection (WSBC). Under the MOU, WSBC will work with the school to promote student engagement activities. Local businesses will provide opportunities for interns or groups of students to undertake real business projects that will be assessed. This will generally be undertaken in the final stages of study and gives students the opportunity to gain real experience.

Accreditation

In 2014, the school's accreditation with three bodies came up for review. The school was successful in renewing these accreditations, with the Australian Human Resources Institute (AHRI) for the Master of Commerce (Human Resources Management); the Financial Planning Education Council (FPEC) for the Master of Commerce (Financial Planning); and the Australian Property Institute (API) for the Bachelor of Business (Property) and the Master of Commerce (Property Investment and Development). The school has been accepted as a participant in the Chartered Financial Analyst (CFA) Institute University Recognition Program for the Master of Applied Finance course.

A major challenge over the next few years will be gaining accreditation with the Association to Advance Collegiate Schools of Business (AACSB). This process has commenced and is expected to take several years given the complexity and difficulty of attaining this important business school certification. Several key staff members attended AACSB courses in preparation for this. The application for accreditation, in itself a major task, was submitted late in 2014.

In August 2014, the school's quality management system was once again certified as meeting ISO9001:2008 standards. Developing this system has allowed the professional staff to focus on their individual responsibilities and on continually improving their work objectives.

Consulting Activities

The school continued to provide small business advisory services through the NSW Government-sponsored Small Biz Connect program. This allowed the school to conduct a major research project into how small business owners learn about business support programs. In addition, the school won an Australian Government tender to assist advanced manufacturing enterprises in the region. This program, known as Western Sydney Future Advanced Manufacturing (WSFAM), is aimed at small businesses and is supported by a local business organisation, the Western Sydney Business Connection.

The school has also consulted to both government and private entities. This work provides practical experience for staff and, in some cases, can lead to research opportunities.

Research

In addition to ongoing research programs, a number of new projects were launched in 2014. Some changes were also made to the research approach within the faculty, which have provided benefits and tangible outcomes for the school and staff. In 2013, the school established a team of eight research liaison officers, which assists the Research Director in implementing research activities and events. The team was expanded in 2014.

The school created several research nodes in 2014 to improve the focus of research and of collaboration. These include:

- » a Business Education node
- » a Small Business node
- » a Supply Chain/Network node
- » a Business Sustainability node.

Staff undertaking research in these and related areas have been meeting regularly and providing updates on their work and, in some cases, seeking support and advice. A number of small grants were provided to staff members active in one or more of the nodes to assist them with specific research.

The nodes were developed after the school ran events to create awareness of the kinds of research work that could be included in programs within these four frames. Following the showcases, the school ran a series of roundtable discussions to highlight specific research interests, plus current and proposed research. This served as input to web-based node articulations of people and research in each area, which was then used to facilitate intra-school collaboration and communication with internal and external stakeholders.

The school hosted a number of national and international visitors, and held training seminars on node-related research and the development of staff and student research capabilities. Visitors from a number of countries, including Canada, England, Denmark and Spain, presented research grounded in the school's areas of discipline and node focus. Skills-based training, including in-house courses for students and staff, was run on MATLAB, structural equation modelling, quantitative analysis for non-quants, and research programs such as NVivo and Leximancer.

The initiatives are supported by a research administrator, school engagement facilitators and – in Small Business Connect – a team working on a NSW Government-sponsored project advising and assisting small businesses in the region.

Engagement

The school worked with a number of businesses, not-for-profit organisations, charities and government bodies in 2014, to identify projects that might be suitable for postgraduate and undergraduate students as part of an assessment item. This allows students to apply the skills they are learning in the classroom to real-life situations.

In addition, the school continued to support the Western Sydney Awards for Business Excellence (as a sponsor and a participant in the sponsors' committee); is involved in ongoing work with the Lucy Mentoring Program; takes part in the Max Potential program in the Hills region; and was the major sponsor for the inaugural Max Potential Parramatta region program.

The Lucy program is an innovative leadership program primarily focused on undergraduate women who are studying business, finance, accounting and law. The program aims to inspire, motivate and educate women about opportunities for employment and leadership in the private and public sectors. This is achieved by establishing relationships between students and mentors who are senior working professionals.

Max Potential is a leadership development program that matches young leaders aged 16–25 years with community coaches. Over a 22-week period, these young adults from schools and the community are coached to develop personal goals to help maximise their potential during the final years at school and beyond. It also encourages students to focus on ways to improve the local community and coaches them in personal leadership principles.

The school retains close links with local organisations by attending business functions and having staff on the boards of several companies. This helps the school stay in touch with local business issues and provides contacts and practical experience for staff.

SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

The School of Computing, Engineering and Mathematics (SCEM) at UWS blends the major disciplines which drive contemporary technological innovation, inventiveness and entrepreneurship. The key focus areas of the School in 2014 included:

- » developing new 'trademark' academic programs, which integrate research, learning and engagement
- » embedding continuous quality control and improvement of the academic programs
- » developing initiatives which implement the nexus between teaching, research and engagement
- » developing the national and international presence of the School through its academic programs and broad range of partnerships and professional involvement.

Starting from 2013, the school is part of the GroupX national four-year program aimed at increasing the number of Australia's creative, imaginative and entrepreneurial information and communications technology (ICT) students, who are expected to be the key drivers across many areas, ranging from health to agriculture, in the digitally-enabled knowledge economy. The GroupX program is managed by NICTA (National ICT Australia) and supported by the Australian Government, as well as government, industry, university and professional association partners in each state and territory.

Enrolments were steady across all the school's disciplines in 2014.

Learning and Teaching

In the 2012 report, *Mathematics, Engineering and Science in the National Interest*, Australia's Chief Scientist, Professor Ian Chub, indicated that Australia's universities needed to examine how they offered Science, Technology, Engineering and Mathematics (STEM) education to their students, taking into account its essential role in the future prosperity of Australia. Consequently, 2014 was a year of considerable action with many of the school's academic programs completing their review renewal and accreditation. These activities were underpinned by the school's philosophy, which aims to establish a trademark set of common synergetic competencies across all of its academic programs, labelled as 'computational thinking', 'systems thinking', 'design thinking' and 'data-driven analytical thinking'.

Following the rationalisation of degree structures in 2012, the school focused on the development of new academic programs,

targeting different segments of potential students. These included:

- » Offering an undergraduate Bachelor of Information and Communications Technology (Health Information Management), which addresses the workforce skills shortage in health information management and targets the education of future health informaticians
- » Offering novel undergraduate and postgraduate versions of the Data Science and Analytics degree to address the rapidly growing and steady demand across almost all domains of human endeavour for specialists with in-depth knowledge and practical skills for making sense from the vast quantities of data and information
- » Contributing to the development of the Bachelor of Applied Leadership and Critical Thinking.

In reshaping the school's academic programs, modularised and flexible curriculum structures were created which resulted in markedly different interdisciplinary academic programs, the establishment of double degrees, embedding blended learning delivery, delivering online academic programs and creating the capacity for agile and rapid design of academic programs in a highly dynamic and competitive STEM higher education environment. Together with the School of Law, the school completed double degrees in Law and Construction Management, and Law and ICT. In-line with the its blended learning strategy, the school also reshaped its suite of postgraduate degrees in Building Surveying and Fire Safety Engineering.

These developments also provided the basis for rapid and proactive design of academic programs attractive to international students. The school has modified its postgraduate suite in ICT to accommodate entrants with an engineering background. It has also completed the development of a two-year postgraduate suite in Engineering.

During 2014, the school introduced a schedule of rolling curriculum reviews for all programs, involving curriculum review and renewal on a three-year cycle, or a cycle to synchronise with accreditation requirements. The first program to undergo this was undergraduate (UG) Engineering; this review is now substantially completed. The UG Engineering curriculum review led to the discontinuation of three programs: Computer Engineering, Environmental Engineering and Telecommunications Engineering. The remaining five key programs became individually named degrees for marketing purposes. The school completed the curriculum review of the UG Construction Management program and the redesign of the Industrial Design program. Review of the Computer Science,

ICT and IS programs began in 2014, in particular, to differentiate them, as these programs have a high degree of integration. This review is expected to be completed in 2015.

A significant part of all review and renewal processes in 2014 (continuing from 2013) was the introduction or enhancement of blended learning methodologies in all courses. The emphasis in 2014 was on the remaining units. Priority was also given to introducing blended learning in disciplines with significant staffing pressures, such as UG Construction Management, where the anticipated efficiency dividend offered by blended learning will be most useful in the short and medium term.

For the period, the school slightly increased its international enrolments, with China and India continuing their major student presence in the School's academic programs. The Bachelor of Engineering and the Bachelor of Information and Communications Technology remain the leading undergraduate courses attracting international students.

An essential feature of the school's strategy for maintaining academic standards is achieving professional accreditation of all its programs. This year the postgraduate offerings in Building Surveying were re-accredited after the completion of some designated curriculum renewal. The undergraduate courses in engineering are now fully accredited to 2016. The undergraduate Construction Management degree was successful in being re-accredited by the Australian Institute of Building until 2016. The accreditation of the postgraduate programs in engineering and ICT are planned for accreditation in 2015.

The school maintains an extended External Advisory Network from which it forms the External Advisory Boards for the specific disciplines. The structure allows for interaction and mutual flow between the disciplines.

The school entered 2014 with established academic systems, structures and better interaction between the disciplines. Industrial design was a high priority area for the school's leadership in 2014, taking into account its central integrating role and the slower than hoped progress with the curriculum review.

Engagement

In 2014, the school extended its quest for entrepreneurial opportunities. It integrated engagement, research and teaching in-line with the strategic positioning of UWS as a leader in STEM innovation.

The school continued its strong engagement with primary, secondary and high school students, university scholars and industry partners. The highlights of 2014 included:

- » The Science & Engineering Challenge for 2014 was held in Building P at the Penrith campus (Kingswood) on 24–25 July, with 14 schools and approximately 400 students in attendance (for a full article and a video link go to: uws.edu.au/scem/school_of_computing_engineering_and_mathematics/events_and_seminars/science_and_engineering_challenge_2014)
- » The school provided broad support to UWS's solar car team preparations for the World Solar Car Challenge 2015. This challenge was hosted for the second time at UWS in October with participating students from Years 7 to 11 from 16 high schools. The challenge is part of the World's Largest STEM Competition. A full size F1 racing car was on display at the Kingswood campus
- » NSW State Finals for the F1 in Schools Technology. The challenge was hosted for the second time at UWS in October with participating students from Years 7 to 11 from 16 high schools. The challenge is part of the World's Largest STEM Competition. A full size F1 racing car was on display at UWS's Kingswood campus
- » UWS Penrith Observatory went through extensive modernisation and upgrade. It was re-opened on 24 October on its twentieth anniversary. Over 5,500 visitors in 2014 enjoyed its exciting programs including some special Aboriginal astronomy events.

In 2014, the school continued its strong presence at CeBIT – the flagship event for the ICT industry held in May, with demonstrations of technology developed by researchers from the school. For a second year, the Widevision+ exhibition of the achievements of the Industrial Design students and extended with student work across Engineering and ICT, provided an integral view of student innovation and potential for entrepreneurship in technology. The exhibition will be enhanced further to incorporate a broader base of student research, design and development outcomes.

Research

In line with UWS's objective for its Schools to perform at or above world standard research in areas of core teaching competence, the School of Computing, Engineering and Mathematics focused on increasing:

- » its external research income through diversification
- » its performance in Excellence in Research Australia terms (to align with the school's teaching profile)

- » the number of effective, productive and committed funded research partnerships
- » the quality of training experience of its higher degree research students
- » the translation of research outcomes into tangible technologies.

In 2014, the contributions of the school's researchers were been recognised through various awards. Some of the successes included researchers from the following SCEM Research Groups: Advanced Materials and Smart Structures, Geotechnical (including the 2014 Railway Technical Society of Australia Railway Engineering Student Thesis Award), Water and Environment Engineering Lab (including the Australian Geomechanics Award for 2013), the THRIL Lab (including 2015 Fulbright Distinguished Chair award) and the Solar Energy Technologies group (including the 2014 Pfeil Award of the Institute of Materials, Minerals and Mining). In 2014 the Solar Energy Technologies (SET) group focused on the establishing the PhD Research Training program in Renewable Energy Technologies.

SCEM Research Group Social Computing and Knowledge Ecosystem extended their success with the application of their suite of Social Life Networks methods and technologies.

SCEM THRIL Lab continued its partnership in the Australia Consortium for Classification Development (with University of Sydney National Centre for Classification in Health and KPMG).

As part of its strategy for increasing its capacity in developing competitive research applications, the school continued the SCEM Challenge Grant Scheme, stimulating projects that address challenging problems within the Strategic Research Priorities 2013–16 that required collaborative (where needed interdisciplinary) teams.

The Centre for Research in Mathematics (CRM), established in 2012 to strengthen UWS's capacity in pure and applied mathematics, continued its steady development. CRM continued its distinguished visitor program which was concentrated on two campuses, and included regular seminars with leading national and international scholars, and sustained its publication performance.

The school hosted the University Research Group in Artificial Intelligence; which maintained its publication performance in 2014, the areas of knowledge representation and reasoning, and automated negotiation and machine learning.

In 2014, the school continued its work with all UWS Institutes, focusing primarily on its commitments with the MARCS Institute

and the Institute for Infrastructure Engineering (IIE). The school continued to lead the Human-Machine Interaction program at the MARCS Institute, with developments in human information interaction, social robotics and believable artificial intelligence technology. The school supported broadly IIE's research projects.

In 2014 the school implemented a process for improving communication and presentation skills of its higher degree research (HDR) students. It continues to strengthen international research collaboration. In January 2015, the school hosted the Australasian Computer Science Week. Later in 2015, it will host the 8th International Structural Engineering and Construction Conference. The school has focused on enabling infrastructure supporting technology innovation and entrepreneurship. It expanded the School Design Centre facilities with the introduction of a 3D printer capable of multi-material printing, a 3D scanner and laser cutter, new instrumentation in Mechanical Properties Testing Facilities with the introduction of Instron destructive testing machines. It expanded its robotics park with Motorman and Baxter robots.

SCHOOL OF EDUCATION

The School of Education offers a range of postgraduate programs in early childhood, primary and secondary education, social ecology, educational leadership, inclusive education, and a number of research higher degrees. Its suite of 'pathways into teaching' programs allows students to enter teaching through an undergraduate major in education studies. Educational research is concentrated in the Centre for Educational Research (CER).

The school provides high quality professional learning for research students. Surveys of research student satisfaction in 2013 and 2014 attest to this high level of satisfaction. In particular, research students commented on support in understanding research objectives and the development and understanding of research skills. The school continues to search for ways to enhance the experience of its research students who, unlike most across the university, are mature aged and part time. These students have specific research needs and present challenges in the development of a school/CER research culture.

Teaching and Learning

Learning and teaching performance in the school continues to maintain a high quality across a range of criteria: enrolments, retention, student feedback and graduation. Student-centred courses prepare career-ready graduates, most of whom are teachers, to be both confident and capable of working in culturally diverse environments. These outcomes continued to be reflected in high student satisfaction, as measured by the Student Feedback on Units instrument, with the school

achieving a mean result of 4.14 out of 5 for overall student experience in Autumn/First Half 2014, higher than the UWS mean of 4.06 and the second highest result across UWS.

A key priority has been a major curriculum review for the undergraduate Education Studies major/sub-major and the Master of Education suite of courses – Master of Education (Social Ecology), Master of Education (Leadership), the Master of Inclusive Education, and online graduate certificates. The appointment of an eDAP (Director of Program) was crucial in expanding online curriculum offerings. The Master of Teaching (Birth–5/Birth–12), Master of Teaching (Primary), Master of Teaching (Secondary) and the Bachelor of Education (Primary) (ATSIE) achieved professional accreditation from the Board of Studies, Educational Leadership, and the Australian Children's Education and Care Quality Council. Stakeholder contributions from external Advisory Committees have been vital to achieve creative, relevant and flexible course design and curriculum renewal.

The school increased Summer Session enrolments from the previous year, and attracted the second highest student enrolments in the University across nineteen units. Three of these units were offered online, the rest offered students enhanced blended learning opportunities (as part of the school's overall strategy to offer greater flexibility in the ways students can undertake their learning).

High quality staff who align their teaching and research facilitate an inspiring and creative learning environment. A list of awards received by the School of Education's staff are: the prestigious Office of Learning and Teaching (OLT) National Excellence in Teaching award bestowed to Associate Professor Tonia Gray, Dr Jorge Knijnik's OLT Citation for an Outstanding Contribution to Student Learning, Dr Christina Curry and Dr Les Vozzo's acclaimed UWS Citations, Dr Catherine Attard's UWS Excellence in Teaching award, and Dr Jane Hunter's impressive 2014 SITE Technology Enriched Instruction Award at the Society for Information Technology and Teacher Education conference in Florida.

Engagement and International

The development and extension of community partnerships continues to be central to the school's activities. These partnerships are established at local, national and international levels and encompass opportunities for our pre-service teachers, staff and community colleagues to engage in teaching, learning and research. Engagement activities in the school include professional experience, service learning, professional development through the Education Knowledge Network, ongoing interaction with our Alumni and collaborative research.

Providing high quality professional experience and service learning placements for our students remains a main focus

(4,197 placements were required in 2014). The School of Education addressed this need by offering schools the opportunity to discuss their experience of working with pre-service teachers and their ideas for enhancing partnerships between school and university. More than 50 schools took up this offer, with a number of schools asking to enter into formal partnerships with the School of Education. The first of these partnerships was signed in early 2015. Furthermore, as a consequence of these discussions, the school's processes and procedures for placing and supervising pre-service teachers were substantially revised and streamlined. Another innovation of the school was to offer schools equivalent places in the school's Education Knowledge Network workshops for the number of pre-service teachers taken. This, too, proved a popular incentive, as well as demonstrating that the school remains intent on forming reciprocal and meaningful partnerships.

The Education Knowledge Network expanded its offerings and reach in 2014, including forming a new partnership with the National Institute of Dramatic Art which will offer workshops under the Education Knowledge Network banner. Further partnerships are under discussion. Accreditation was also achieved at the highly accomplished level. Courses at this level were offered for the first time in 2015.

International engagement with the school continues to have three main arms: Higher Degree Research (HDR) cohort programs, research partnerships and overseas professional experience programs. So the ROSETE (research-oriented school-engaged teacher education) program – a partnership with the Ningbo Municipal Education Bureau and the NSW Department of Education and Communities involving research students from Ningbo, China researching their own teaching of Mandarin as volunteers in Sydney schools, is a key program continuing and expanding in 2015. The SNAP cohort (Support Network for Arabic Postgraduates) of doctoral students continues to be a significant program (new students enrolled in 2014).

International research partnerships such as The Futuro Infantil Hoy Project in Chile and other projects in Kazakhstan and South America continue to raise the School's profile and enhance its reputation for engaged research.

The school's Overseas and Professional Experience program (OPEP) continues to offer students the opportunity to undertake professional experience in Malaysia, Thailand and China. These experiences are very positively evaluated. It is planned that additional locations will be included in 2015.

Research

In 2014, the Centre for Educational Research (CER) continued to develop a strong research culture around core themes of

sustainability, equity and globalisation in educational practice and research. In 2014, CER members worked on 15 externally funded research projects. These included: researching child-friendly cities (UNICEF); outdoor education; place-based learning; child-friendly play spaces; retaining early career teachers; multimodal language practices in high needs schools; perceptions of LGBTQ education; engaging pedagogy in low socioeconomic status schools; evaluation of the Improving Teacher Quality National Partnership initiative; increasing high school completion rates in low-retention regions; capturing and assessing experiential learning; school-university pathways for refugee students; internationalising university education in Taiwan; research-oriented school-engaged teacher education (ROSETE), and developing leaders in early childhood education in Chile through transnational knowledge exchange.

CER researchers also published three books, 45 book chapters and 35 refereed journal articles. In 2014, the CER Equity and Globalisation strands both published from symposia held in 2013. The Equity strand published *Contemporary Issues of Equity in Education* (ed., Gannon and Sawyer) out of its 2013 symposium and the Globalisation theme not only published a book, *Super Dimensions in Globalisation and Education*, but also a special edition of the journal *Knowledge Cultures*, entitled *Introduction to Globalisation: Now* – both publications edited by Associate Professors David Cole and Christine Woodrow. During 2014, CER hosted a symposium, *Precarious Times: New Imaginings for Sustainability* with close to 100 guests and 31 presentations over two days. Presentations were from diverse contributors: interstate universities, corporate, government and industry. Keynotes were from international and national visiting academics, which resulted in a contract for a book publication with prestigious academic publisher Springer. The Sustainability and Equity research programs sponsored residential schools for doctoral students as part of their capacity-building activities.

CER reviewed its membership in 2013, resulting in an expanded membership of 30 academic researchers including categories of early career and senior researchers, associates and adjuncts. D'harawal elder, Aunty Frances Bodkin, became an adjunct member of CER. An Advisory Committee was formed of key stakeholders in educational research and held its first meeting in November 2014. Events involving the total CER membership included an ARC Grant Writing Retreat led by ex-College-of-Experts panel member Professor Lyn Yates from the University of Melbourne.

Additional major events sponsored by the broader School of Education included a three-day external residential writing retreat for 31 staff members and the annual HDR Student Conference. Between the two Centres and the broader School of Education, 30 discrete research events were conducted in 2014 for both

staff and HDR students. In addition, the School of Education funded eight small research projects across CER and the school in the areas: wellbeing in pre-service teachers; professional identity in the early childhood field; building social capital through sport; the 'promises of education' in Western Sydney; pre-service teachers in diversity; outdoor education learner attribution theory; apps in pre-service primary mathematics; Turnitin, and academic writing.

Across the two entities – CER, and the broader School of Education - 112 higher degree research students were supervised in 2014: 26 at masters level and 86 at doctoral level.

In addition to staff located in CER, there is a group of active research staff in the school working on projects in primary and secondary education, early childhood and special education.

In 2014, Kate Johnson joined the broader School of Education from the former Centre for Positive Psychology in Education (which left UWS at the end of 2013) to become the broad school's Research Program Administrator (RPA). An important part of the RPA job is searching out for Category 2 and 3 research funding opportunities to complement the school's and CER's current externally funded research and their Category 1 applications.

In response to the 2012-2013 School Review, a recommendation on the potential for the School of Education to be researching in specific areas of teacher education, a teacher-education reading group began in 2014 and the Early Career Researcher Writing Group continued its monthly meetings. All other School Review recommendations on research were also implemented in 2014. These included the submission of a new strategic plan for research to the new Deputy Vice-Chancellor Research and new supervisory arrangements for early career researchers.

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

The School of Humanities and Communication Arts is one of the largest and most diverse schools in UWS. It offers the Bachelor of Arts programs, Bachelor of Communication, Bachelor of Design (Visual Communication), Bachelor of Arts (Interpreting and Translation), and Bachelor of Music degrees, several double degrees and coursework masters degrees in convergent media, creative music therapy, interpreting and translation, TESOL and creative 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 History@UWS and Philosophy@UWS research initiatives funding.

Learning and Teaching

Blended Learning

The School of Humanities and Communication Arts is a leader in externalising its existing programs for a fully online student cohort. An online version of the Bachelor of Communication will be introduced from Summer session 2015. The work completed in 2014 established templates and protocols for creating online materials, and a self-operating video recording studio, all of which created an environment that helped the school double its production of high-quality learning materials. These include instructional lecture 'pods' of 8–12 minutes, animations, interactive web-based material and apps. By the end of 2015, all of the school's offerings will be in blended mode.

Learning and Teaching Awards

The school has a strong reputation for its innovation and scholarship in learning and teaching. In 2014, Associate Professor Sara Knox, Dr Rachel Morley and Dr Melinda Jewell, Dr Xiangdong Liu and Dr Satomi Kawaguchi, and Associate Professor Mustapha Taibi received UWS Learning and Teaching awards for their contributions to student learning.

Other awards and prizes:

- » Luke Carman (Doctor of Creative Arts candidate) was awarded the Sydney Morning Herald Best Young Novelist Award for *An Elegant Young Man*
- » Felicity Castagna (Doctor of Creative Arts candidate) was awarded the Prime Minister's Award for Young Adult Fiction for *The Incredible Here and Now*
- » Distinguished Fellow Alexis Wright was awarded the ALS Gold Medal for *The Swan Book*
- » Dr David Walton was awarded a Japan Foundation Fellowship for his book project about Australian foreign policy towards China and Japan 1972–2014.

Engagement

The school continues to initiate activities and projects that engage with the international academic community and other stakeholders. Successes in 2014 include the following:

Digital Humanities

Professor Willard McCarty was Meymandi Distinguished Fellow at the National Humanities Center, North Carolina, USA. He

was awarded Mellon funding to convene a National Humanities Center Institute in digital textual studies, and also advised on the formation of the Centre for Digital Knowledge at Cambridge University. A paperback edition of his book *Humanities Computing* (Palgrave) was published.

History@UWS

Professor Richard Bosworth (Jesus College, Oxford University) gave the 2nd Annual Europe Lecture at the State Library of NSW on 'Dictators and the Lessons of History' in November. The lecture was recorded by the ABC's *Big Ideas* program.

Philosophy@UWS

Professor Peter Szendy (University Paris Ouest) delivered the 'Thinking Out Loud' lectures at the State Library of NSW.

Emeritus Professor Alan Badiou (University of Paris VIII — Vincennes-Saint Denis) delivered the 24th Sydney Seminar for the Arts and Philosophy on the topic of Art and Philosophy at the Domain Theatre of the Art Gallery of New South Wales.

Writing and Society Research Centre

The Writing and Society Research Centre held the following conferences:

- » Cormac McCarthy: Landscapes and Borders, international conference (23–25 July)
- » Literature, Truth, Transitional Justice, international conference (1–2 October)
- » Traverses: JM Coetzee in the World, international conference (11–13 November)
- » Modernist Times Symposium (20–21 November).

Research

The school obtained several research grants in 2014 including the following:

- » Professor Paul Arthur was Chief Investigator on the ARC Linkage-Infrastructure project, *DomeLab: An Ultra High Resolution FullDome*, in partnership with 15 state, national and international partners
- » Dr Mark Kelly participated in the ARC Future Fellowship, *The Invention of Norms: Understanding How Ethics, Law, and the Life Sciences Connect to Shape Our Social Selves*

- » Dr Chris Fleming and Dr Diego Bubbio, received Imitatio (www.imitatio.org, an American philanthropic organisation) funding for research on Rene Girard's Mimetic Theory
- » The Digital Humanities Research Group, in collaboration with Curtin University, received Australia–Netherlands engagement funding through the Cultural Heritage Initiative scheme, which is funded by the Embassy of the Kingdom of the Netherlands, and the Department of Cultural Affairs and Public Diplomacy.

Books and Other Research Publications published in 2014

Arthur, PL, and Bode, K, eds., 2014, *Advancing Digital Humanities: Research, Methods, Theories*. Basingstoke, Hampshire: Palgrave Macmillan.

Arthur, PL, ed., 'Framing Lives', special issue, *Auto/Biography Studies* 29, no. 1 (2014).

Badiou, A, Ling, A, and Bartlett A 2014, *Mathematics of the Transcendental*, Bloomsbury.

Barton, G 2014, *Informal Empire and the Rise of One World Culture*, Palgrave.

Bubbio, D 2014, *Sacrifice in the Post-Kantian Tradition: Perspectivism, Intersubjectivity, and Recognition*, State University of New York Press.

Jane, E and Fleming, C 2014, *Modern Conspiracy: The Importance of Being Paranoid*, Bloomsbury.

Hadley, J and Aaltola, E, eds., 2014, *Animal Ethics and Philosophy: Questioning the Orthodoxy*, Rowman and Littlefield International.

Han, C 2014, *Metaphor and Entertainment: A Corpus-Based Approach to Language in Chinese Online News*, Palgrave.

Jones, B 2014, *Republicanism and Responsible Government: The Shaping of Democracy in Australia and Canada*, McGill-Queen's University Press.

McCarty, Willard 2014, revised paperback edition of *Humanities Computing*, Basingstoke, Hampshire: Palgrave Macmillan.

Whyte, J and Habjan, J, eds., 2014, *(Mis)Readings of Marx in Continental Philosophy*, Palgrave Macmillan.

Yeatman, A and Birmingham, P, eds., 2014, *The Aporia of Rights: Explorations in Citizenship in the Era of Human Rights*, London: Bloomsbury.

SCHOOL OF LAW

The School of Law has grown significantly in the last 18 years and now has over 1,800 equivalent full-time students, mostly studying the Bachelor of Laws (LLB), with a solid growth in HDR students, mostly studying PhD in Law. Approximately 25% of the teaching load is to UWS students who are studying another degree, often Business, Arts or Engineering, and are known as inter-disciplinary law units or ILU. During 2014, the key strategies were to continue to increase the quality of students and retention rates in the law degree, and to build on the four research clusters. The major Mission of the law school is social justice and this was achieved by continuing the school's strong engagement with the Western Sydney community through a variety of programs. The formal School Review in 2012 has provided clear guidance for the future of the school, as well as the development of the UWS strategic plan, known as Securing Success. The appointment of five new academics has benefited the whole school across teaching, research and engagement.

Teaching and Learning

Teaching has continued to increase in quality (as measured by the Student Feedback on Unit survey results), despite greater numbers of students. The development of e-resources and, in particular, in the first year LLB core units, has provided a greater degree of flexibility within both core law units and the LLB alternate units. Over 75% of law units have now been developed under blended learning principles. A new Master of International Governance degree has been developed as part of the research cluster strength, and it is hoped that this will be formally launched in 2016. The LLB curriculum requires minor amendments to specific units and the development of international and Indigenous content across the curriculum. A stronger focus on recruiting Indigenous law students is a priority and a new Aboriginal and Torres Strait Islander lecturer in law has been appointed.

Research

It is essential for the school to improve its Excellence for Research in Australia ranking. This will require greater focus on successful research grants and an increase in the quality of academic output. The number of journal articles has consistently increased but a focus on quality is also critical. This includes providing support for early career researchers and ensuring that the majority of academics are research active. Recruiting more PhD qualified lawyers will help develop the necessary culture. It is hoped that in ERA III in 2015, the school will retain its world standard classification and work towards "above world standard – level 4".

Engagement

The School of Law has a long association with engagement in the profession as well as with the GWS community. The Parramatta Community Justice Clinic (PCJC) has successfully engaged law students with the community in providing an avenue for redressing inequality in access to legal services, particularly in the areas of immigration law and small civil matters. There are also plans in the future to also assist small businesses. The LUCY program for female lawyers and the high school program to assist teachers with Legal Studies also engage the pro bono skills of the law academics on behalf of UWS. The appointment of a Director of Engagement for the school has helped focus these activities.

SCHOOL OF MEDICINE

The UWS School of Medicine continues to support the development of an enhanced medical workforce and research capacity across Greater Western Sydney and beyond. There has been extensive growth in the planning and construction of clinical facilities across both Western and South Western Sydney local health districts, and academic staff continue to contribute to this planning, providing guidance regarding future workforce needs and training opportunities.

In 2014, the school was especially pleased by the NSW State Government's budget decision to allocate \$9 million towards the construction of a purpose-built educational facility, the Clinical School at Campbelltown Hospital. A senior stakeholder and operational group was established to progress planning, focusing on key internal requirements as well as effective integration with the expanding hospital campus.

The school hosted its first international conference in 2014 – the 10th International Congress of Aerobiology, led by Professor Connie Katelaris and Pamela Burton. Aerobiology is the study of airborne particles and spores that can influence human health. UWS welcomed clinicians and scientists from across Australia, Europe and North America, and arranged a behind-the-scenes tour of the plant biobank at the Australian Botanic Garden, Mt Annan, which was appreciated by the delegates.

At the December ceremonies, Dr Victoria Qin was the first to graduate from the Masters of Advanced Gynaecological Surgery. The School of Medicine formally acknowledges the work of Associate Professor Harry Merkur in the advocacy for, and development of, this program.

The school is pleased to note the achievement of the following academic staff who received promotions in 2014: Joanne

Lind and Slade Jensen (to Associate Professor), and Janette Perz (to Professor). In addition, Vice-Chancellor's Professional Development Scholarships were awarded to Dr Ryan Dashwood, Dr Michael O'Connor and Ashleigh Deschamps.

Staff and students of the school, and the wider Campbelltown Hospital and General Practice community were saddened by the sudden death of Dr Nicholas Collins in August 2014. He was key to the foundation of the medical school, as a local general practitioner and head of the Macarthur Ambulatory Care Service. After fighting for the establishment of the school, he became one of its most engaged teachers and formative guides as a member of the Curriculum Committee from 2006 to 2010. He was a conjoint staff member before joining our General Practice Unit as a Senior Lecturer.

Learning and Teaching

In 2014, the school hosted international expert of medical education Professor Cees van der Vleuten. Professor van der Vleuten is the Director of the School of Health Professions Education at Maastricht University in the Netherlands. He provided expert guidance for the school's two-day assessment retreat, and was the keynote speaker at a symposium, 'Beyond Competence: Assessing for Quality and Excellence'. The symposium, held on the Campbelltown campus, attracted leading medical education academics from Australian and New Zealand medical schools, as well as pre-vocational and vocational training organisations, conjoint appointments, alumni, students and staff.

During 2014, the school continued to focus on its core tasks of program delivery and review. The renewal of the first-year and second-year curriculum included a focus on integrated blended learning activities, with the introduction of the UWS iPad strategy, and included the development of an online curriculum map to support students' understanding of their learning journey. The school also continued its review of assessment tools and processes, with a specific focus on the clinical years of training. The review responds to student and staff feedback about ensuring the validity and robustness of tools, and aims to make implementation as consistent as possible.

Engagement

The school has a series of formal and informal links with key community organisations including the local health districts and Medicare Locals across the Greater Western Sydney, Central West and Northern Rivers regions of NSW. Staff are also engaged by, and represent the school at, a range of organisations across the region, such as the Ingham Institute for Applied Medical Research (in which UWS is a core member) and Headstart program.

The school appreciates the contribution of over 400 conjoint and adjunct appointees, who make a critical contribution to the education of medical students across hospitals, general practice, and health and other community services. School representatives meet on a regular basis with our partners and appreciate the opportunity to contribute collectively to the ongoing development of health services in the community.

In July 2014, the Dean of the School of Medicine, Professor Annemarie Hennessy, with the Mayor of Bathurst, Cr Gary Rush, unveiled a plaque at the Bathurst Rural Clinical School student residences. The plaque marks the site of the Chifley Memorial Housing Estate, within which the two student houses, the Ben and Elizabeth Chifley Cottages, are located. These are student accommodation houses, funded by the Australian Government, to support students undertaking 12 month placements in Bathurst.

Darryl Wright, the Chief Executive Officer of the Tharawal Aboriginal Medical Service, was recognised by the University during the April graduations as a 'Community Hero'. In addition to being a UWS Elder on Campus, Uncle Darryl has been a constant and valued contributor to the activities of the School of Medicine – including through his support for student placements and by hosting all first-year students on their second day of medical school.

In 2014, as part of a partnership between the UWS School of Medicine and the Patan Academy of Health Sciences, UWS student Elise Buisson travelled to Kathmandu, Nepal, for a valuable and eye-opening experience that has consolidated her passion for global health. In addition to taking part in the curriculum activities of local students, Elise also had the opportunity to tour two local hospitals.

Closer to home, third-year Medicine-in-Context students engaged in some hands-on disease prevention activities at the Seniors Week Health Check at Warragamba Community Centre.

Senior Administrative Officer Jennifer Greer was awarded the Association for Tertiary Education Management's Best Practice in Leadership and Management Award in Community Engagement, as part of a wider clinical and education project on gastrointestinal motility disorders, led by Dr Vincent Ho.

Research

The School of Medicine continues to develop its research profile across scientific, medical and health research. In 2014, for instance, Professor Paul de Souza – in conjunction with Professor Soon Lee, Professor Les Bokey and colleagues at the Ingham Institute and Liverpool Hospital – led a consortium

that was awarded a \$6.5 million grant from the Cancer Institute to establish the Centre for Oncology Education and Research Translation (CONCERT). This initiative will develop new drugs and treatments for Australian cancer patients. The highly prestigious collaborative grant will embed translational cancer research into clinical practice on a systematic basis, resulting in rapid translation of findings.

The General Practice team undertook a series of commissioned research projects during 2014 focusing on health-service provision and delivery. This included consulting on the evaluation of a community-based cancer support service, Blue Mountains Cancer Help; evaluating the partnership between the Western Sydney Medicare Local and the Western Sydney Local Health District; and a large project funded by General Practice Education and Training Limited, titled 'Strengthening the roles of Aboriginal and Torres Strait Islander Cultural Educators and Mentors in General Practice Training'. The research findings were reported at the Primary Health Care Research Conference in July, and are featured in *Snapshot of Australian primary health care research 2014*, a Primary Health Care Research and Information Service publication that highlights influential research undertaken in the area.

Centre for Health Research projects that commenced in 2014 included a phase II study of an online population-based intervention to improve the mental health of unemployed young people. This project is being undertaken by Associate Professor Janette Perz, and Dr Vanessa Rose from Australian Rotary Health. In 2014, the centre's rural research team undertook projects on cancer service provision and treatment, collaboration of population health initiatives at the Orange Aboriginal Medical Service, and published a bibliometric analysis of Australian rural health publications from 2006 to 2014. This mapping will also assist the planning of future research work by the rural team.

The school is very grateful to a number of philanthropic and community organisations, including the Rotary Club of Narellan, that have provided funding to support the research being undertaken by staff and students.

The numbers of doctoral graduates from the school is growing, and the school is providing a range of research opportunities to students in the medical program, through initiatives such as the one-year Bachelor of Medical Research, embedded honours, summer research scholarships and the compulsory work undertaken in Medicine in Context and the Community Medicine Group Project.

School of Medicine researchers continue to develop and strengthen international collaborations. During 2014, Dr Gómez Sanz was awarded an Endeavour Fellowship to undertake

postdoctoral work with Dr Slade Jensen at the Ingham Institute. Professor Jens Coorssen and Dr David Mahns met with European collaborators in France, including Professor Francis McGlone from Liverpool John Moores University – a former receipt of UWS Eminent Visitor funding.

SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery (SoNM) is a national leader in nursing education, research and scholarship, with one of the largest undergraduate, pre-registration nursing degree programs in Australia. The school offers a Bachelor of Midwifery (BM) degree, a range of postgraduate diploma and degree courses in nursing and midwifery, and higher degree research (HDR) on three campuses: Campbelltown, Hawkesbury and Parramatta.

SoNM also offers postgraduate courses offshore. In 2014, it successfully expanded both domestically and internationally. In 2015, it will open a new campus at Lithgow, and launch new partnerships with higher education providers in Singapore and Macau.

The school distinguishes itself with its strong and developing national and international profile in nursing and health research. It has research strengths in midwifery, maternal and child health, aged care, chronic and acute conditions, and the scholarship of learning and teaching. SoNM researchers also have extensive experience synthesising and translating results – aided by our role as a Collaborating Centre of the Joanna Briggs Institute, which is on the Campbelltown campus.

SoNM had high student uptake in 2014, reflecting the success of the newly introduced, professionally accredited curricula and the continuing demand for nursing and midwifery as a career. The student taught load increased by 22.5 per cent and the equivalent full-time student load (EFTSL) increased by 28 per cent, with 4,497 students enrolled in courses in 2014. International students represented 23.57 per cent of the total enrolment, up from 22.14 per cent in 2013.

In 2014, the school implemented initiatives to build the school 'team'. These were developed from the results of the MyVoice Survey. Initiatives included continuing to improve the orientation process for new staff, using new University orientation programs and running stress and resilience workshops for all staff. These steps build on the introduction of the campus-based role of Director of Academic Workforce, which has led to a significant improvement in staff engaging, communicating with the executive and managing their workloads.

Learning and Teaching

The school takes pride in educating students in an environment that is contemporary, challenging and adapted to a rapidly evolving world – and in 2014, the school took further steps in pursuit of this goal. The combination of the iPad initiative and the blended learning strategies introduced in 2013 has been instrumental in successfully implementing the new Bachelor of Nursing (BN) and Bachelor of Midwifery (BM) curricula, allowing students a more flexible study program. The blended learning strategies have also been applied to SoNM postgraduate units, enhancing student engagement in these largely online units. The school has been building staff capacity in blended learning using events, including a workshop presented by its Blended Learning Designers and visiting scholar Jodi Orm, MSN, RN, CNE, who is Assistant Professor and Director of Simulation Education at Lake Superior State University in Michigan, US.

The BM course is now in its second year and the school has successfully introduced the revised BN degree, which will see its first graduands in 2015. Building on this success, the School is introducing the first year of the BN at the new Lithgow campus. This exciting offering will include a blend of face-to-face and online learning in conjunction with simulation in the clinical practice unit.

The increasing use of SimPad and SimMan in clinical teaching is advancing the role of simulation in the curriculum. Clinical teaching and technical staff attend National Health Education and Training in Simulation (NHET-Sim) education sessions, conducted by NETI, every six months to upskill in the use of simulation technology. Additionally, the use of moulage (simulated illnesses or wounds) and other props for SimMan that provide assessment clues for students has promoted integration and acceptance of simulation in learning and teaching. As part of the blended learning strategy, the school is updating and standardising all nursing skills videos and developing a work health and safety (WHS) module, which will be incorporated into a first-year clinical-related unit.

SoNM has firmly embraced online technology and has migrated to online marking using GradeMark, which has increased the School's ability to source subject matter experts for marking, particularly in postgraduate units, and to use nursing colleagues from other institutions.

The Summer School offering of a Bachelor of Nursing Graduate Entry (BNGE) is now in its 10th year. In 2014, we introduced a new curriculum, which is aligned with the blended learning strategies. The BNGE has led to nearly 1,000 mainly international students being integrated into the BN at the Hawkesbury campus. The course is highly sought after

internationally and has increased from 89 Equivalent Full-time Study Load (EFTSL) in 2005 to 141 in 2014. The course is particularly popular among Filipinos and last year the Consul-General of the Philippines visited the campus to meet Filipino students and SoNM staff.

In 2014, the school upgraded all existing postgraduate courses to comply with the AQF and, after the University approvals process is complete, courses will be compliant in time for the Autumn 2015 offerings. An Academic Course Advisor has been appointed to provide support and guidance for postgraduate onshore international students, enhancing the teaching and learning experience of the cohort at UWS.

We have developed a new postgraduate course that caters for international and local students who are unable to gain immediate employment in the healthcare sector. The course has been approved and should be available for offer from mid-2015. It will assist international graduates of nursing degrees in Australia who are unable to practice as registered nurses (RNs) because they don't satisfy the English language proficiency (ELP) requirements. It will also assist BN graduates with RN registration who are unable to get a job in the health system and need to remain up to date with issues and practices. This two-year full-time course will provide students with the opportunity to further enhance their ability to communicate while consolidating and extending their nursing knowledge and skills.

The Dean, Professor Rhonda Griffiths AM, and the postgraduate team have begun collaborating with Kiang Wu Nursing College in Macau and Parkway College in Singapore. Both institutions are introducing the Master of Nursing (Clinical Leadership), with Singapore commencing in July 2015 and Macau in 2016. These are UWS courses offered via a memorandum of understanding.

In Hong Kong in 2014, 221 students graduated in two courses, the Master of Nursing (Clinical Leadership) and Master of Primary Health Care, which were offered jointly by the School and the Hong Kong Baptist University. The students had graduated in absentia in Australia and the graduation ceremonies in Hong Kong gave them the opportunity to celebrate with family and fellow students. Chancellor Professor Peter Shergold AC, Vice-Chancellor Professor Barney Glover, Dean of the School of Business Professor Clive Smallman, Professor Griffiths, and other senior SoNM staff attended the final ceremony in November.

The first student cohort to take the Master of Mental Health Nursing (Nurse Practitioner) graduated in April 2014. Graduates can now apply to the Nursing and Midwifery Board of Australia (NMBA) to be endorsed as a 'nurse practitioner'. A nurse practitioner is a registered nurse educated to function autonomously and collaboratively in an advanced and extended

clinical role according to standards the Australian Nursing and Midwifery Council (ANMC) set in 2009.

The school maintained its Student Literacy Support (SLS) program in 2014, and continued to achieve excellent student uptake. The Professional Communication and Literacy (PCAL) tutors conducted academic literacy and oral communication skills workshops for 2,769 students, and consultations with 4,112 students, as well as providing support inside and outside the classroom for students across the three campuses. Professor Griffiths commended the PCAL staff and nursing academic staff involved in the SLS program. She noted that staff and students had acknowledged that the SLS plays a significant role in the school, and contributes to improved student retention. The Literacy Coordinator, Dr Paul Glew, recently received a UWS Seed Grant as an Early Career Researcher to complete an evaluation of the SLS program through a 2015 project: 'Validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students'. The *English Language Proficiency and Employability Framework* (November 2014) published by the University of Melbourne Centre for the Study of Higher Education included the School's model as an example of good practice in ELP.

Reduced availability of clinical placements with NSW Health remains an area of concern. The school has used NSW Health Education Training Institute (HETI) funding to search for new clinical placement providers in the private health sector and in previously unavailable areas of NSW Health. In addition, the school has been working with the Student Placement Project team and will be the first school to introduce the *InPlace* placement management system for students in 2015. The project aims to create improvements and efficiencies for staff and students alike, as well as help manage the risks associated with this critical component of the academic program and student experience at UWS.

Engagement

SoNM continues its 20-year relationship with Hong Kong Baptist University and enrolments in these Hong Kong courses remain strong. The school's student and academic exchange program with Huazhong University of Science & Technology in China is ongoing, with several of its staff visiting UWS in 2014. The school is building its international connections and last year conducted tours and showcased the simulation equipment in the clinical practice units for delegations from China and Hong Kong.

The school is committed to the University's mission of servicing Western Sydney and continues to participate in programs for Indigenous school children. The Heartbeat program is aimed at primary school students (years 3 and 4), focusing on health, nursing and medicine. The Indigenous School

Student Mentoring Program (ISSMP) is a workshop for high school students in years 10 to 12. Additionally, rural students in years 11 and 12 have taken part in workshops and SoNM was involved in producing a promotional video about the UWS experience. This will be a prime recruitment tool used in interactions with more than 50,000 prospective students throughout 2015.

The school is actively involved in the UWS Summer Scholarship program and has three projects for the Research Scholarship program for 2014–15:

- » Dr Olayide Ogunsiji and Professor Lesley Wilkes: 'Health consequences of intimate partner violence (IPV): Voices of migrant women in Greater Western Sydney'
- » Dr Paul Glew and Dr Kathleen Dixon: Student literacy strategies project
- » Dr Nathan Wilson and Associate Professor Amanda Johnson: 'From social exclusion to supported inclusion: the experience of adults living with moderate intellectual disability (MID)'

SoNM and the Mother, Infant & Family Health Research Network (MIFam Network), in collaboration with the Maternal and Infant Nutrition and Nurture Unit (MAINN), School of Health, University of Central Lancashire (UK), hosted the 5th International Conference on Maternal and Infant Nutrition and Nurture: Biocultural, Relational and Spatial Perspectives, on Parramatta Campus in November 2014. This conference explored the social, cultural, biological and relational influences on maternal and child nutrition and infant feeding.

Nine keynote speakers from the UK, US, Canada, Sweden and New Zealand and 10 international delegates presented conference papers and posters at the three-day event, attended by 190 delegates.

The conference, convened by Professor Virginia Schmied and SoNM colleagues, was positively evaluated. Comments included:

- » "Internationally important conference that brought world leaders in the field to Australia"
- » "Passion, commitment to women and babies and energy displayed by speakers was very inspiring"
- » "Networking, new ideas, like-minded colleagues from wide disciplines."

Delegates commented in particular on the 'friendliness' of the conference and praised the Parramatta campus as a

great venue. In 2016, the School and the MIFam Network will collaborate with the University of Central Lancashire (UK) to host the Normal Labour and Birth Conference.

Professor Hannah Dahlen of SoNM has contributed to raising the profile of the School's midwifery arm, with a series of articles and interviews in mainstream media and industry-specific publications.

Research

The Centre for Applied Nursing Research (CANR) has continued to achieve recognition, with researchers once again receiving awards for the high standard of their work. Working closely with clinicians from the largest and fastest-growing local health district in NSW, the centre is focusing on two major research programs: patient safety and women's and children's health.

CANR's major research in 2014 focused on medication safety, which continues to be a priority both locally and nationally. Findings from the 'Recall and Check' cluster randomised controlled trial, which explored the use of a patient reminder system to reduce medication omissions for inpatients, has provided important insights into the role patients can play in their care. The centre's Safe Administration of Medications Managing Interruptions (SAMMI) Project, which explored the nature of interruptions during medication administration, has provided important information for nurses about sources of interruptions and how these might be minimised.

The program of Maternal and Infant Oral Health (MIOH) research, led by Dr Ajesh George in collaboration with a multidisciplinary team of clinicians, continues to achieve success. The Australian College of Midwives endorsed a training package as part of Continuing Professional Development nationally, which was rolled out to rural and urban hospitals in NSW and Victoria, and included in VicHealth's Oral Health Promotion Strategic Plan (2013–2017). NSW Health has endorsed MIOH promotional material, including an oral health audiovisual resource, which will be used to educate health professionals and played in antenatal clinics in NSW. An oral health module has also been included in the UWS Bachelor of Midwifery program. Dr George received the UWS Inaugural Vice-Chancellor's Excellence Award for outstanding research undertaken by an early career researcher.

Another highlight of 2014 was the Ingham Institute/South Western Sydney Local Health District's 9th Annual Research and Teaching Showcase. Professor Dahlen was a keynote speaker at the event, which focused on nursing and midwifery research.

Professor Maree Johnson and nurse researcher Paula Sanchez were presented with an award for research into providing better patient care, at the Western Sydney Local Health District Quality Awards.

Caring for Older People in Australia: Principles for Nursing Practice, edited by Associate Professor Amanda Johnson and Professor Esther Chang and published this year, has been shortlisted in the Australian Educational Publishing Awards for 2014 for best wholly Australian student resource.

An article by Professor Dahlen and collaborators ranked as the most accessed article on *The BMJ* online for May. It is titled: 'Rates of obstetric intervention and associated perinatal mortality and morbidity among low-risk women giving birth in private and public hospitals in NSW (2000–2008): A linked data population-based cohort study'.

Dr Evan Alexandrou's paper 'Central Venous Catheter Placement by Advanced Practice Nurses Demonstrates Low Procedural Complication and Infection Rates – A Report From 13 Years of Service' was published in *Critical Care Medicine* (Impact Factor: 6.124), and the Faculty of Medicine at the University of New South Wales nominated it 'research paper of the month'.

Laynie Hall Pullin recently won 'best research prize' for her conference paper at the Australasian Rehabilitation Nurses Association (ARNA) National Conference, held in Darwin.

UWS awarded research student Helen Charles an International Postgraduate Research Scholarship and an Australian Postgraduate Award.

Grants

The University awarded a grant to Professor Chang from SoNM and Professor Caroline Smith from the Centre for Complementary Medicine Research to assess health literacy among complementary medicine users. The study aims to examine a model of health literacy relating to complementary medicine and test this model with a population of older Australians, and a population of those living with cancer.

Professor Schmied, Dr Charlene Thornton and Professor Lesley Wilkes (and their collaborators) received funding from the UWS Research Partnerships Program.

Dr Lucie Ramjan won a \$20,000 Ian Potter Foundation grant. Working with Dr Sarah Fogarty of the National Institute of Complementary Medicine (NICM) and Dr Phillipa Hay (SoM), Dr Ramjan will use the funding to conduct a pilot project, 'Instilling hope for a brighter future: Mentor-mentee program for young people with anorexia nervosa'.

The Centre for Applied Nursing Research (CANR) received a grant from NSW Kids and Families to develop an audiovisual resource for pregnant women and antenatal care providers in

NSW. The resource will be based on the 'Keep smiling while you are pregnant' brochure CANR developed in 2010, which NSW Health endorsed. The resource aims to dispel misconceptions about oral health care during pregnancy and beyond, and to reassure expectant mothers that it is safe and essential to visit a dentist during pregnancy. It will be played in antenatal clinics in NSW and used as an educational resource for all health professionals in this area. In addition, there are plans to translate the resource into other languages and promote it in other jurisdictions outside NSW.

Dr Jan Sayers, Associate Professor Bronwyn Everett and Dr Deborah Hatcher received funding from Dr Kerri-Lee Krause, Interim Deputy Vice-Chancellor Education, UWS, and SoNM, to conduct a study on the 'ACademic AspiratiONs of TeachiNg-Focussed Academics' (The ACTION study).

Awards and Achievements

The School's academic and professional staff also achieved recognition in other ways:

- » Dr Amanda Johnson was promoted to Associate Professor
- » Lynda Holden was appointed Aboriginal Cultural Assessor to determine the relevant accreditation standards for the Australian Nursing and Midwifery Accreditation Council (ANMAC)
- » SoNM PhD student Toby Raeburn won the inaugural 'Best Presentation' award at the Australian College of Mental Health Nurses 10th Annual GWS Mental Health Conference. His paper is titled: 'Beyond the bounds of illness: Exploring recovery in the documentation of a Clubhouse psychiatric rehabilitation service'
- » SoNM's Midwifery team had 10 papers accepted for the International College of Midwives Conference in Prague
- » Professor Sheree Smith has been granted membership of the NUR International Working Group of the American Thoracic Society (ATS). The society considers white papers that the group develops on adoption of specific practices associated with evidence-based care and on developing new international initiatives in the US, Asia-Pacific and Europe, incorporating the ATS, European Respiratory Society and Asian Pacific Society of Respiriologhy (The Throasic Society of Australia and New Zealand)
- » Con Athanasiou, SoNM's Blended Learning Designer, won the prestigious 2014 Award for Best Instructional Designer at the LearnX Impact Awards and conference in Melbourne.

The school is looking forward to the challenges of 2015, and to seeing the implementation of the final year of the new curricula and the positive outcomes of blended learning initiatives introduced over the last two years.

SCHOOL OF SCIENCE AND HEALTH

The School of Science and Health teaches a broad range of contemporary courses in the areas of science, medical science, natural science and health science, and conducts significant research across these disciplines.

The school enjoyed growing popularity in its courses, successful research, new engagement activities, and ongoing modifications to its structures to support the school's academic and professional activities. The school's strategic direction seeks to:

- » create a superior and engaged learning experience
- » develop focused, relevant and world-class research
- » build organisational and financial strength.

Once again the school has experienced strong student growth, with an increase of almost 5 per cent on 2013 enrolments, and has created goals and strategies to maintain that growth. Health science programs, including Physiotherapy and Podiatric Medicine, and science programs – in particular the Bachelor of Science, Bachelor of Medical Science and Bachelor of Natural Science – continue to place the school in a strong position. The introduction of a new and highly regarded Paramedicine program has enhanced this strength.

In addition to exceeding its research targets in 2014, the school's achievements were recognised in the Vice-Chancellor's Excellence Awards for individual staff and teams.

The school's building and renewal program is ongoing. It has new anatomy amenities and administrative facilities at the Campbelltown campus; reached agreement to construct new facilities at the Parramatta Campus to accommodate science and research programs, making it possible for the school to expand its offerings; continued to renovate facilities at the Hawkesbury Campus; and has planned to move the *Personal Development, Health and Physical Education* (PDHPE) program to the Kingswood campus in 2015.

Learning and Teaching

The school continues to offer great opportunities to explore and develop new teaching approaches and synergies across its disciplines.

In 2014, the first cohort of students began the Bachelor of Health Science (Paramedicine) course. The school also tripled its Summer School offerings, which meant it had to develop new academic content and units, increasing the demands placed on professional, technical and administrative staff.

Growing use of blended learning approaches led to the introduction of online materials in many of the teaching units, and an ongoing review of units to ensure they are contemporary and flexible. The school has responded to the development of online courses, and will offer a new online Master of Science degree in 2015.

Key appointments, including senior staff, were made in 2014 in Forensic Science, PDHPE, Medical Science and Health Science to meet the demands created by the growth in student numbers and research strengths. More senior academic staff members are also being recruited.

The school's new Indigenous science unit, Mangamai'bangawarra, introduced in 2013 across all programs, continued to be a great success in 2014. Staff who developed and delivered the program were recognised in the 2014 Vice-Chancellor's Excellence Awards. In addition, Dr Thomas Astell-Burt, Dr Ric Lovell and Dr Bonnie Pang each won a Vice-Chancellor's Professional Development Scholarship.

Engagement

The school continued to successfully engage with the community in 2014. The Men's Health Information and Resource Centre carried on its work with Indigenous communities. The Governor-General of Australia, His Excellency Sir Peter Cosgrove, recognised this work when he visited the Men's Shed at Mt Druitt and the Men's Health Information and Resource Centre at Hawkesbury.

Other important community engagement activities included the Youth Science Forum, Science Ignite; the UniSchools Steer Challenge; the School's Harvest event; and various projects that brought primary and secondary school students onto the campuses to experience a taste of science and health. We also continued our research engagements with a wide range of industry partners.

Our Science Education Officers continued to work on promotional, linkage and engagement programs to raise awareness of career pathways for secondary school students. The team's work on the Renewal of Agriculture Project was recognised with a Vice-Chancellor's Excellence Award for Staff Team Excellence in University Sustainability. It also supported a student-led team in the Bachelor of Natural Sciences program, which won the Vice-Chancellor's Excellence Award for Student

Team Excellence in University Sustainability for a project to establish a Sustainable Food Society.

The Environmental Sciences Technical Team won a Vice-Chancellor's Excellence Award in the category 'Staff Team Excellence in University Engagement' for its work with Indigenous school students.

In late July, the school ran a highly successful International Conference on Peri-Urban Landscapes: Water, Food and Environmental Security, which attracted a number of international delegates.

Research

The school has once again made significant contributions to the ongoing success of the University in the area of research. Its program continues to expand, with the school exceeding its key performance indicators on grant funding, and growing its research partnerships with industry.

The school won \$1 million in grants from the National Health and Medical Research Council (NHMRC) – through the Australian Competitive Research Grant schemes – for a number of projects.

In other successes, the school's National Institute for Complementary Medicine (NICM) established a Memorandum of Understanding (MOU) with the Beijing University of Chinese Medicine (this was part of Australia's Free Trade Agreement with China). The MOU provides a framework for both universities to collaborate in advancing a joint Chinese medicine clinical research program and facility. NICM's Australia–China Joint Research and Development Centre for Chinese Medicine with Xiyuan Hospital was designated as one of 38 Chinese National Level International Research Centres (across all industries).

Individual successes continue to be recognised in the field of research. The Director of NICM, Professor Alan Bensoussan, received the complementary medicine industry's most prestigious Award, the Lady Cilento Award, for lifetime achievement and his outstanding contribution to the industry and community.

Professor Andrew Shalliker won the Vice-Chancellor's Excellence Award for Postgraduate Research, Training and Supervision. The Biomedical Engineering and Neuroscience (BENS) department, including Dr Antonio Lauto and Dr Ingvars Birznies, won the Excellence in Research Interdisciplinary Team Award, and Professor Pauline Ross was Highly Commended for Research Excellence through Partnership.

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

Throughout 2014, the School of Social Sciences and Psychology offered undergraduate, postgraduate and research programs that combined advanced academic knowledge with real-life training to suit a range of career needs and interests. Programs were offered in the following disciplines: Geography and Urban Studies, Sociology and Criminology, Peace and Development Studies, Policing Studies, Community Welfare and Social Work, Heritage and Tourism Studies, Therapy Studies, and Psychology.

The school maintained an active research culture, pushing the theoretical and epistemological frontiers of knowledge, and a strong program of postgraduate training. In 2014, the school developed a new professional staff structure to support the development of new programs, the expanding student load, research grant development and management, and business development to enable a more engaged and outward-looking approach for 2015 onward.

Teaching and Learning

The school received resoundingly positive student feedback through the University's *Student Feedback on Units* (SFU) process for the Autumn 2014 session, with our average performance on the 'overall satisfaction' at 4.15 (UWS average 4.06). These data place the school as having the best teachers at UWS, according to our students, and exemplify the quality and commitment of the school's dedicated professional staff and renowned educators.

During 2014, the school's Blended Learning Team assisted with the adaptation of 40 undergraduate units for 'blended' delivery. Of the 171 units offered by SSAP, 141 now have lecture content or learning activities, or both, available online. In 2015, we will launch our first fully online program – Bachelor of Science: Criminology and Psychological Studies, developed in partnership with The Open University UK.

The school has embraced the implementation of UWS Summer, increasing its unit offerings from 14 units in 2013–14 to 27 on offer for 2014–15. A feature of SSAP Summer is a dedicated team of professional and academic staff and support for summer unit coordinators (through professional development and just-in-time support during summer) and an innovative embedded academic literacy project. In addition to the fully online Bachelor of Science: Criminology and Psychological Studies mentioned above, the School of Social Sciences and Psychology has developed the Bachelor of Social Science (Advanced), Bachelor of Policing (Leadership) and the revised Masters of Social Science with five new specialisations in:

Development, Security and Sustainability; Difference and Diversity; International Criminology; eResearch and Social Analytics; and Religion and Society for commencement in 2015.

In 2014, SSAP launched the University's first iTunesU unit, 'Behaviour and Environment', which is available to anyone in the world as a free online course throughout the year. Prospective UWS students who study this content and pass a challenge exam are given a conditional offer to one of our psychology courses. This serves as an alternative entry pathway for applicants who may not have a competitive ATAR yet have an obvious capability in psychology, or for making early offers to high-achieving applicants.

The school was contracted to offer Sociology as the first UWS contribution to Open2Study. In 2014, 6,657 students enrolled in this course. The course serves as a UWS showcase on the international Open2Study platform, and is another marketing source for the University. Completing students are advised to consider enrolment in relevant UWS and Open University courses. Students who receive a certificate of course completion are eligible for an early offer into our Bachelor of Social Science.

The school underwent a review by the Australian Association of Social Workers (AASW) in December 2014, and was successful in gaining unconditional re-accreditation for its Social Work programs for five years. The AASW review team commented on our committed, enthusiastic and student-focused teaching team, our efforts to engage the social work student group and foster social work identity, and our well established, user-friendly and streamlined field education processes and reporting. Psychotherapy and Counselling Federation of Australia (PACFA) accreditation was also achieved for the Postgraduate Diploma in Counselling 2014–2019.

The school has continued to focus on creating a first-year experience that optimises retention and success. A major initiative in 2014 was to implement a professional development program for sessional tutors. The program included skills in small-group learning and teaching, embedding academic literacy in tutorials and providing effective feedback sessions. In 2014, 74 tutors participated in the program.

The school's retention emphasis in 2014 remained focused on first-year students. Retention of commencing students to second year remained high for the third year in a row, at 81.0 per cent for 2013–14, above the UWS average of 79.2 per cent. First-year engagement and retention strategies are coordinated through the school's Academic Support Unit. The school also works closely with the Transition Success Team and the STaRS Institution-wide strategy. SSAP strategies included: working constructively with unit coordinators and program teams to embed academic

literacy and conducting targeted workshops (e.g. for particular units and programs and for academic misconduct matters). All strategies of the Academic Support Unit are based on evidence and a continuous-improvement approach.

In 2014, the Bachelor of Community and Social Development was delivered for the first time from within the school, to 44 Aboriginal and Torres Strait Islander students.

International and Engagement

The Study Overseas Short-term Mobility program provided funding to enable 14 successful students in the school to visit Thailand for a cultural immersion and understanding of the issues in areas including Heritage, Tourism, Planning, Peace and Development, and Community Development.

The Religion and Society Research Centre, hosted 20 (senior) lecturers of different Islamic higher institutions (UIN/IAIN/STAIN) to attend an intensive Academic Course Program Centre, and hosted six Indonesian PhD candidates as part of the Partnership in Islamic Education Scholarship (PIES). The program at UWS included lectures, two academic workshops, a community visit and an excursion.

The Maldives International Policing Research Scholarship was launched in 2014. It provides a scholarship allowance for a serving member of the Maldives Police Service to attend UWS for their PhD research. The scholarship is an example of the UWS commitment to scholarship that supports the further professionalisation of policing. The school signed an MoU with the University of Massachusetts with the aim to enhance research links and develop student exchange opportunities for Policing and Criminology students.

The existing MoU with the University of the South Pacific (USP) saw the delivery of three seminars in 2014, exploring key social work theories and their link to practice, and the delivery of a workshop for field educators allowing them to better support USP students on placement. The second successful cohort of UWS students (n:4) were placed in Fijian agencies and supported by USP with clinical supervision. The scoping of a three-way partnership between USP, UWS and Massey University to access funds and resources to better support social work training and education within Pacific Island communities was developed. An agreement was achieved, for the first time, to offer UWS students statutory placements, including child protection and youth justice, and an agreement for UWS staff to support USP colleagues in their proposed plan to seek ACWA accreditation for the Social Work program.

The Challenging Racism Project Team engaged with a number of initiatives in 2014, including:

- » assisting the UWS Equity and Diversity Unit with the development and delivery of a Bystander Anti-Racism training program for 200 staff and 200 students
- » conducting Bystander Anti-Racism workshops with Year 11 school leaders in 2014 and planned for 2015
- » running prosocial anti-racism training classes in the first-year Social Sciences core unit 'Individual in Society' in 2014 and planned for 2015
- » offering anti-racism training for the coaches who run the Western Sydney Wanderers children's football clinics.

The school provided community support through the services of our clinic at Lifeline Narellan. As at the end of Q3, 2014, 224 clients were seen, and 37 student placements were completed in the clinic.

Four social work students received scholarships in 2014 and undertook their final field placements, in child protection or out-of-home care, with the Department of Family and Community Services in rural NSW. These placements occurred in Queanbeyan, Inverell, Dubbo and Tamworth.

The 2014 HSC Geography Enrichment Day was the biggest day yet, with over 150 Higher School Certificate (HSC) students from over 20 different schools attending.

Dr Renu Narchal, Senior Lecturer in Psychology and Director, Engagement and International, for the School, was awarded the Excellence in University Engagement Vice-Chancellor's Award for 2014.

Research

The Higher Education Research Data Collection (HEDRC) 2013 return for UWS shows that academic staff in the School of Social Sciences and Psychology produced 9.6 per cent of the UWS books, 11.2 per cent of the chapters, 9.3 per cent of the refereed journal articles and 5 per cent of the creative works for 2013. In all, SSAP staff contributed 9 per cent of the weighted publications of the University. The ERA #3 raw data (2008–2013) showed UWS increased its weighted publications by 26 per cent, with the school staff contributing 908 publications (8.2 per cent of UWS).

The following books were published by members of our staff in 2014:

- » *Honor-Based Violence: Policing and Prevention, and Honour Violence* (Roberts)
- » *Global Structures, Local Cultures – Second Edition* (Hawkins)
- » *Explaining Collective Violence in Contemporary Indonesia: From Conflict to Cooperation* (Tadjoeddin)
- » *The Semiotics of Heritage Tourism* (Waterton)
- » *Entranced by Story: Brain, Tale and Teller, from Infancy to Old Age* (Crago).

The School of Social Sciences and Psychology was successful in winning numerous prestigious and competitive grants throughout 2014. The School's staff were part of two new successful ARC Discovery applications starting in 2015 (Prof Julia Howell and Dr Tamara Watson), one DECRA (Dr Emma Power) and one Endeavour Scholarship (Dr Andrew Gorman-Murray), and several staff were successful in securing research grants from the following government and industry sources: John Templeton Foundation (Dr John Cass), Department of Attorney General and Justice NSW (Assoc Prof Brian Stout), VicHealth (Dr Michael Salter), Department of Ageing, Disability and Home Care (Dr Gabrielle Drake, Dr Michael Darcy and Dr Hazel Blunden), and Department of Environment Suburban Jobs program (Dr Felicity Wray, Dr Laura Schatz and Dr Michael Darcy).

The school also secured an internal UWS Research Partnerships Program Award (Dr Sheridan Linnell, Therapy Studies). The school's total external research income was almost \$2.2 million. These grants illustrate the research excellence of the school, as well as the applied and engaged nature of that scholarship.

Reports from the school included the *NSW Mosque Report* (Husnia Underabi), and the report *Growing Up Queer: Issues Facing Young Australians Who are Gender Variant and Sexuality Diverse* (Kerry Robinson, Peter Bansel, Nida Denson, Georgia Ovenden and Cristyn Davies). The latter was launched by the Hon Michael Kirby. The Young and Well Cooperative Research Centre funded the research. The team has been invited by the Parliamentary Friends of LGBT to present recommendations from the report to parliament in Canberra on 3 March 2015.

The Challenging Racism Group developed an Android and iPhone app 'Everyday Racism' with NGO All Together Now in 2013–2014. This world-first game/education app challenges players to live a week in the life of an Aboriginal man, a Muslim woman or an Indian student. It was ranked as runner-up (second) in the UN prize for best community-relations initiative (from 600+ entrants), and has recorded 25,000+ downloads. It was also the 2014 co-winner of the UN global #peaceapp competition. PEACEapp is organised by the UNAOC and UNDP, in collaboration with Build Up, in order to promote digital games and gamified apps as venues for cultural dialogue and conflict management.

LEARNING AND TEACHING

INTRODUCTION

The Academic Division encompasses a number of key academic functions, including the Learning and Teaching Unit, the Badanami Centre for Indigenous Education, and the Library. Together, these areas support the academic program of UWS, including support for quality learning, teaching and curriculum design. The *UWS Learning and Teaching Plan 2012-2014* provides the blue print 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. The implementation of the plan is supported by significant investment in school-based learning and teaching initiatives supporting curriculum renewal and the adoption of blended and online modes of delivery.

PRIORITY AREAS

Learning and Teaching Plan 2012-2014

The Learning and Teaching Plan was developed to guide institutional and school-level initiatives over a three year period. This plan addresses the strategic priorities of creating a superior and engaged learning experience, as articulated in the *Making the Difference* strategy. It also addresses the Board of Trustee's 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:

- » Student – Optimise student access, engagement, retention and success
- » Curriculum and Standards – Implement a curriculum characterised by innovation, engagement and excellence
- » Quality – Building staff capacity to engage in quality teaching.

During 2014, the three Associate Pro Vice-Chancellors (Education) (APVCE) continued to work 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 context. Further details of these and divisional initiatives are provided below.

Students - Optimise student access, engagement, retention and success

Access: Pathways to higher education

In 2014, the Tertiary Education Pathways and Partnerships (TEPP) team continued its focus on preparation and transition of Vocational Education and Training (VET) students to university, as well as substantially increasing its direct student engagement activities. TEPP was represented at each of the *Fast Forward* information sessions held across campuses and delivered multiple customised workshops, presentations and tours to students from TAFE and private Registered Training Organisations. Over 2,500 undergraduate students were made offers on the basis of their VET studies in 2014, with many entering through one of the 170 formally negotiated pathways. At the commencement of 2014, each student entering UWS on the basis of VET received a personalised welcome letter and information on transition/support services as well as steps on how to claim pathways credit or apply for advanced standing.

A new integrated program - *Diploma Plus* - was piloted in 2014 in collaboration with Western Sydney and South Western Sydney Institutes of TAFE. This initiative involved the School of Social Science and Psychology and specialist Head Teachers from the respective TAFE Community Services faculties. Students in the program were co-enrolled at TAFE and UWS, allowing them experience the university environment and use facilities and services on campus during their Diploma studies. A selected diploma unit (year-long sociology & research) was co-delivered by TAFE teachers and UWS academics across the year. The program was designed to equip participants with research skills suitable for use in further studies and or professional industry contexts. Over 130 students registered in Diploma Plus; 34 of these students are now enrolled in related degrees at UWS for 2015. The program is set to continue and expand in 2015.

The second *Let's Talk Uni* preparation seminar was held in 2014 for prospective students interested in Business, Education, Nursing and Social Science. 127 participants attended a comprehensive preparation program including academic discipline sessions and a range of interactive professional/support service presentations which introduced students to the various resources they could access before or when they commence at UWS in 2015.

The number of partnerships between UWS and Tertiary Education (TE) partners increased in 2014. Of note was a new partnership with Tocal Agricultural College as part of the

Renewal of Agriculture project. Six local high schools have recently agreed to be partners with UWS for a pilot program in 2015 to create exceptional merit pathways for students interested in pursuing studies and careers in agriculture. 2015 will also see UWS co-host the NCVET *No Frills* conference at Parramatta campus, in partnership with Western Sydney and South Western Sydney Institutes of TAFE.

The First Year Experience

Coordination of an institution-wide approach to improve the first year student experience and retention has continued throughout 2014 under the *Student Transition, Retention & Success (STaRS) Project*.

Major initiatives for 2014 included:

- » development of a STaRS website to share resources and best practice ideas across UWS and externally - uws.edu.au/stars
- » implementing the key recommendations of the *Assuring Best Practice in 1st Year 1st Session Assessment Report*. This strategic initiative has seen an improvement in 2014 student feedback on all assessment related items in both the *Commencing Student Survey* and 1st session *Student Feedback on Unit* surveys compared to 2013
- » commencing two pilot HIPSTaRS (*Holistic, Integrated Planning for Student Transition, Retention & Success*) projects in the B Engineering and B Construction Management programs
- » implementing of a more coordinated approach to student communication and event planning across the university
- » establishing *First Year School Contact Officer (FYSCO)* roles in all schools to promote a service culture and facilitate commencing student help seeking behaviour
- » using key just-in-time transition messages implemented through core units in every undergraduate program
- » implementing Community of Practice Forums to enable sharing of best practice strategies
- » evaluation of strategic initiatives with seven projects underway
- » continued work with the Business Intelligence Unit to improve access and usability of data to better understand the student experience, identify improvement opportunities and evaluate impact of strategies.

Literacy and Numeracy Support

Learning Advisor - Academic Literacy staff have worked collaboratively with academic staff to improve the quality, transparency and consistency of assessment and other information within student learning guides. The development of annotated exemplars to demonstrate academic literacy standards and expectations has been an integral part of this work.

A pilot of targeted intervention workshops for “at risk” students, integrating the expertise of the Unit Coordinator, the Learning Adviser (LA) in Academic literacy for the Arts cluster and the Outreach Librarian with information literacy expertise was completed with some success. Data and recommendations from this pilot will be further explored in 2015.

The Mathematics Education Support Hub

During 2014, the Mathematics Education Support Hub (MESH) continued to offer programs and support to build students’ mathematical confidence and skills. These included a successful range of face to face and online workshops, library roving, a student help line and an improved suite of online resources. Over 2,500 students attended Workshops in 2014, including:

- » “Maths Start” Workshops which ran for two weeks in February
- » Unit-specific session workshops, run in Autumn for eight different units and in Spring for 10 different units
- » Numeracy for Nursing, conducted in July for first year nursing and midwifery students, with 200 students attending across three campuses.

In addition to targeted workshops, MESH also ran one-on-one *Just in time* maths student support through Library Roving. Over 750 individual consultations were provided in five campus libraries in Autumn and Spring sessions. Students from around 50 different units sought assistance including students from about 30 non-mathematics units which require use of maths skills.

Online support was provided through three key initiatives:

- » The “I Don’t Get It” help facility accessible through the MESH website. Over 40 student posts were responded to on a range of topics such as statistics, calculus, algebra, induction and fractions
- » The provision of online guidance materials, for which Don Shearman received the UWS Content Wizard Award for the MESH site

- » a VUWS site *Improve Your Maths* which provided students with on line learning resources across many topics.

MESH staff were also involved in a range of educational research projects to increase understanding of how to improve student engagement and student learning in mathematics and statistics and numeracy. In 2014, poster presentations and paper presentations on our research were given at education conferences such as ACSME, ASCILITE and Innovation and Technology for Mathematics and Mathematics Education.

Hub for Academic Literacy and Learning

Following a Student Support review in 2013, academic staff from the Hub for Academic Literacy and Learning (HALL) were deployed to Schools to deliver a curriculum-embedded approach to literacy skills development and assessment. They joined three existing Academic Advisors - Literacy already in Schools. Four HALL staff in the Schools of Nursing and Midwifery, Business, Education and Science and Health provided a wide range of school embedded academic literacy programs to both staff and students. This included developing diagnostic assessments and support strategies, reviewing Learning Guides, providing literacy lectures and academic literacy workshops, giving individual consultations for students who are at risk and providing advice and support to school academics relating to academic literacy in their curriculum.

Web based resources to support literacy skills have also been improved this year with a large project updating, revising and restructuring manuals to provide more student-friendly, digestible resources on such topics as essay writing and note taking and including development of short facts sheets and e-books.

Library Roving, managed by the Library and staffed by experienced casual literacy academics provided one-on-one *Just in time* Academic Literacy student support during the year. Over 1,300 individual consultations were provided in five campus libraries across all sessions. The service was utilised by Students from all Schools, and most frequently by students from the School of Nursing and Midwifery, School of Social Science and Psychology and the School of Science and Health. Approximately 61% of those students sought support with their assessments tasks. The most requested support was for essay writing.

The literacy support all students receive from Library Roving was supplemented by School based initiatives to support the development of academic literacies, as organised by School academics in conjunction with the School's Academic Literacy Officers and in the SoNM, the Professional Communication and Academic Literacy Skills Officers (PCALS). Writing support was

provided to postgraduate research students through writing circles and other programs. These programs are now managed by the Office of the Deputy Vice-Chancellor (Research and Innovations).

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

Work continued in 2014 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 this work. 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. To ensure all UWS courses meet with the Australian Qualifications Framework (AQF) they were assessed and modified if required throughout 2014. All courses except one are now compliant with AQF requirements.

The Senate's Assessment Committee carries out work on behalf of Senate to ensure that assessment is effective and expected students learning outcomes are achieved, pursuant to the *Higher Education Standards Framework*. Assessment practices and outcomes are monitored across Schools, and an important part of the work is to ensure that good practice is shared across the University, and that activities such as peer review, moderation and benchmarking are enhanced.

Work Integrated Learning

The Second UWS Annual Work Integrated Learning Symposium was held on 1 July with the key note being presented by Professor Joan Cooper focussing on credentialed awards for career readiness. The symposium raised questions and discussions about similar strategies for UWS in 2015 such as a Diploma of Professional Practice, key issues for students and employment readiness.

Digital Learning

UWS is pursuing a transformational strategy to innovate using digital technology and engaging student-centred resources that can be accessed anytime, anywhere and on any device. Commencing in 2013, UWS undertook an initiative to provide iPads to all incoming 1st year undergraduate students and continuing academic staff. Over the course of the past two years, more than 30,000 iPads are now part of the learning and teaching landscape at UWS and by 2015, a total of 45,000 iPads will be in the hands of our students. Students were surveyed in 2013 and 2014 and provided very positive feedback on their experiences with technology supported learning and in particular the utility of the iPad for on and off campus study.

This initiative was complemented by a concerted effort to increase staff capacity in the creation of digital learning environments, including a continuation of much valued Blended Learning Forums, an agile digital teaching development program within Schools, further expansion of teaching development materials on the QILT site (Quality in Learning and Teaching) and a very popular annual Designing for Learning Showcase.

The UWS Online Initiative

For the past three years, under the *Our Futures* strategic plan, UWS has made a significant investment in furthering the use of technology to support and enhance student learning. Building on this expertise, in 2014 UWS signed a landmark agreement with the Open University-UK to licence and deliver a suite of fully online undergraduate and postgraduate programs. At the same time, the University has also focused investment in supporting the online development of some existing and new UWS “home-grown” programs. Commencing in Autumn Semester 2015, UWS will commence delivering three undergraduate and twenty postgraduate fully online programs. These programs are being led within Schools by online Directors of Academic Programs (eDAPs) supported by staff from the Library, ITS and the Blended Learning Team from the Learning and Teaching Unit.

Allied to this important academic initiative has been the planning and development of an increased suite of online student support services, including access to counselling, library and literacy help. In 2015 a new knowledge management system is to be commissioned to enhance responsive to student enquires using these new materials and processes. In addition the Learning Management System (known as vUWS) site presentation and accessibility has also been enhanced to provide easily accessible within unit of study support to students.

Curriculum Mapping Tool

The UWS Curriculum Mapping Tool (CMT) development is ongoing. The CMT has been designed to support and enable comprehensive mapping of curricula so as to demonstrate alignment and integration across the curriculum. The production of visual representations (and summaries) of key elements of the curriculum enable their alignment and scaffolding across the curriculum to be demonstrated, provide evidence to evaluate the adequacy of that alignment, and identify gaps, inconsistencies, under-representation of key elements, as well as strengths and coherence across the curriculum. The tool also enables the mapping of Professional Standards (i.e. requirements of Professional Accreditation bodies) across the curriculum to facilitate the development of documentation required for

professional accreditation. The CMT also provides a mechanism by which to map student assessment load and distribution across units which constitute the course, to encourage and facilitate a whole-of-course perspective and review of assessment design and distribution. In 2015, the tool will be converted to a web-based tool enabling greater access and usability.

OLT funded Project: Student Leadership

A successful Australian Government Office for Learning and Teaching grant of \$250,000 is currently supporting an international collaborative project on student leadership in universities. The collaboration is led by UWS and includes the National Union of Students; La Trobe University; University of Sydney; University of Southern Queensland; and the University of Queensland. The project explores the current student leadership and engagement landscape of the Australian higher education sector, and aims to develop a framework to inform universities of productive ways in which student contributions can be used to improve areas of learning and teaching. Through student facing focus groups and an online survey, the project has explored the responsibilities, capabilities, motivations and impediments of current student leaders, and will subsequently highlight various success models which can be used as exemplars for universities in supporting activity student leadership roles. The project is due to report its findings in mid-2014.

Quality – Building staff capacity to engage in quality teaching

The Foundations of University Learning and Teaching program

The Foundations of University Learning and Teaching (FULT) program is a compulsory professional development program for all new full-time UWS academic staff, employed at the Associate Lecturer, Lecturer, and Senior Lecturer levels where the appointment is for 12 months or longer. Thirty six staff completed Module one of the Foundations of University Learning and Teaching (FULT) program in 2014. Sixteen staff completed the full three module program and were awarded their Certificates of Completion in September 2014. Once again, a special FULT program was offered for sessional staff, with sixteen completing Module one in August 2014 and the second Module in November. The program continues to attract very positive feedback from participating staff and has provided a great networking opportunity for new and sessional staff to connect with their peers across the University, not just their own discipline or school.

Partnership with Schools to enhance curriculum and assessment

The Office of the iDVC (Education) collaborated with the Office of the PVC (Strategy and Engagement) as well as with all of the Schools and Institutes to develop the draft Academic Plan 2014-2020. New course proposals were developed in consultation with Deans and Deputy Deans using data from student course preferences, competitor course profiles and employment trends. The draft Academic Plan includes a significant expansion in the range of double degree and postgraduate offerings as well as enhanced cross disciplinary developments.

Learning and Teaching Support Staff

The Learning and Teaching Support staff continued 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. All Schools worked with the Curriculum Quality Officers to ensure that all UWS courses were AQF compliant by the end of 2014. Development of Course Learning Outcomes, refreshing of curriculum content and assessment tasks to align with the CLOs and modifications to the duration of learning for courses were successfully completed.

Director of Academic Program (DAP) Forums and Reference Group

The DAP's role is pivotal to providing academic leadership and strategic direction for the courses 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.

DAP forums, sponsored by the interim Deputy Vice-Chancellor (Education) have continued to be held quarterly throughout 2014. This year, the forums have focused on supporting the professional development of DAPs in their challenging role and UWS wide Learning and Teaching initiatives and best practice. The DAP Reference Group comprising one DAP nominee from each of the Schools meets as required. The aim of this group is to represent DAPs at a number of levels and to plan the focus of the forums in conjunction with the interim Deputy Vice-Chancellor (Education).

Deputy Deans Discussions Forums

The Deputy Deans have continued to meet with the interim Deputy Vice-Chancellor (Education) and the Associate Pro Vice Chancellors (Education) on a monthly basis this year. The forums, sponsored by the interim Deputy Vice-Chancellor (Education), provided an opportunity for Deputy Deans to discuss matters of interest, concern and importance to them.

Blended Learning Forums

The Blended Learning Forums were held on different campuses and featured presenters from all Schools and different Units. Staff were encouraged to share their experiences covering successes and lessons learned, showcase innovations and discuss issues that were relevant to digital learning design in higher education. Presenters at the forums included academic and professional staff who support digital learning across the UWS. In addition to the Blended Learning Fora, a range of Professional Development activities were provided in 2014. These aimed to support the UWS Online, Blended Learning Strategy and the iPad initiative.

Design for Learning Showcase

The second annual Designing for Learning Showcase was held in November on Werrington South Campus and was attended by over 250 staff keen to share experiences and network with peers about their approaches, successes and challenges in designing innovative learning experiences. Professor Mike Keppell, Executive Director of the Australian Digital Futures Institute at University Southern Queensland and Mr Jihad Dib, Principal of Punchbowl Boys High School, provided the keynote speeches. A panel of students provided insight into what students value in a digital learning environment.

Promoting teaching excellence

In 2014, UWS celebrated excellence in learning and teaching through a number of awards. UWS Learning and Teaching awards received strong participation and applications for these highly competitive awards increased.

The *Excellence in Teaching* and *VC's Excellence in Teaching* awards are conferred to academic staff who have made a broad and deep contribution to enhancing the quality of learning and teaching at UWS and who are recognised as leaders in their disciplinary fields. The VC's Excellence in Teaching Award Winner for 2014 was Dr Catherine Attard in the School of Education, for her outstanding contribution to modelling 'best practice' curriculum, pedagogy and assessment practices with knowledge, enthusiasm and passion to students, colleagues and the teaching community.

UWS Excellence in Teaching Award Winners 2014 were:

- » Dr Catherine Attard, School of Education
- » Dr Keith Parry, School of Business
- » Associate Professor Deirdre Russell-Bowie, School of Education
- » The Bridge-Builders (Team), School of Computing, Engineering and Mathematics
 - » Dr Anupama Ginige
 - » Ms Sharon Griffith
 - » Dr Jim Basilakis
 - » Dr Quang Vinh Nguyen
 - » Dr Jonathan Weightman
 - » Dr Peter Stanford
 - » Dr Joanne Curry

UWS Citations for Outstanding Contributions to Student Learning awards recognise and reward the diverse contributions that individuals and teams make to the quality of student learning at UWS. A maximum of eight Citation awards are bestowed each year and these awards are open to all academic and professional staff members. The winners of the 2014 *UWS Citations for Outstanding Contributions to Student Learning* were:

- » Dr Christina Curry, School of Education
- » Associate Professor Sara Knox, School of Humanities and Communication Arts
- » Mr Graeme Mitchell, School of Business
- » Dr Mustapha Taibi, School of Humanities and Communication Arts
- » Dr Les Vozzo, School of Education
- » Creative Ecologies (Team), School of Humanities and Communication Arts
 - » Dr Rachel Morley
 - » Dr Melinda Jewell

- » Japanese Language Teaching Team, School of Humanities and Communication Arts
 - » Dr Xiangdong Liu
 - » Dr Satomi Kawaguchi
- » Mangamai'bangawarra Development Team, School of Science and Health
 - » Dr Trevor Bailey
 - » Ms Frances Bodkin
 - » Ms Michelle Kent
 - » Mr Mark O'Connor
 - » Mr Peter Watkins
 - » Ms Jacqueline Cahill

Dr Jane Hunter from the School of Education was awarded a Society for Information Technology and Teacher Education (SITE) in March. This award is a key part of Microsoft's global initiative to ensure teacher educators in higher education faculties prepare future teachers for enriched technology integration practice in school settings. The award acknowledges models of technological, pedagogical and content knowledge (TPACK) and 21st century learning design in the practice of teacher education.

This year, UWS achieved national recognition for teaching excellence and support for student learning through the Office of Learning and Teaching (OLT) *Australian Awards for University Teaching*. Dr Ragbir Bhathal and Dr Jorge Knijnik received a citation for outstanding contributions to student learning and Associate Professor Tonia Gray received a Teaching Excellence Award.

UWS continued its success in the OLT grants programs, which are designed to raise the profile of learning and teaching scholarship and support systematic change in the higher education sector. Professor Craig Gonsalvez from the School of Social Sciences and Psychology was awarded a large, multi-institutional Innovation and Development Grant in the priority area of assessment and promotion of student learning. The project is using standardised vignettes to assess practicum competencies in psychology and other disciplines.

In a first for UWS, three staff received prestigious Office for Learning and Teaching (OLT) Fellowships. Emeritus Professor Geoff Scott, Professor Roy Tasker and Professor Pauline Ross will undertake strategic, high-profile projects which will advance learning and teaching across the higher education sector.

UWS was also successful in being awarded funding for an OLT Strategic Priority Project entitled EPITOME (effective and transformative outbound mobility experiences). The project, led by Dr Tim Hall (School of Business) and Associate Professor Tonia Gray (School of Education), investigates the characteristics of effective and transformative outbound mobility experiences in order to improve program design and promote internationalisation opportunities to students considering participation. The project will utilise longitudinal mixed-method research and focused case studies will provide curriculum planners with resources to leverage students' positive experiences into the recruitment, preparation and re-entry phases to enhance program outcomes.

LIBRARY

The UWS Library consolidated its strong client focus and commitment to continuous improvement in 2014, with enhancements and innovations in a range of areas supporting the University's strategic goals. The Library built on its reputation with clients, increasing its sector position in the national library benchmark Client Satisfaction Survey and ranking in the top 10% of University Libraries. Further validation of the Library's focus on quality processes was evidenced by the Library's retention of AS/NZS ISO 9001:2008 standard certification for the fifth consecutive year.

The Library's strategic plan provided a framework for improvements in 2014; identifying three areas of focus in support of the University's strategic goals – Clients, Collections and Connections and Clients. The plan recognises the Library's role in not only supporting the scholarly endeavours of the University, but as a central entity in the development and maintenance of a positive University culture. The plan is underpinned by a focus on technology, engagement and the people and culture within the unit; with all endeavours validated by the Library's ability to remain fiscally responsible and within budget parameters.

Clients

In 2014, UWS Libraries once again demonstrated their role in campus life, with over 1.8 million clients entering the libraries to seek assistance, access scholarly resources or utilise the range of study spaces available at each campus. Across the libraries, more than 20,000 students participated in face to face information literacy sessions, including 1,200 students from local schools as part of University outreach programs such as STEPS@UWS, First Foot Forward and Fast Forward. 2014 also saw an expansion of the successful collaboration with Student Support Services offering Academic Writing and the MESH programs within the libraries.

With a focus on retention and outreach, the Library worked closely with key Unit Coordinators, academic literacy and curriculum development staff to provide holistic learning services for UWS students. Particular attention was given to 'at risk' student programs for Aboriginal and Torres Strait Islander, Mature Age and Pasifika students. As an extension of our face to face support, 34 online learning objects were added to the Library YouTube channel and embedded into UWS courses, providing 24/7 support at the 'point of need' in a contextual and ever present manner.

In support of UWS Summer, the Library expanded its opening hours and service offerings to enable access to scholarly resources and quality services during Summer session. School Librarians worked collaboratively with academics to ensure that essential materials and services were available on key campuses. The Library leveraged off its innovative and sector-leading services such as learning objects and electronic reading lists to ensure students were provided with a quality experience regardless of their modality of study.

UWS Library contributed expertise to the UWS Online initiative; working collaboratively with other units on the development of student support models, the efficient transition of courses between modes of delivery and the provision of copyright expertise. UWS Library is reviewing ways to reinvigorate key service offerings for use in an online environment and increased purchasing of electronic materials which can be accessed ubiquitously by staff and students at UWS.

In 2014, UWS Library launched a research services toolkit and revised online self-directed documentation to assist with the delivery of its research services. The toolkit provides a holistic catalogue of research services, mapped to the research lifecycle, ensuring that services are both contextual and relevant to the research process. The Library promoted Open Access with the launch of its new research repository 'ResearchDirect' and a highly popular webinar series promoting UWS resources and services, designed to increased researcher impact in an open manner.

In close collaboration with the Digital Humanities Research Group, the Library developed the 'Journal Finder' tool which automates the process of sourcing, normalising and presenting journal performance information; this has led to efficiencies both within the Library and across the University's research units.

Connections

2014 was a year of consolidation and reinvention for Library spaces both physical and virtual. The Library's social media presence continued to grow, with increased client engagement with Twitter and YouTube being our most popular offerings.

The Information Central service also saw increased usage by students and staff, who appreciate the convenience of live chat, telephone and email assistance during the entire Library's staffed opening hours. The Library's online FAQ system remains the cornerstone of the Library's out of hours support model and is recognised as an exemplar within the University.

The new Penrith library at UWS Kingswood campus, replacing both the Werrington South (Ward) and Kingswood (Allen) libraries was completed late 2014. The new six-storey building is designed to enhance independent and group learning through the provision of technology-enabled, flexible and dynamic spaces, balanced with options for quiet and silent study choices. The Ward library closed its doors on 1 December 2014 in preparation for the relocation of two libraries' collections and staff as well as over 100 student-use computers, laptops and iPads. The new combined Library will open in February 2015.

The Hawkesbury campus Library underwent a complete refurbishment at the end of 2014; its first extensive refurbishment in more than 15 years. The Library will provide greatly needed new study spaces, including group study rooms enhanced with technology to facilitate group work, as well as the student-requested quiet and silent spaces. Reflecting changes to the campus in recent years, new dual entrances are being created, linking the library with the wider campus and the adjacent Learning Commons; the refurbished Library will open for the start of Autumn Session 2015.

The student experience and learning outcomes continue to drive the focus of UWS Library spaces. In 2014, the establishment of a systematic collection maintenance process, combined with increased availability of electronic scholarly texts enabled a comprehensive review and consolidation of print collections; with low-use items from Penrith and Hawkesbury campuses moving to longer term storage and the resultant space becoming study spaces. Future planned refurbishment programs will address study space concerns highlighted in the 2014 Library Client Satisfaction Survey.

Continual review and improvement of our website saw enhanced access to resources and services in response to client feedback. In 2014, the Library assigned key staff to develop strategies to better engage with students and assist in supporting needs beyond scholarly endeavours. In collaboration with the Academic Registrars' Office, the Library developed the popular Study Break guide, highlighting non-academic, leisure materials made available to students; ensuring that the UWS Library assists in meeting the recreational needs of our students.

The UWS Library website continues to be popular, with the Library mirroring as many of its physical services in the online environment, supporting UWS's aspirations relating to multi-

modal delivery of online content and digital learning. The use of the website and online services saw exponential growth in 2014, which led to a realignment of the workforce to meet the demands required to manage these offerings, including increased support for researchers, reading lists and learning object development.

Collections

In 2014, Library collection development was comprehensively refined to ensure that library materials are reflective of the teaching and learning profile of the University of Western Sydney UWS. This process allowed the Library to move to an evidenced based method of collection building, which provides unprecedented access to materials whilst only purchasing items actually used by UWS clients.

UWS Library's electronic collections continue to be extremely well used and have shown significant growth in 2014, with over 100,000 electronic and 30,000 print materials added to our collections. The Library also negotiated access to a number of internationally significant collections, providing UWS with a strong collection in support of a range of scholarly endeavours, including textbooks and digital archives from across the world. Furthermore, the Library diversified its materials profile to provide an increased number of digital resources, including streaming video, audio, 3D models and apps. In 2015, the Library will focus on further expanding these offerings to include teaching materials and raw research data.

UWS Library continues to manage the University's Research Repository which it uses to produce accurate reporting required to source funding for research the collection, description and presentation of items required for HERDC and ERA. The Library will be central to the work required for ERA 2015 by ensuring that accurate data is provided, information is properly managed and that reporting accurately aligns to government parameters.

The passing of former Prime Minister E.G. Whitlam showcased work completed as custodians of the Whitlam Library and Archives. Working closely with the Whitlam institute, UWS Library ensured that resources within the Whitlam Library and Archives were central to the various commemorative initiatives across the globe. Since the passing of Mr Whitlam, the Library and Archives have become the central place for memorabilia with UWS Library playing a central role in ensuring that materials are preserved and their integrity maintained whilst ensuring they are accessible to the general public.

Technology

The Library increased the number of innovative digital service equivalents of its physical services to meet the increasing

demands for off campus access to UWS Library resources and staff. Key initiatives in support of an enhanced student experience included the development of the i:Cite citation and referencing tool, the development of an online research services toolkit, a resources for teaching guide and the implementation of the Journal Finder tool.

In 2014, UWS Library launched ResearchDirect, a new institutional research repository for UWS. ResearchDirect is a sector leading initiative showcasing UWS Library's skills in the management of information and the implementation of innovative digital service offerings. ResearchDirect offers an intuitive and responsive online repository of UWS research outputs; connecting to key national and international services such as the National Library's Trove and Google Scholar to ensure UWS research is showcased globally.

Engagement

UWS Library embraced its engagement agenda by collaborating on a range of University initiatives. Key digital initiatives were realised through work completed with the Digital Humanities Research Group, the Blended Learning staff, eResearch and the Office of Research Services. Service initiatives were realised in collaboration with other units, including ITS, the Office of Academic Registrar, HALL and MESH.

Externally, the Library shared knowledge and expertise with Macquarie University on the development of information literacy frameworks and blended learning initiatives; shared knowledge with the University of Wollongong on the work completed with Central Blended Learning and hosted the University of Sydney in an information exchange session. All initiatives evidence the positive reputation of UWS Library in the sector as well as the University's reputation of being collegial and collaborative.

The Library also strengthened its relationships with the corporate services portfolio through active contribution to key initiatives in the areas of information and knowledge management.

People and Culture

The Library's People and Culture Team (PaCT), worked to promote a positive and productive culture within the Library by focussing on the development of key leadership and team attributes. A key initiative of the team was the development of a UWS-wide mentoring program, which has since been formerly adopted as the University's professional staff mentoring program and listed as a key initiative in the University's 'My Voice' program.

A key strategy for the Library is to ensure staff are skilled, flexible and knowledgeable in order to respond and meet changing organisational needs. Library staff participated in

over 250 developmental activities, including several multiskilling opportunities across and within areas, eight presentations or papers delivered by UWS Library staff members; attendance at internal and external activities including health and first aid, technical workshops, project management certification, blended learning forums and National research community days. This range of activities reveals the breadth of knowledge and skills found within the Library and the willingness of staff to develop the new skills required to move into the integrated online education arena.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

As a matter of Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, UWS acknowledges the Darug, Gandangara, Wiradjuri and Tharawal (also historically referred to as Dharawal) peoples and thanks them for their support of its work in GWS. During 2014, the University's goal of improving the educational outcomes of Aboriginal and Torres Strait Islander peoples, especially those residing in the GWS basin, continued to be promoted.

In 2014, there were 521 Aboriginal and Torres Strait Islander students enrolled across a range of disciplines, including Nursing, Medicine, Natural Science, Education, Communication, Business, Social Work and Forensic Science. There were 471 Aboriginal and Torres Strait Islander students in undergraduate degrees; 42 in masters and graduate diplomas; and eight students enrolled in a Doctor of Philosophy.

Indigenous Australian Studies Major (IASM)

The IASM assists the University to achieve its commitment to embed and implement an Indigenous Graduate Attribute into UWS curriculum, and to address the recommendations of the Cultural Competency Framework which was endorsed by Universities Australia in 2012. Nine of the eleven approved units in the Indigenous Australian Studies Major were implemented in 2014, attracting an increasing number of students from most schools. One unit, *Contextualising Indigenous Australia* was offered in Summer 2013-2014 and will be offered again in Summer 2014-2015. The final two units in the major, at Level 3, will be implemented in 2015.

Student access, retention and success

Significantly, two Aboriginal Rural Education Programs, (AREP) programs, moved to their cognate Schools in 2014 to provide stronger discipline-based resourcing and enhanced academic pathways for students. While the Badanami Centre continues to provide cultural support and an identifiable, safe, collegial

learning space for all Aboriginal and Torres Strait Islander students on each campus, the School of Education and the School of Social Sciences and Psychology have embraced the Bachelor of Education (Primary-AREP) and the Bachelor of Community and Social Development respectively within their suites of courses. Students report that they are connecting with more staff in their discipline and having opportunities to learn about and engage with alternative career opportunities and pathways to higher degree studies. Most significantly, 19 Aboriginal students will be graduating from this course in April 2015, the largest single cohort of new Aboriginal teachers, with 17 targeted for employment in NSW public schools. The Bachelor of Education (Primary-AREP) has been reviewed and refreshed in 2013-2014 to meet stringent accreditation requirements of the newly created NSW Board of Studies, Teaching and Educational Standards (BOSTES). Focus groups of students in each year of the course provided significant input into the redesign. The new course, Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education, will commence in 2015, enabling students to have enhanced professional experience opportunities “in country” and to complete their studies and graduate in four years rather than five. Similarly, the Bachelor of Community and Social Development has commenced a thorough review, with aims to more closely link this degree with community and social work employment pathways and higher degree studies. Student focus groups are having critical input into the review.

Significant work has been completed for moving the Badanami Tertiary Entrance Program (BTEP) into online delivery. The program aims to provide tertiary skills support for students needing to study more flexibly or who reside in rural and remote areas, unable to attend enabling pathways through UWSCollege. In response to analyses of students’ results in the Badanami Alternative Entry Assessments, the BTEP modules have been expanded to focus on numeracy skills and understandings as well as university study skills and academic literacy development. The online version is scheduled for piloting in March 2015.

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

- » redesign and update of the Badanami website
- » a range of student scholarships for undergraduate and postgraduate study
- » provision of resources for Indigenous Outreach to conduct year-round marketing and promotion of UWS courses to Aboriginal and Torres Strait Islander peoples and organisations in Greater Western Sydney (GWS), marketing

the Aboriginal and Torres Strait Islander specific block courses to Aboriginal and Torres Strait Islander people and communities in GWS, rural NSW and Queensland

- » development of more directed marketing materials to enhance awareness of UWS and its offerings, including marketing in media outlets such as the Koori Mail newspaper
- » enhancement of VET pathways.

Further 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 has continued in 2014.

Being a leading advocate and champion for the GWS region and people

The success of the 2014 Badanami Alternative Assessment Program, organised as a collaborative event between the Office of the iDVC (Education) and Office of the PVC (Students), continued in 2014 with a 50% increase in the number of Aboriginal and Torres Strait Islander applicants applying for assessment for UWS courses.

In June 2014, several cohorts of final year secondary school students, who were working with Aboriginal Liaison staff in partnership with UWS, were invited to participate in the Assessment Program. Fourteen of these students received early conditional offers to UWS degrees in 2015, and seven students received early conditional offers to UWSCollege Diploma courses in 2015. Importantly, this pilot established early salient relationships between these students and UWS. Forty one students received offers for Autumn 2015 from the November 2014 round of alternative entry assessment. Further assessments will occur in January 2015.

Student support and academic development

Badanami continued to support students’ success by managing the Indigenous Tutorial Assistance Scheme (ITAS) across all campuses. Just over 100 students received tutoring in 2014. To further enhance support for all Aboriginal and Torres Strait Islander students, the Office of the iDVC (Education) has worked closely with all Schools to develop a proposal for a new “whole of student lifecycle” approach to providing Tutoring for Success, to replace the current ITAS program from 2016. Moving the ITAS application procedure and the matching of students to tutors to an on-line process, and linking students with more professionally based tutors are key initiatives in the proposed new program. Anticipated outcomes include improved student retention, progression and graduation success. The Office of the iDVC (Education) has collaborated with the Office of Higher Education

Policy and Projects and the Office of Aboriginal & Torres Strait Islander Employment & Engagement to apply for funds through the Indigenous Advancement Scheme.

Badanami Elder in Residence

Our Elder in Residence continues to be engaged with Aboriginal and Torres Strait Islander staff, students, local communities and organisations to enhance the University's profile as a culturally supportive environment. Elders-in-Residence are aligned to Centres for Indigenous Education in higher education institutions through the National Aboriginal and Torres Strait Islander Elders' Alliance and the Global Indigenous Elders' Alliance. These Alliances are active in promoting better outcomes for Aboriginal and Torres Strait Islander Students within higher education.

OFFICE OF HIGHER EDUCATION POLICY AND PROJECTS

2014 was a dynamic year for the higher education sector and higher education policy in Australia.

A range of national reviews explored fundamental changes to the future directions of higher education, including the Review of the Demand Driven Funding System, National Commission of Audit, 2014–15 Federal Budget, and *Higher Education and Research Reform Amendment Bill 2014*.

The Australian Government's 2014–15 Budget included the most significant proposed changes to Australia's higher education sector in over 25 years. The reform package included proposals for increased competition from private providers, significant cuts to government funding for public universities, access to funding for sub-bachelor programs, higher loan costs for students, and a deregulated fee regime that would enable universities to charge uncapped student fees. A year of debate and lobbying saw the package blocked in the Senate, and compromise packages issued but not yet resolved. 2015 will be a key year for higher education policy, with implications for the sector, UWS and the region.

The Office of Higher Education Policy and Projects (OHEPP) played a key role in analysing these policy proposals, to ensure UWS was well-positioned to assess and respond to the likely impacts and to try to influence policy and funding options.

OHEPP contributed to national policy debates through submissions to the inquiries, representations to politicians and government officials, and media commentary. The office supported the Vice-Chancellor's representation on the Australian Government's higher education Legislative and Finance Working Group. The group provided advice to the Minister on the

proposed higher education reforms and possible amendments, including advice on funding levels for non-university higher education providers and sub-bachelor places. Similarly, University Chancellor Professor Peter Shergold chaired a second ministerial advisory group – the Quality, Deregulation and Information Committee – which examined access to Commonwealth Grant Scheme funding and quality by non-university providers under the 2014–15 Budget reforms.

The office continued to play a key role in identifying and pursuing major funding opportunities, and ensuring funded projects were implemented effectively with reporting requirements met. Successful proposals included those to the Indigenous Advancement Strategy funding scheme, for tutorial assistance funding (over \$6 million), and to the Higher Education Participation and Partnerships Programme (HEPPP) low socio-economic status (SES) funding schemes, for information technology, as well as a collaborative 'Bridges to Higher Education' collaboration with other Sydney-based universities (over \$900,000). Applications still awaiting outcomes include a tender to provide NSW Police constable training and a proposal for an Indigenous Advancement Strategy employment initiative. OHEPP continues to report on projects associated with previously successful applications, worth a total of over \$34 million.

MULTICULTURAL POLICY AND SERVICES

One of the things that make UWS such a vibrant place to work and study is the diversity of the student and staff community. More than 100 different ethnic backgrounds are represented within the University's student and staff population, and around a third of domestic students come from families that speak a language other than English at home. The University is focused on ensuring that the skills and talents of its diverse community are supported and enriched, improving the lives of individuals as well as the productivity and cohesion of the nation. Highlights of 2014 are summarised below.

Diversity Week

Each year in September, the University hosts Diversity Week, inviting cultural groups from the region to celebrate with the UWS community. In 2014, each campus hosted dancers from around the world, with professionals performing alongside UWS students and high school groups. Across the campuses, performers danced the samba, showcased African drumming and wowed with their musical and theatrical ability. Northmead Creative and Performing Arts High School students working with refugee children told their stories through film at the Parramatta campus, and Bankstown campus hosted an exhibition of student and staff photography showcasing what diversity means at UWS.

Community Dinners

The UWS Annual Ramadan Iftar dinner is a popular and well-attended event that contributes to social inclusion by increasing awareness of the University's multicultural community. Over 400 people from a wide variety of backgrounds came together to celebrate the 10th consecutive UWS Ramadan Iftar dinner and hear keynote speaker Mr Jihad Dib, Principal of Punchbowl Boys High School, talk about his journey as principal.

Community dinners were also held with the Chinese, Indian and Vietnamese communities, which are among the largest diverse communities in GWS. These events are a wonderful opportunity for cultural exchange between UWS staff and students, and strengthen the bonds between the communities and the University.

Community Partnerships

As part of UWS's commitment to working in partnership with communities in the region, the University was proud to be a sponsor of:

- » the Australian Festival of South Asian Arts, *Parramasala*, at Parramatta, for the third year in a row
- » the Afro Latino Festival at the Casula Powerhouse Arts Centre, held in March 2014
- » the 'Local Champions of the West' grants program, which supports the Peppertree Café in Bankstown. The café is run by the Bankstown Multicultural Youth Service and provides employment and training opportunities to young people in the local area. In 2014, the café was the Zest Award winner in the category of Employment Champion in the West
- » the NSW Police Beach Soccer Tournament, in which UWS international students from the Middle East, China and Venezuela participated.

Supporting Students

Cultural Competence Plan

The Student Support Services Cultural Competence Plan is designed to better support students of diverse backgrounds, and continues to be implemented across the University.

English Conversation Group

MATES@UWS (Mentoring and Transition Equals Success at UWS) is a mentoring program for new students. In 2014,

MATES@UWS, in collaboration with International Student Welfare staff, conducted a trial program of weekly conversation groups facilitated by trained peer mentors. These sessions were an opportunity for local and international students to practice their spoken English.

Video of First-Year Students' Experiences at UWS

MATES@UWS, in collaboration with Student Representation and Participation, made a short film about first-year experiences at UWS. Video booths across most campuses asked students to record a message about their first day at university. Students from all cultural backgrounds were encouraged to submit their own film, or contribute ideas toward a short film. MATES@UWS compiled the student contributions into a video, which is available at youtube.com/watch?v=F_qwZXs3ue8

Network Café

The Network Café is an initiative of the School of Business and provides an opportunity for local and overseas postgraduate students to get together. The café provides an environment that helps students make the transition into life in Australia and the UWS community.

Improving Employment Outcomes for Students

UWS introduced an online careers assessment tool and an online English pronunciation course to help break down the barriers to employment for students with diverse backgrounds. The Harrison online assessment tool is a questionnaire that can be taken in a variety of popular languages, enabling students to clarify their career goals by helping them to identify their strengths and preferences. The Star Pronunciation course is a 13-week online course designed and facilitated by an experienced speech pathologist. The course is tailored to the student's specific language background and includes information, exercises and feedback.

Social Engagement and Leadership Program

The annual Social Engagement and Leadership Program, conducted by UWS International, promotes engagement between international students and the Australian community. The program participants include an equal mix of international and domestic students. Through the program, students explore cross-cultural understanding, globalisation and social responsibility concepts. All students are provided with guidance and advice from academics and program leaders on how to engage and collaborate effectively with each other while drawing on their cultural diversity.

Challenging Racism

Dr Tim Soutphommasane, Australia's Race Discrimination Commissioner, launched the 'Do Something about Racism Project' in July 2014 to strengthen the diverse and inclusive culture of the University community. The objective of the project was to increase anti-racism action among UWS staff and students.

There were three components to the project: workshops to equip staff and students with the tools needed to challenge racist attitudes and behaviours, a communications program that included the development of posters and postcards, and the continuation of the highly successful Community Dinners Program.

As a separate research study, a team of academics, led by Professor Kevin Dunn from UWS and Professor Yin Paradies from Deakin University, are measuring these strategies for their effectiveness in increasing bystander anti-racism action. The methodology and findings will help develop future anti-racism initiatives at UWS and other universities.

The Challenging Racism Research Project team at UWS continues to develop research, research partnerships, training programs and tools. In 2014, the team launched the Android and iPhone app *Everyday Racism*, which was developed in collaboration with the non-government organisation All Together Now. This is a world-first educational game that challenges ideas about racism by having players live for a week as someone from a different culture or ethnic group. App users can choose to play as one of four characters – an Aboriginal man, a Muslim woman, an Indian student or themselves.

Key Strategies for 2015

Social Cohesion and Multiculturalism

To further promote social cohesion in the Australian community, UWS is hosting a National Conference on Social Cohesion and Multiculturalism in 2015. The findings and recommendations of the conference will be provided to the newly established Australian Multicultural Council. The council, which is chaired by UWS Director of Equity and Diversity Dr Sev Ozdowski, has been appointed by the Australian Government to undertake a review of multicultural policies.

Challenging Racism

UWS will produce a report evaluating the Challenging Racism Research Project, recommending practical measures to prevent racism.

Supporting Students

A new position, Transcultural Senior Research Officer, will develop a research agenda and increase knowledge within the University on how to better support and understand the University's diverse community. Specifically, they will address opportunities for help, cultural adjustment to university, and retention and success of domestic, international and culturally diverse students at UWS.

EQUITY AND DIVERSITY

Do Something about Racism Project

To strengthen the diverse and inclusive culture of the University, Equity and Diversity led the 'UWS Do Something about Racism Project', which was launched in 2014 by Dr Tim Soutphommasane. This multifaceted project involves collaborations within the University community as well as with the multicultural communities of GWS.

Bullying Prevention

In 2014, Equity and Diversity developed and rolled out an in-house train-the-trainer course on bullying prevention across the University, in conjunction with a communications campaign. It also established a monitoring committee to oversee the ongoing implementation of the Bullying Prevention Strategy.

Gender Equality



Employer of Choice for Gender Equality

UWS was one of only 76 organisations across Australia to be awarded the prestigious new citation of 'Employer of Choice for Gender Equality' in 2014, by the Australian Government's Workplace Gender Equality Agency (WGEA). Obtaining the citation is a fantastic recognition of the University's longstanding efforts to improve gender equality in the workforce.

VC's Gender Equality Committee

Using the skills and capabilities of all staff is critical to UWS's success. The VC's Gender Equality Committee was established in 2014 to develop a UWS Gender Equality Strategy, which will address how to better support areas of the organisation that have traditionally struggled to recruit, retain and advance female

staff, as well as strategies to develop a deeper understanding and commitment to gender equity across the organisation.

Child Care Centre on Parramatta Campus

In the past two years, UWS has opened two new purpose-built childcare centres on campus, bringing the total number of UWS child care centres to six. The most recently built is the 57-place centre at Parramatta, which opened its doors on 28 July 2014. All the child care centres are on University-owned land and are subsidised by the University in a number of ways, including a subsidy for staff places. By maintaining high levels of financial and in-kind child care support, UWS is helping to provide staff with affordable child care, which assists women's participation in the workforce.

International Women's Day Celebrations

The focus of the 2014 UWS Staff International Women's Day (IWD) Breakfast was women in science. Guest speaker Dr Marguerite Evans-Galea delivered an excellent presentation, 'Women in Research: Closing the Gender Gap', and following the breakfast, facilitated a forum for academic staff titled '*Strategies for Improving Gender Equality in the Sciences*'.

UWS also holds the annual 'Women of the West Awards' to mark IWD. Special guest speaker at the 2014 award ceremony was Australian business leader, company director and first female Lord Mayor of Sydney, Lucy Turnbull. The award continues to grow and succeeds in showcasing the diversity and strength of women in Greater Western Sydney.

Disability

Equity and Diversity has recorded an increase of 1.3 per cent in the number of staff who have disabilities requiring adjustment in the workplace since the implementation of the Staff Workplace Adjustment Fund. This fund provides physical adjustments and equipment for staff, as well as assessments and training in the use of assistive technologies required by their disabilities. Currently 263 staff have formal adjustments, which are case-managed by Equity and Diversity. There are also a number of staff with disabilities who are able to work without disclosure or specific adjustments, and staff who have informal, locally negotiated adjustments.

A progress review was conducted on the implementation of the Disability Action Plan 2011–15 (DAP). Clients were consulted to obtain feedback on their experience of accessing UWS's facilities and services. This information, and the experience of implementing the DAP, will inform the drafting of a new DAP for 2016.

National Disability Coordination Officer Programme

The National Disability Coordination Officer (NDCO) programme is funded by the Australian Government's Department of Education and Training. UWS hosts the program in two regions: South Western Sydney and Western Sydney. The funding period for the current contract is 1 July 2013 to 30 June 2016.

In 2014, the program included activities and events in partnership with major stakeholders such as school staff from the Government, Catholic and independent sector, TAFE apprenticeship programs, registered training organisations, state and Commonwealth funded services (Disability Employment Services, Transition to Work, Community Participation, Australian Disability Enterprises) and Government departments (Centrelink and the Department of Family and Community Services). Activities included expos, forums and networking events. The program was also successful in gaining specific funding from the Department of Education for a strategic project that involved updating and expanding a student workbook, developing an electronic version, and developing a workbook specifically for Aboriginal and Torres Strait Islander students.

The NDCO program continues to achieve programme outcomes by establishing new relationships and working collaboratively with existing stakeholders.

Open Fora

The highly successful Equity and Diversity Open Fora program continued to attract a high number of attendees in 2014. The fora covered a range of topics including 'Women in the Muslim World' with Professor Karima Bennoune, 'Freedom Wars or the 21st Century Contest of Ideas?' with Tim Wilson, Australian Human Rights Commissioner, 'Aboriginal Astronomy' with Dr Roslynn Haynes and 'Commission of Inquiry on North Korea' with The Hon. Michael Kirby AC, CMG. The fora are televised by TVS and are available online at UWS YouTube.

International Human Rights Education Conference

UWS continues to help organise the annual International Human Rights Education Conference. The 2014 conference, 'Advancing Universal Human Rights Culture', was held in December at the American University, Washington, D.C., US. The conference series was initiated in 2010, with the inaugural conference held at UWS. Organisers plan to hold the 2015 conference in Latin America, with the conference then returning to Australia in 2016.

RESEARCH

Professor Scott Holmes commenced as the Deputy Vice-Chancellor (Research and Development) in March 2014. Since his arrival, a key priority was the development of a 2015–17 Research Plan. The plan may be viewed at uws.edu.au/dvcresearch/dvc_research_plan_roadshow

The University's research makes a difference regionally, nationally and globally. UWS is committed to collaborating with its regional, national and international communities to contribute to their economic, social and environmental wellbeing. UWS has pursued a strategy of research concentration since 2004. The *Research Plan 2015–2017* maintains this strategy through research themes, but with a change of emphasis to enable UWS to achieve its engagement objectives.

The University's research themes are:

- » urban living and society: people, culture, economy and the built environment
- » health and wellbeing: translation, service and innovation
- » education: access, equity, pathways and aspirational change
- » environmental sustainability: climate, agriculture and resources.

Professor Holmes refocused resources to support academic staff engaging with external partners, forming the Research Engagement, Development and Innovation (REDI) unit. REDI is a single, clear point of access to UWS for partners providing a range of services including project management, policy development, access to research equipment and testing, intellectual property (IP) and commercialisation, as well as research and development collaboration.

COMPETITIVE FUNDING – MAJOR GRANTS

In November 2014, the Australian Research Council (ARC) awarded UWS \$4,672,283 in new ARC funding across the Discovery, Future Fellowship and Discovery Early Career Research Awards funding programs.

Collaborative Research

In June, the Cancer Institute NSW and partner institutions provided over \$8 million in new funding over five years, towards a new initiative designed to bring cancer researchers together with clinicians who treat cancer patients. The Centre for Oncology Education and Research Translation, known as 'CONCERT', is a new and exciting collaboration of university

and hospital-based researchers, clinicians and local health districts within South-Western Sydney, the Illawarra, Shoalhaven and the ACT, which aims to significantly improve treatments and the way cancer care is delivered to people in NSW and the ACT.

CONCERT's member organisations cover a geographical area of over one quarter of NSW, and serve over 6,200 new patients with cancer every year. The centre will be led by Professor Paul de Souza of the UWS School of Medicine, bringing \$2,391,993 in funding to UWS.

Centre for Excellence

UWS is a node for the Centre of Excellence in Translational Photosynthesis (CETP). The CETP is receiving \$22 million in funding over seven years from 2014, and brings together prominent scientists from the Australian National University (lead organisation), UWS, University of Sydney, University of Queensland, the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and the International Rice Research Institute. The UWS node of the CETP is located at the Hawkesbury Institute for the Environment (HIE) and led by Dr Oula Ghannoum, who is also Deputy Program Leader within the CETP. The UWS node's research largely focuses on investigating the molecular and environmental regulation of C4 photosynthesis using naturally occurring and genetically altered C4 grasses. The node will generate funding of \$1,986,340 for UWS.

RESEARCH TRAINING

UWS is transforming research education by developing a frontier research training program, available from mid-2015.

The Master of Research is an elite research degree that aligns with Asian, European and North American qualifications. As an internationally recognised qualification, it will allow students to advance their research education and employment opportunities around the world. The program will deliver in-depth research training that combines specialist disciplinary knowledge, an advanced understanding of research methodologies, and a year of independent research conducted under expert supervision. The program will give candidates the experience and knowledge to approach their PhD studies and future careers with confidence.

In support of the launch of the Master of Research and to improve services to higher degree research students, the Board of Trustees approved the establishment of a new Graduate Research School, which will be led by Dean, Graduate Studies, Professor Deborah Stevenson.

HIGHER DEGREE RESEARCH STUDENT AWARDS

In May, Dane Griffin was selected as the winner of the 2014 Railway Technical Society of Australia's Railway Engineer Student Thesis Award for his thesis, titled *Design of Precast Composite Concrete-Steel Panels for Track Support: For Use on the Sydney Harbour Bridge*.

In November, student and staff member Jane Hunter was awarded the NSW Institute for Educational Research's Beth Southwell Award for Outstanding Thesis titled *Exploring Technology Integration in Teachers' Classrooms in NSW Public Schools*.

STAFF AWARDS AND RECOGNITION

In November, UWS had two staff appointed to the Australian Research Council College of Experts: Professor David Ellsworth, from the Hawkesbury Institute for the Environment, and Professor Craig McGarty, from the School of Social Sciences and Psychology.

Also in November, Professor David Rowe from the Institute for Culture and Society was appointed a Fellow of the Australian Academy of Humanities. Professor Rowe is one of Australia's leading media and cultural studies academics, recognised internationally as an eminent scholar in sport, media and culture, and for his substantial contribution in areas such as gender, globalisation, television, rock music and cultural policy.

Dr Thomas Astell-Burt and Dr Xiaohui Feng were selected as the recipients of the Council of Academic Public Health Institutions Australia's 2014 Early Career Research Team Award for Excellence and Innovation in Public Health Research.

APPOINTMENTS

Professor Elise Pendall joined the Hawkesbury Institute for the Environment from the University of Wyoming in January 2014. Professor Pendall is a leading expert on the responses of biogeochemical cycling to climate change and ecological disturbances. She has authored more than 60 refereed journal articles, including a highly cited synthesis of below-ground process responses to climate change. She has participated in \$25 million worth of competitive research, including several multifactor climate change manipulation experiments in the US and Australia.

Professor Paul James joined the Institute for Culture and Society from RMIT, where he held the dual role of Professor and Director of the United Nations Global Compact Cities Programme. Over the last decade, Professor James has worked on a sixteen-volume series, *Central Currents in Globalization*, for Sage Publications. This has become a landmark collection that maps the contours of a burgeoning field, which now crosses the boundaries of all the older disciplines in the social sciences and humanities.

Professor Gregory Barton joined the School of Humanities and Communication Arts from the Australian National University. Professor Barton is the Editor-in-Chief of *Britain and the World*, the highest ranked history journal in Australia (and 35th in the world) according to the Thomson Reuters Social Sciences Citation Index. The international publication examines every part of the world that has interacted with Britain since 1600.

Professor Chris Lennard joined the School of Science and Health from the University of Canberra. He is an expert in forensic science, forensic chemistry and fingerprint detection techniques, and has published broadly in these areas.

Research Data

Research funding (\$'000)	2010	2011	2012	2013
Australian competitive grant income (Category 1) Includes Australian Research Council (ARC), National Health and Medical Research Council (NHMRC) and other	10,279	10,017	12,542	12,041
Collaborative income (Category 2, 3 and 4)	8,452	7,694	8,733	10,584
Total Higher Education Research Data Collection (HERDC) income	18,731	17,711	21,275	22,299
Total operating revenue	562,313	558,856	662,820	684,198
Total net assets	1,256,105	1,234,397	1,321,023	1,366,870
(p) – Provisional figures				

Professor Craig McGarty joined the School of Social Sciences and Psychology from Murdoch University. His main area of research is intergroup relations, especially social identity, collective action, group-based emotions and stereotype formation. Professor McGarty is the Associate Editor of the *British Journal of Social Psychology*.

RESEARCH ENGAGEMENT, DEVELOPMENT AND INNOVATION

The Research Engagement, Development and Innovation (REDI) team was established in July 2014 to support the University's outward-facing research, consultancy and commercialisation activities.

REDI brings together previously distinct groups from within the Office for Commercial and Estate Development (OCED) and UWS Innovation to establish a single, high profile and commercially focused channel by which industry, government and the community can engage with the University's expertise. REDI identifies, supports and administers opportunities for the practical application of UWS's research and commercial capacity, ranging from fee-for-service consultancies, to collaborative research projects, to the development and commercialisation of IP.

Since its establishment, REDI has driven several strategic initiatives to support UWS's mission to promote and conduct research with impact. Together with the Pro Vice-Chancellor (Research and Innovation), REDI is leading the implementation of Easy Access Intellectual Property – a model to support university/industry partnerships by offering partners simple royalty-free licences to parts of UWS's IP portfolio. REDI has also led the revision of the principles underpinning commercial consultancy. The revised principles support UWS researchers to engage in this type of non-traditional academic activity, and make it easier for external parties to access the high-quality research and professional expertise available at UWS. In 2014, REDI generated revenue totalling \$444,442 across 29 commercial consultancy projects.

One of REDI's primary goals is to support a culture of innovation and entrepreneurship within UWS and among its partners. REDI has presented at and been an active participant in Early Career Researcher (ECR) and Future Research Leader programs (FRLP), Directors of Research fora and many School and institute research meetings. Externally, UWS and REDI's activities have been showcased at industry events such as Western Sydney Business Connection luncheons and Western Sydney Future Advanced Manufacturing briefings; and the REDI team has facilitated and supported numerous meetings between UWS researchers and external partners to explore and formalise

opportunities to partner across a broad range of research disciplines and sectors.

As part of its commitment to support innovative and entrepreneurial researchers at UWS, REDI supported Dr Paul Breen and Dr Gaetano Gargiulo to undertake the NSW Medical Device Commercialisation Training Program (MDCTP) in 2014. Dr Breen and Dr Gargiulo are members of the Bioengineering and Neuroscience group at the MARCS Institute, and the inventors of two revolutionary wearable health-monitoring technologies. They will further develop these technologies as well as strategies for transition to market during 2015.

These technologies are included in UWS's steadily increasing portfolio of patent-protected IP. In 2014, UWS filed five provisional patent applications and six Patent Cooperation Treaty applications, and had one invention progress through to National Phase Entry. These inventions are diverse, ranging from a technique to generate human pluripotent lens cells, to a system to extend the physiological viability of tissue samples, to a method to identify and manipulate the functions of small ribonucleic acid (srRNA). From this portfolio, in 2014 UWS signed a licence agreement with a large international healthcare company, and advanced discussions on another two licence agreements. In 2014, UWS earned \$110,941 in royalties from four technologies it had previously licensed.

In conjunction with its IP management activities, REDI administers UWS's central research facilities, a suite of high-tech equipment and services available for use by students, staff and industry partners. Access to these facilities provides UWS industry partners with the ability to undertake testing and distinguish their products from competitors in the market. In 2014, UWS earned \$147,518 in income from work carried out in these facilities.

STUDENT RECRUITMENT

Office of the Pro Vice-Chancellor (Students)

ACADEMIC REGISTRAR'S OFFICE

The Academic Registrar's Office (ARO) is a portfolio reporting to the Pro Vice-Chancellor (Students) and is headed by the Academic Registrar. The business units of ARO continue to provide excellent student administration support by expanding and integrating a range of services for students, including international students.

In 2014, the ARO processed over 224,700 preferences and made 21,795 offers for domestic applications. It enrolled 21,167 commencing students, which involved 111,844 unit enrolments. The International Admissions team processed over 17,200 international offers, a more than 65 per cent increase compared to 2013.

In conjunction with the Schools, the ARO has been working towards the implementation of 'UWS Summer', a new standard session that allows students to undertake an expanded range of units during the summer break. Student enrolments commenced in September for units held across all campuses. UWS has adjusted all student administration processes to deliver a 'standard session' experience.

In addition, the ARO has been supporting Schools with the UWS Early Offer Program for 2015. This program guarantees eligible participants an offer into a wide range of courses, dependent on ATAR, and prior to Christmas. As a result of this program, many more students received early offers and there was a 14 per cent increase in the number of commencing students who had enrolled by the main round offer date, compared to 2013.

The ARO's Course Data Management unit administered the introduction of 178 new unit versions, 235 new units, 72 new course versions, 37 new courses and 192 new unit sets/versions in 2014. It also facilitated the curriculum approval of 74 new unit versions, 368 new units, 69 new course versions, 162 new courses and 139 new unit sets/versions for 2015. Over 100 course completion rules were added. The ARO had to undertake complex analysis to correctly establish data in *Callista*, and allow appropriate admission, progression and graduation arrangements for students, for the approval of a number of 'non-standard' courses. These include new postgraduate courses and **UWS**College Diploma courses that have a number of admission pathways, the Bachelor of Applied Leadership and Critical Thinking, and the new Master of Research.

The Timetabling unit implemented a new and improved timetable data collection system and upgraded the web room booking system. The team worked closely with Schools and Student Administration (Operations) to transition to the newly implemented 'Allocate+' tutorial registration system. The team configured the 2015 Syllabus Plus database as a 65-week database, to accommodate UWS Summer, commencing in December 2014.

Student Central, a first point of contact for students, managed 113,714 phone calls, 121,074 face-to-face transactions and 36,810 email queries, and produced 23,605 ID cards (as at the end of October 2014).

ARO processed over 51,000 applications, via the online student request system, for special considerations, rule waivers, advanced standing, review of grade, deferred exam and pathways credit. It also made improvements to several existing eForms, including adapting them for use on mobile devices.

The University graduated 4,340 students in April and 2,740 in September, and 1,200 are expected to graduate in December. There were also 893 **UWS**College graduates across three ceremony rounds in February, July and November. Offshore graduation ceremonies also resumed this year, after a period of five years. There were 182 graduates across two off-shore ceremonies, held with our partner institutions the Hong Kong Baptist University, Hong Kong and the University of Economics, Ho Chi Minh City, Vietnam. As well as providing administration support for the above graduations, the ARO generated 8,163 hard copy documents and 1,648 electronic documents, including course completion letters, academic transcripts, replacement testamurs, Australian Higher Education Graduation Statements and embassy result letters, from orders processed via I-Pay.

In 2014, advancements in technology were once again a focus, to the benefit of students and staff. International admissions processing was moved to the *Callista* Student Management System early in the New Year, and the detailed information on offer letters was automated for the first time, which has dramatically improved data quality and processing time.

ARO has implemented the Online Document Issuing System, which provides secure, certified electronic academic documents and also streamlines and manages the ordering of hardcopy and electronic documents. As at early November 2014, 5,700 orders were processed for 6,200 documents, with 37 per cent of the documents ordered in electronic form.

In 2014, the ARO increased its use of the communications module of *Callista*, including communicating important details to students directly via SMS rather than through the manual

mail merge/email process previously used. After Autumn 2014 exams, the ARO sent result emails to all students the day after results were submitted by academics, which was a significant improvement from previous release periods.

The ARO business units have continued to work towards improving the efficiency of services to, and communication with, current students and other areas of the University. In 2014, this included conducting a comprehensive review of student communication channels and establishing strategic and integrated communication plans. During the year, the ARO sent 552 emails (to a total of 122,841 students) and 17 SMSs (to a total of 20,835 students). The Electronic Document Management team scanned and trimmed over 43,237 individual student documents on behalf of Schools and other units, as well as 7,060 clinical summaries.

Other notable developments in 2014 included the introduction of *MyCallista*, allowing staff in Schools to maintain unit offerings and quotas, and update Unit Coordinator and contact details at any time. This was showcased at the 2014 Professional Staff Conference.

STUDENT RECRUITMENT UNIT

Initiatives

The *UWSOnline* (uwsonline.edu.au) project represents the University's commitment to offering prospective students the best online courses. In addition to developing its own online courses, UWS is partnering with the Open University UK, the UK's largest provider of online education, to make this possible. The UWS Student Recruitment Unit (SRU) is responsible for developing the strategic positioning, marketing plan (including advertising plan), ongoing competitor review and marketing operational aspects (website and call centre) for *UWSOnline*.

UWSOnline was launched as a responsive website in August 2014. As at December 2014, there were 27 online courses on offer, including bachelor degrees, graduate certificates, graduate diplomas and masters programs. In November 2014, the *UWSOnline* website was ranked third in Google search engine results for 'uwsonline', with almost 1,800 visitors to the website during October. UWS anticipates that the number of visits to the website will increase substantially as it continues advertising.

The SRU started *UWSOnline* above-the-line advertising (radio, press and outdoor) during November 2014. This was heavily supported by a digital presence across the Google Display Network, selected publisher networks, re-targeting ads, Google AdWords/Search campaigns and social media advertisements.

The SRU is working hard to make the launch of *UWSOnline* to the Sydney market successful. It is steadily increasing the visibility of the site, making follow-up calls and emails to prospective students who registered their interest for *UWSOnline* courses via the website, email or over the phone. The SRU is committed to managing the expectations of interested prospects to make sure it can support them to a Universities Admissions Centre (UAC) application.

MyC3 is an exciting new initiative being driven by the Student Recruitment Unit, and aims to provide current students with an interactive and customised student portal. The objective of the portal is to offer a number of bespoke and innovative applications, as well as an amalgamation of student-facing systems and data – to be a 'one-stop shop' for students. UWS made *MyC3* available to students through the Apple iPad App Store in August 2014, and will offer a responsive desktop iteration of *MyC3* to students prior to the Autumn 2015 session.

Pango is a free online social-learning platform developed by UWS, primarily focused at GWS high school students who are keen to excel in their studies. The University designed *Pango* to provide high school students with a range of academic support to help them achieve success. It allows pupils to be a part of a community of students across GWS who are going through similar academic experiences.

Pango was launched to market in early 2013 and has amassed over 5,000 registered users. Engagement with, and feedback on, the internal applications and resources hosted in *Pango* has been extremely positive. Resources on the platform include 'yourtutor' – an accredited online tutoring service, *My Career Planner* – a course and career-planning application accredited by the Australian Council of Education (ACER), and *TimeStorm: Reign of the Sun* – an interactive educational game based on the years 9 and 10 science syllabuses.

In 2014, a second game was added to the *TimeStorm* series, focusing on the year 9–10 Australian history curriculum. Furthermore, the University created 10 educational videos based on various topics across the year 10 core subject curriculum, which are exclusively available through *Pango*.

The Academy

In 2013, the Board of Trustees and University Executive endorsed the launch of 'The Academy' at UWS. 2014 was the first year of program delivery. The Academy is part of a long-term strategy designed to attract, support and extend the education of high-performing students from Greater Western Sydney. The Academy aims to develop highly-functioning, ethical leaders who engage critical-thinking practices to support their work as citizen scholars.

The Academy grew rapidly during the academic year, with membership reaching 599 students in October. Academy members have played an integral role in the development of the program as co-creators; they have helped build and define the content of the Academy academic units, the content of the professional development workshops and the selection of the numerous guest speakers, as well as helping to develop the agreed uses of the Academy Learning Zones. These zones are student study spaces, exclusive to Academy members. There are Academy Learning Zones on Kingswood, Parramatta, Bankstown, Campbelltown and Hawkesbury campuses.

During 2014, the Academy developed and gained approval for the Applied Leadership sub-major, the Critical Thinking sub-major, and the Bachelor of Applied Leadership and Critical Thinking. The Academy also developed the ground-breaking 'Open Innovation' program, based around rapid development of ideas into defined products, in partnership with Pricewaterhouse Coopers. The Academy also sought connections to many layers of industry.

The program provided members with, and supported, multiple opportunities for engagement and enrichment, including visits to Yosakoi Summer School in Kochi, Japan; the University Scholars Leadership Symposium in Phnom Penh; and the International Association for Volunteer Effort Youth Conference on the Gold Coast.

Members also contributed to campus life in a variety of ways, such as producing events for National Student Volunteering Week in August; outreach events for Project OSM (Of Sound Mind) for Mental Health Month, and a UWS End Poverty function. Members also took part in research lunches and leadership lunches with guest speakers such as Chancellor Peter Shergold AC, Professor Margaret Wilson and Mr Peeyush Gupta.

Academy members also undertook a variety of targeted professional development workshops that addressed skills development and personal empowerment. Members maintained high levels of civic contribution, which helped develop the concept of community-engaged service learning as an important element in the Academy experience.

Contact Services

In 2014, the UWS Contact Service Centre (CSC) answered over 147,000 phone calls (including switchboard calls), responded to 66,000 emails, processed 19,000 web enquiries, and posted over 14,500 course information packages. The performance monitoring company Customer Service Benchmarking Australia (CSBA) assesses UWS every quarter, comparing it to other tertiary institutions as well as call centres in up to 230 large Australian businesses across different sectors including banking, airlines, telecommunications and utilities. CSBA uses a 'mystery

shopper' to contact up to 35 tertiary education organisations over a 10-week period each quarter.

In 2014, the CSC consistently received results above the sector average in the CSBA reports. Across three quarters, all communication and enquiry-resolution skills were rated 90 per cent and above, with the team regularly setting the benchmark for many of the 29 skills assessed. The CSC is consistently ranked the number one tertiary call centre in NSW, as well as consistently placing in the top five tertiary education call centres in the country. To achieve these results was extremely satisfying and was a testament to the hard work and dedication of the team, which is staffed completely by UWS students and graduates.

Scholarships

In 2014, UWS offered over 300 University-funded scholarships to current students, school leavers and mature-age students from the GWS region. A number of categories are recognised through our scholarship program, including academic, leadership, community involvement and disadvantage. This investment rewards students for excellence and provides opportunities to students who have may not otherwise had the chance to study at university. The scholarship program continues to be enriched further due to the support of generous donors within the community.

The Scholarships and Student Advancement Unit continues to build strong relationships with a number of high schools in the region. In 2014, principals and careers advisors were invited to participate in activities such as 'The Academy Experience' day, where they came on campus to learn more about what UWS offers. The unit also provides master classes for high school students to learn about the scholarship and application process at UWS.

The highly successful Aspire Future Leaders program accepted its final cohort of students in 2014, making way for the incoming Academy program. Over the past seven years, Aspire has maintained a proud tradition of preparing high-achieving UWS students with the professional skills to finish their degree and develop an understanding that leadership is key to driving social, economic and cultural development.

This year, close to 50 students from 40 different high schools were invited to be part of the Aspire program. In conjunction with the Academy, our Aspire scholars participated in a number of national and international opportunities such as the University Scholars Leadership Symposium in Cambodia, a university-exchange experience in Japan, volunteering programs in Costa Rica and Vanuatu, and the International Association for Volunteer Effort Youth Conference on the Gold Coast.

Events

In 2014, the Student Events unit coordinated a number of events targeting high school and mature-age students. These events engaged over 7,000 prospective students, showcasing UWS undergraduate and postgraduate courses, services and facilities.

The year started with Course Decision Day in January, where over 1,000 prospective students attended the Parramatta campus to discuss course options, attend presentations and finalise their Universities Admissions Centre (UAC) preferences for 2014 admission.

Four 'UWS Days' were held in June and November across the Parramatta, Kingswood, Bankstown and Campbelltown campuses. Over 3,500 year 11 high school students experienced a 'day in the life of a UWS student', attending course presentations and workshops, and speaking with current UWS students from all areas of study. These events engaged over 140 high schools from across the GWS region.

The Mid-Year Entry Information Day was held in May, which targeted mature-age students seeking information about undergraduate courses available for mid-year admission. Over 350 prospective students attended.

In late August, Open Day welcomed over 2,500 prospective students to explore the Parramatta campus, with presentations, one-on-one course advice sessions, interactive activities from all areas of study, and a range of entertainment. The event showcased the 2015 undergraduate course offerings and helped prospective students make decisions about their study options, prior to applications closing in September.

The Postgraduate Expo, held in October at Sydney Olympic Park, provided the opportunity for prospective students to speak one-on-one with academics and course advisors, find out about recognition of prior learning and flexible course delivery, and discuss admission requirements. The event was attended by over 250 prospective postgraduate students.

These events continue to provide prospective students with an opportunity to visit UWS's facilities and gather course information and advice, to assist in their decision to make UWS their institution of choice.

WIDENING PARTICIPATION

Widening participation (WP) responsibilities and activities are a reflection of current priorities in the *UWS Strategy and Plan 2012–2015: Making the Difference*. This has embedded, in UWS's processes and practices, a set of values and policies

that commit it to making a real difference to disadvantaged communities in Greater Western Sydney, at the beginning of people's journeys into higher education. This long-held commitment has been greatly bolstered by substantial government investment, via the Higher Education Participation Program (HEPP) and HEPP Bridges to Higher Education (Bridges), a partnership of five Sydney universities working with disadvantaged schools and communities in the Sydney basin.

In 2014, the University received approximately \$8 million from the HEPP fund; this is the greatest sum awarded to any university in Australia and is based on the total number of enrolments of low socio-economic status (SES) students, who currently make up 24.9 per cent of our undergraduate population. These funds are divided into two categories: 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 higher education. UWS programs include Fast Forward, Strive Towards Educational Participation and Success (STEPS), Indigenous Engagement Expansion, Student Ambassador outreach, the Smith Family program and Pasifika Achievement to Higher Education (PATHE). New to the portfolio for 2014 were the Kids in Care (KiC) program, the school holiday program, the Wanderers 442 program and our solar go-kart engineering challenge. In total, we engaged 13,000 participants in intensive WP programs, along with a further 54,000 participants on the extensive spectrum. These programs also included the involvement of 3,100 parents. The retention programs include a Student Transition Success program, PASS program expansion, Unistep, additional emergency financial grants, online orientation guides, MATES@UWS, Jobs On Campus, and My Course Planning. These programs engaged 53,639 students in total.

The Bridges program is embedded across a range of UWS programs and includes expansions and new initiatives, delivered via a blend of on-campus, peripatetic in-classroom and online activities, totalling \$2.2 million in 2014. The following Bridges programs were supported in 2014: Heart Beat expansion, Pathways to Dreaming, Koori Bridges, Fair Go, HSC Tutorial Scheme, *Pango*, Yoututor, an AFL project, and Books in Schools. Two new programs were introduced in 2014, First Foot Forward (for primary school-aged children) and the Vocational Education and Training (VET) Sector Focus. Following the remarkable success of both initiatives they will continue as UWS programs in 2015.

The aim of WP is to build the aspirations of those who would not traditionally attend higher education, to do so and to promote and provide the necessary skills and opportunity. The WP agenda is aligned to the Government objective of increasing participation in higher education and building

economic competitiveness. The tangible outcomes of success such as enrolment in post secondary education, completion of qualifications and a successful transition to employment are the goals, together with inter-generational attitudinal and cultural change. The level of government funding for WP has never been so high. The WP Evaluation Plan encapsulates UWS's WP targeting procedures, analytical methods, cost-benefit analyses and program review.

The effectiveness of WP in facilitating social mobility has been documented in academic literature. UWS is recognised in the sector for providing sustained community engagement since its inauguration. This longevity of investment is particularly likely to benefit the population of GWS by effecting powerful generational change, through providing the community with well-qualified and work-ready graduates.

SCHOOLS ENGAGEMENT

The University's schools engagement programs focus on increasing school students' educational aspirations, opportunities and attainment. The programs also provide valuable learning experiences for the UWS students who assist with them. UWS works closely with the school sector and other stakeholders in setting directions and priorities, and designing initiatives. The Schools Engagement Reference Group, comprising senior administrators and school principals from the public, Catholic and independent school sub-sectors, provides advice and advocacy, and helps to implement the programs.

Following review of the UWS Schools Engagement Strategic Plan by the Reference Group in late 2013, the University published a new, three-year iteration (2014–16). The strategic plan is supported by annual action plans.

The range, depth and number of Schools Engagement initiatives, as well as participation levels, grew significantly in 2014. Over 45,000 school students took part in the UWS Schools Engagement academic enrichment and/or aspiration-building program, and activities involved over 1,800 primary and/or high schools. Thousands more school students were linked to UWS through marketing events, sponsored programs, research projects, joint programs with other universities, and on-campus sport. Over 1,500 UWS students contributed to Schools Engagement as volunteers, for academic service learning or in paid casual positions. Nearly 2,700 school staff participated, primarily through accompanying their students.

Evaluation outcomes and feedback from participants, school staff, parents and others continued to be very positive across the wide range of programs.

UWS CAREERS

In 2014, Careers & Cooperative Education changed its name to the shorter 'UWS Careers', as well as updating its visual identity in response to student feedback. UWS Careers continued to link students to internship opportunities both on and off campus. Over 600 students were able to undertake jobs on campus as well as internships off campus. UWS Careers arranged over 50 international internships for students from the Schools of Business, Humanities & Communication Arts, and Computing, Engineering & Mathematics. Most of these students received funding from the Short Term Mobility program and the New Colombo program. Overwhelmingly positive feedback was received from students, such as: *"The experience was honestly and wholeheartedly the best experience of my life. I learnt so much about myself and my capabilities, and I will no longer hold back in the future when something seems out of reach. Now I know I cannot underestimate my capabilities."*

Careers Education Consultants talked to over 8,000 students who attended lectures, presentations, workshops or one-on-one consultations. *CareerHub* (careers software to connect students and employers) maintained its share of student interest, receiving over 350,000 views of resources, events and employer information throughout the year. Students were able to access over 2,500 work opportunities on *CareerHub*, with the majority offered exclusively to UWS students.

The e-Careers project (funded by the Student Services and Amenities Fee) provided students with valuable online career services, including *InterviewStream*, Star Pronunciation online video course and Harrison Assessments Career Navigator System, as well as a new careers toolkit. Over 1,300 students engaged with these products in 2014. The e-careers project also led to improvements to the website and UWS Careers' social media presence. The number of student views on the website doubled to over 89,000, and the new UWS Careers Facebook page compared favourably with other university careers Facebook pages, consistently appearing in the top three for engagement.

Six careers expos were held for UWS students: Edfest (the largest education careers fair in Australia), Graduate Expo for Business, HiTech Fest (for engineering, IT and industrial design students), Law Expo, and the inaugural Property Expo, which was attended by over 20 of the leading construction and/or property management organisations. These events connected over 1,940 UWS students with 108 external employers.

UWS Careers took the lead in work integrated learning (WIL) at UWS by participating in two Office for Learning and Teaching projects: 'The impact of WIL on student work-readiness' (the largest national study completed on this topic) and 'Leading

WIL: A distributed leadership approach to enhance WIL', as well as co-convening the second UWS WIL Symposium and conducting a stocktake of WIL at UWS.

ART COLLECTION

The UWS Art Collection comprises approximately 1,375 objects. The collection acquired seven new artworks in 2014: two sculptures by Greer Taylor, a painting by Marilyn Walters, a sculpture by Philip Spark (donated) and three pastels on paper by Greg Hansell (commissioned), which document the completion of the Female Orphan School on Parramatta campus.

UWS has also commissioned Jason Wing to complete a public artwork in the Werrington Park Corporate Centre (Werrington South), and John Petrie to complete a public sculpture on the Vernon lawn at Parramatta Campus. Both of these projects will be completed in early 2015.

UWS Arts Promotion and Collection Advisory Committee

The UWS Art Promotion and Collection Advisory Committee was formed in December 2006 to advise on, and assist with, events that promote contemporary arts at the University. It is also charged with building the University's art collection through acquisitions, including purchases and donations, and loans, in keeping with the UWS Art Collection goals and policy.

The current Chair of this committee is Luca Belgiorno-Nettis. The committee members are Professor Di Yerbury, Matt Poll, Jenny Dickerson, David Cubby, Gabrielle Trainor and Professor Barney Glover (UWS Vice-Chancellor). The executive officer of the committee is University Art Curator Monica McMahon. The committee met twice in 2014.

Since 2011, the University has identified an acquisitions program for public artworks via various capital works programs. In 2014, these projects included three new buildings for **UWS** College on the Bankstown, Blacktown and Lithgow campuses. Other projects in 2014 included the new School of Medicine Clinical School based at Liverpool Hospital; the School of Business building on George Street, Parramatta; offices of the School of Humanities and Communication Arts on the Parramatta campus; a new library on Kingswood campus; Werrington Park Corporate Centre (Werrington South); and Vernon Lawn at Parramatta campus.

UWS Galleries and Exhibitions Program

The University has a strong history of engaging with its communities through the UWS Sculpture Award and Exhibition, held at its Campbelltown campus, as well as through its galleries based

at Bankstown, Parramatta and Penrith, which have a program of exhibitions by professional artists, schools and the community.

In May 2014, the sixth UWS Sculpture Award and Exhibition was held, exhibiting the outdoor sculptures of 19 finalists from around Australia and overseas. After 10 years of hosting this exhibition, the Campbelltown campus has received a permanent sculpture park. The 2014 exhibition included an online education resource for primary and high school students, as well as educational programs for school and community groups, such as curatorial and artist talks.

The esteemed judges for the three major sculpture awards in 2014 were Luca Belgiorno-Nettis, Clara Hali and Ken Unsworth. The winner of the 2014 UWS Sculpture Award was Greer Taylor, for her sculpture *reprieve*; winner of the UrbanGrowth Acquisitive Award was Michael Purdy, for his sculpture **Oneness**; winner of the Janice Reid Emerging Artist Award was Morgan Shimeld, for his sculpture *Converge*; and winner of the People's Choice Award was Hilde A. Danielsen, for her sculpture *Upside Down Again*.

The Margot Hardy Gallery is dedicated to showcasing works by students in local primary and secondary schools, as well as projects by community groups. In 2014, it hosted eight exhibitions, including 'Liquid', featuring underwater photographs taken by Dr Klaus Stiefel, and 'Silver II', which featured a joint project between visual art students at UWS, ANU and Canberra School of Arts, and was part of the UWS 25-Year Anniversary celebrations. Other exhibitions included:

- » 'Belle époque (Beautiful era)', featuring works by students from St John the Evangelist Primary School
- » the Eagle Vale High School Art Exhibition
- » 'KALEIDOSCOPE', by students from Moorebank High School
- » 'Learning Through Landscapes', by students from Elizabeth Macarthur High School
- » 'ELDERS@University', which celebrated Seniors Week 2014, with photography by Nick Baldas and artworks by Canterbury Boys High School
- » 'In Transit', by the students of the Western Sydney Visual Arts Collective.

This gallery's exhibition program encourages community groups and schools to promote their own creativity and histories, as well as providing a focal point for the issues the community groups and schools are concerned about.

The UWS Art Gallery based at Werrington North (Penrith) produces exhibitions that support and profile UWS staff and

higher-degree students and their research. The program in 2014 featured seven exhibitions:

- » 'Everyday Dignity', featuring photographic works by David Cubby, David Lai and Peter Steele
- » 'Nostalgia', featuring artists Alexandra Kenworthy, Kristy Pugliano, Coby Keys, Rebecca Clancy, Liam Brassil and Elisha Allison (all graduates of UWS who are now teaching in high schools in Greater Western Sydney)
- » 'Generations of Knowledge', featuring a photographic series by Belinda Mason
- » 'Serving Country: Centenary & Beyond' by Sally Tsoutas
- » 'Walking with our Elders on Campus', a joint project of the Art Collection and the Office of Aboriginal and Torres Strait Islander Employment and Engagement
- » 'Recently Historic: Australian Electronic Arts in Western Sydney', presented a historical snapshot of the cultural production of former students and lecturers of UWS in this field
- » 'Surface', featuring paintings by Marilyn Walters and ceramics by Peter Wilson.

All exhibitions included a public education program, which involved artist talks attended by the general public, local schools and UWS and TAFE students.

The Margaret Whitlam Galleries in the Female Orphan School at the Parramatta campus is predominantly dedicated to exhibiting national touring exhibitions from major cultural institutions. In 2014, the gallery hosted eight exhibitions:

- » 'Uplifted Horizons: artists of the Whitlam Era' and 'Larger than Life, Gough Whitlam in Cartoons'
- » 'Silver' – 25 years of UWS graduates' works, within the UWS Art Collection
- » 'Imaging Australia in Black and White: Newspaper Illustrations 1880–1940', curated by Dr Janine Sager
- » 'The Presidents: from JFK to Obama', an Australian Centre for Photography Touring Exhibition
- » 'The Lost Blood Meridian Notebook', featuring works on paper by Peter Josyph
- » 'ARTEXPRESS 2014', featuring 2013 HSC student works

- » 'AT WORK – Clyde Refinery (1928–2012), Parramatta', curated by UWS Art Curator Monica McMahon and Dr Janine Sager, and supported by Shell Australia.

All the above projects relate to UWS's strategic goal to excel in the development and application of scholarship and knowledge in regional and community contexts, and promote UWS as an engaged university within GWS, nationally and internationally.

CAMPUS SAFETY AND SECURITY

In 2014, Campus Safety and Security, with Capital Works and Facilities, and the Hawkesbury Institute of the Environment, established a UWS Fire Service. Five Campus Safety and Security staff members joined the UWS Fire Service and are committed to providing support to ensure UWS research and assets are protected from bush fires this season. In total, 15 staff members across the University have joined the UWS Fire Service and have undergone training with the Rural Fire Service.

Campus Safety and Security continued to provide a safe and secure environment for our students, staff and visitors in 2014. Bike patrols were introduced across all campuses with the aim of increasing student engagement and improve the visibility of Campus Safety and Security to students and staff on campus. This initiative was awarded the UWS Excellence in University Sustainability Award in 2014.

Campus Safety and Security held simulation testing for University-wide crisis planning, with **UWSC** College and the Nirimba Education Precinct. The simulation provided UWS with the opportunity to practise, review and refine its approach to crisis planning and confirmed current good practice in this area. Campus Safety and Security also conducted a review of business continuity planning across the University, with a focus on organisational resilience, teaching continuity and research protection.

In 2014, the Director Campus Safety and Security and the Mental Health Coordinator, Student Support Services – representing the UWS Behaviour Review and Risk group – presented two conference papers showcasing UWS's approaches to student and staff risk issues. These papers were presented at the Campus Security & Safety Conference in Melbourne, and the 2014 Australian and New Zealand Disaster and Emergency Management Conference on the Gold Coast.

UWS INTERNATIONAL

UWS International plays a crucial role in building the financial strength of the University and facilitating strategic international partnerships to support innovation, research and education priorities.

In 2014, UWS International's success has seen significant increases to full-fee international student enrolments and growth in the number of UWS students participating in outbound mobility experiences. In building the international profile of the University, UWS International has facilitated agreements for collaboration on world-leading research, joint degrees, study tours, articulations and academic pathways.

UWS International also enhances the international student experience through a range of successful programs and events such as the Social Engagement and Leadership Program (SELP), which contribute to a positive experience of life and study for international students at UWS.

2014 NSW Premier's Export Awards – National Education and Training category

In 2014, the work of UWS International was recognised at the 2014 NSW Premier's Export Awards, with UWS named the winner of the National Education and Training Award *'for outstanding innovation and international success in the field of education and training services including vocational training'*.

Social Engagement and Leadership Program

In its third year, the highly successful Social Engagement and Leadership Program (SELP) was held for six weeks from April to June 2014. Seventy two international and local students participated in workshops which brought together students, industry and the wider community and gave students an opportunity to develop knowledge, skills and networks to enhance their learning outcomes and career readiness.

International Partnerships

The number, range and diversity of new agreements signed with international partners more than doubled in 2014, from 18 in 2013 to 43 in 2014. The agreements support research collaboration, joint degrees, study tours, articulations and academic pathways. Agreements were signed with institutions from 19 countries across North and South America, Europe including the UK, the Middle East, East Asia, South East Asia and the Indian Sub-Continent. These include:

- » an MoU with the prestigious Chinese Academy of Agricultural Sciences, Institute for Plant Protection national research body to enable the opportunity to apply for grants to pursue joint research projects
 - » an agreement with the Vietnam International Education Development in Ministry of Education and Training to joint sponsor PhD students to study at UWS
 - » partnerships with prestigious universities in India, including IIT-Madras (Chennai), St Xavier's College (Mumbai), University of Calcutta (Kolkata) and Panjab University (Chandigarh). Some research collaborations are already underway with research workshops with partners planned for January 2015
 - » collaboration with the Prime Minister's Office of the Mongolia Government to establish partnerships with the National University of Mongolia and Mongolian National University of Medical Sciences
 - » an MoU with the Malaysia Bumiputra Solar Fabricators Association to undertake joint commercial activities including applied research in the development of solar hydrogen fuel and production of a multi-disciplinary textbook on sustainable energy systems (SES)
 - » an agreement signed at Parliament House Canberra in the presence of President Xi Jinping and Prime Minister Tony Abbott with the Beijing University of Chinese Medicine to enable student clinical placements and exchange
 - » an agreement to licence the Bombay Stock Exchange Institute (BSEI) to teach selected units from the UWS Master of Applied Finance/Master of Business Administration program in Mumbai, providing a student recruitment channel for completion of the combined program at UWS.
- Existing agreements were further strengthened:
- » a landmark agreement operating since 2008 between the Ningbo Municipal Education Bureau, the Western Region of the NSW Department of Education and Communities and UWS was expanded to allow UWS research student volunteers to teach Mandarin in NSW schools beyond Western Sydney
 - » building on the existing availability of UWS postgraduate business units licensed to the University of Economics Ho Chi Minh City (UEH) to now provide an option for a fully offshore UWS MBA.
- To support outbound student mobility, student exchange agreements were established or renewed with 16 institutions including:
- » new agreements in China and India leveraging Australian government initiatives such as AsiaBound and the New Colombo Plan

- » An MOU with the University of Calcutta, our partner in the 'Connect to India' student mobility initiative.

International Delegations

UWS International continues to build international linkages through hosting delegations by institutional partners, foreign government organisations and foreign diplomats. In 2014, UWSI supported 50 delegation visits from 16 countries including:

- » a visit by the Australian Ambassador to Thailand, James Wise, which led directly to an increase in interest from targeted Thai institutions, including visits and follow up proposals with Chiang Mai and Silpakorn Universities, and a delegation of five top research group national universities from Thailand
- » a visit by Deputy Directors and Divisional Chiefs from the General Office, Communist Party of China
- » visits from the Directors of the Indian Institute of Technology (IIT) Kanpur, IIT Guwahati and IIT Karagpur. These institutes are part of the network of the 16 IITs in India, renowned for their teaching and research excellence in the science, technology, engineering and mathematics (STEM) fields
- » a high level delegation of Fujian government, business and community leaders led by the Party Chief of Fujian Province, China
- » a visit by members of the Pakistan Higher Education Commission and Vice-Chancellors from a number of Pakistan universities.

Alumni and local connections

To increase UWS international reach and reputation, UWS International continues to work with alumni and local Western Sydney organisations:

- » hosting alumni network functions in-country to nurture relationships and business development opportunities with UWS. Ten events have been hosted in conjunction with national Australian alumni associations and with foreign Government Ministries of Education in China, India and Vietnam
- » leveraging relationships with Western Sydney organisations to collaborate on international initiatives eg. Participation with Penrith City Council in the Kunshan Expo, China.

STUDENT MOBILITY

Awareness and access to outbound mobility opportunities for UWS students increased by 20% with the support of Australian Government initiatives and financial support, and UWS co-contributions to encourage students to travel overseas as part of their studies. Overseas study opportunities include short-term study, volunteer placement, clinical placement, internship and semester based study.

New Colombo Plan (NCP)

The New Colombo Plan (NCP) program provides financial support for Australian students to participate in a study experience in Asia.

In 2014, the Australian Government awarded NCP scholarships, each worth up to \$67,000, to undergraduate students to gain study and work experience in Asia, and foster intercultural connections. Six UWS students were successful in receiving prestigious NCP scholarships:

- » Jasmin Hammond, Bachelor of Natural Science (Hong Kong 2014)
- » Tim Mann, Bachelor of Advanced Science (Japan 2014)
- » Candice Skelton, Bachelor of Natural Science (Hong Kong 2014)
- » Patrick Gan, Bachelor of Business and Commerce (Advanced Business Leadership)/Bachelor of Laws (Japan 2014)
- » Charlee Law, Bachelor of Natural Science (Environment and Health) (Singapore 2015)
- » Lakshmi Logathassan, Bachelor of International Studies/ Bachelor of Laws (Singapore 2015)

UWS was also awarded \$171,500 in mobility grants for seven projects to support forty-nine students to study in Hong Kong and Singapore facilitated by the School of Business, School of Humanities and Communication Arts, School of Science and Health and School of Computing, Engineering and Mathematics

Students participating in the New Colombo Plan program will deepen relationships with the region, both at the individual level and through expanding university, business and local institution linkages. UWS also made a co-contribution of \$171,500 for a further 6 projects to support a further fifty two students to undertake short-term study, internship, short-term research and semester-based exchange in Hong Kong, Japan and Indonesia.

UWS was awarded \$324,500 in mobility grants for seven projects to support over 100 students to study in India, Thailand, Taiwan and Vietnam in 2015 to be facilitated by the School of Business, School of Humanities and Communication Arts, School of Social Sciences and Psychology, School of Nursing and Midwifery, School of Computing, Engineering and Mathematics and UWS Careers.

AsiaBound Mobility

The AsiaBound program provides financial support for Australian students to participate in a study experience in Asia and gain insight into the diverse cultures of the region. In 2014, more than 100 UWS students were supported through \$310,000 AsiaBound funding (awarded in 2013) for 10 projects to study in Japan, China, Thailand and Vietnam facilitated by the School of Business, the School of Education, the School of Humanities and Communication Arts and the School of Social Sciences and Psychology. Students were also able to undertake semester based study experiences with exchange partners in Hong Kong and Japan, supported by the School of Humanities and Communication Arts.

In 2014, UWS was awarded a further \$104,500 to fund four projects that will support more than 40 UWS students to study short-term study experiences in 2015. Students will study in Hong Kong, Indonesia and Japan facilitated by the School of Business, School of Computing, Engineering and Maths, School of Humanities and Communication Arts and the School of Social Sciences and Psychology.

Short Term and ISEP Mobility Grant Programs

The Department of Education provided a short-term mobility grant to fund 10 students from the School of Humanities and Communication Arts to undertake a short internship with local NGOs combined with a study experience in Mumbai India. An International Student Exchange Program (ISEP) mobility grant also funded 10 students across UWS Schools to study on a semester based exchange with UWS partner universities in the UK.

The Department of Education provided a short-term mobility grant to fund 10 students from the Academy to undertake a short study experience in Canada in 2015. International Student Exchange Program (ISEP) mobility grants for 2015 will fund a total of 25 students across UWS Schools to study on a semester based exchange with UWS partner universities in the Sweden, USA and Spain.

Endeavour Cheung Kong Student Exchange Program

UWS was awarded \$50,000 for a mobility project that will support five UWS students to study across UWS Schools to study on

a semester based exchange with UWS partner universities in Japan in 2015. In addition, it will support five inbound exchange students from across UWS partner universities in Japan to study at UWS on a semester based exchange.

Private Donor Funding for Mobility Programs

The following private donors provided donations to support student mobility experiences in 2014 to China:

- » **Dr William Chiu:** for long-term semester based mobility experiences for UWS students studying in the School of Humanities and Communication Arts, School of Science and Health and School of Business to study on a semester based exchange with UWS partner universities in China; and to support School of Humanities and Communication Arts students and School of Science and Health students undertaking short-term study tours in China
- » **Josephine Lam:** to facilitate UWS School of Business students to undertake the *Bridging Cultures: Business in China* program over two weeks. The course included Chinese business management, business manners and visits to Chinese organisations, as well as cultural exchange activities.

OS-Help Loan Funding

The growth of outbound mobility has also been reflected in a 34% increase of the number of OS-Help loans granted to UWS students to participate in an overseas study experience. In 2014, OS-Help loans were granted to 127 students to a combined value of \$883,000.

INTERNATIONAL STUDENT RECRUITMENT

In 2014, UWS experienced significant international student growth with a 16.3% increase (as at 16 December 2014) in onshore international student undergraduate and postgraduate coursework enrolments from 2013.

As a result, UWS International significantly contributed to the financial sustainability of the University, with an 18% increase in 2014 in international student income - \$68M in 2014 compared to \$57.1M in 2013.

Top source countries for commencing international onshore enrolment in the past year were India, China, Vietnam, Nepal, Philippines and Bangladesh. Country-specific marketing strategies to transform low performing markets resulted in substantial student enrolment increases from Vietnam (47%) and Bangladesh (34%).

STUDENT SUPPORT SERVICES

UWS also engaged in the Sub-Saharan Africa market for the first time, visiting schools in Kenya and participating in three education exhibitions in Mombasa and Nairobi. Extensive recruitment efforts in India concentrated on drawing international students from a wider range of cities with focus on high quality engineering and information technology graduates in the southern states of India such as Tamil Nadu, Andhra Pradesh, Telangana and Maharashtra.

To further enhance UWS International's agent relationship strategy and grow international onshore student enrolments, UWS hosted a week-long agent familiarisation tour, UWS International Agent Week, for 50 off-shore agents from key source recruitment markets in November 2014. Through experiencing UWS and its environment, the program directly benefited agent counsellors by growing their confidence and enthusiasm in promoting UWS as a quality education destination to prospective international students.

UWS continues to participate in the Australian Government's Streamlined Visa Processing (SVP) arrangements.

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. This is achieved by providing direct services, as well as through involvement in key University and campus initiatives.

Demand for Services

The trend of a disproportionate increase in the number of students accessing Student Support Services for direct client services in comparison to the overall growth in the number of students enrolled at UWS continues. While 2014 saw 3.89 per cent more students attending UWS compared to 2013, the number of students assisted by Student Support Services in direct client services grew 12 per cent during the same period.

As at the end October 2014, the number of Academic Integration Plans (AIPs) for students with a disability increased by 8.24 per cent over that of the full 2013 year, and the number of new AIPs opened in 2014 increased by 7.31 per cent. Physical mobility and mental health issues represented 25.41 per cent and 40.88 per cent (respectively) of all new AIPs created in 2014, compared to 33.99 per cent and 39.53 per cent in 2013.

End of October figures also indicated a 31.6 per cent increase in the number of students using the Student Welfare Service, a 107 per cent increase in students engaged with the Student Advocate, and a 9.7 per cent increase in the number of students accessing the counselling service in comparison to 2013. Given the continued increase in demand for all services, it is not surprising that the average number of occasions of service per client across all services decreased slightly over the same period.

The Peer Assisted Study Sessions (PASS) program saw a 50 per cent increase in the number of students engaged with the program from Autumn session 2013 to Autumn session 2014. The average number of contact hours per student also grew, with a 70 per cent increase in the overall contact hours. Similarly, commencing student participation in the Mentoring and Transition Equals Success at UWS (MATES@UWS) program increased by 0.25 per cent.

ACHIEVEMENTS AND KEY ACTIVITIES

Resource and Online Developments

With the support of Information Technology Services (ITS), Student Support Services introduced a tailored client relationship management (CRM) system in 2014. The CRM was introduced to streamline processes and improve the student experience. The Student Support Services CRM has been customised to ensure confidentiality based on legislative and professional body requirements.

After a successful pilot of IBM CATI (Computer Assisted Telephone Interviewing) in spring 2013, this interface was used for all outbound Transition Success (TS@UWS) campaigns conducted in 2014. The framework was designed to run 'actual' and 'virtual' call centres. As a result, there was an increase in productivity, which can be seen in the improved response rates and increased scale (see below).

The 'Getting Started @ UWS' website was developed throughout 2014 and will be ready for 2015. This website will provide information and resources on all 'the firsts' at university, for students, parents, carers and partners as well as staff. The site will incorporate a newly developed self-assessment tool for students, which gauges their preparedness for university study. The tool covers academic, study and technology skills and tools, time management and personal readiness. Student focus groups have informed the development of the Getting Started @ UWS website and self-assessment tool, as well as the Mental Health and Wellbeing policy and international student resources.

The Student Welfare Service's incorporation of international student support in 2013 provided an opportunity for the introduction of a number of initiatives, including post-study work visa/careers information sessions, Australian job-seeking workshops, an 'English conversation group' to provide opportunities for practicing conversational English, and a new international-student landing page on the web: uws.edu.au/internationalstudentsupport.

Student Support Services continued to explore and expand offerings for all services to support face-to-face, blended and online students. Telephone consultations are becoming more common, while online support through e-counselling and 'Ask-Welfare' is being increasingly used by students. In addition, an 'e-voucher' scheme for textbooks was introduced in 2014, which had a turn-around time of only 48 hours for eligible students. The 'e-voucher' scheme involves a voucher being emailed to a student, rather than the student having to physically visit a welfare office on campus.

Student Support Services is developing a set of procedures to support the introduction of Skype consultation sessions, and staff have received specialist training on the use of Skype and phone consultation. The number of 'e'-Peer Assisted Study Sessions (e-PASS), using the software platform *Collaborate*, expanded by 25 per cent, and all programs – Educational Support Services, the PASS program, MATES@UWS, Student Representation & Participation, and Transition Success – used *Collaborate* and UWS e-learning system *vUWS* for student groups and training.

In 2014, Student Support Services worked collaboratively with other areas of the University in preparation for the introduction of *UWSOnline* in 2015. A model of support has been developed, which encompasses four elements: peer support, online information and resources, self-directed learning and self-help (including the knowledge base and *vUWS*), and personalised support.

The iBook development program (which commenced in 2013) is drawing to a close with seven iBook's being finalised (*Disability Handbook, Hints and Tips for Students with a Disability, Hints and Tips for Students Studying on a Budget, Hints and Tips for Mature Age Students, Hints and Tips for Starting Out @ UWS, Hints and Tips for First in Family and Hints and Tips for Students from Culturally and Linguistically Diverse Backgrounds*). The content of these iBooks is written by students, for students.

Recommendations from the 2013 Cultural Competency Audit were implemented throughout 2014, including a focus on cultural competency in the Student Support Services Strategic Plan and associated unit work plans; policy development; and the introduction of cultural awareness specifications to all position descriptions. Further, Student Support Services identified its cultural competency champions and established a Transcultural Working Group (as a sub-group of the Mental Health and Wellbeing Strategy).

Research and Evaluation

As a result of Student Support Services' 2014 Planning Day, it established a research group, with a long-term aim of increasing staff involvement in research activities, to better inform service delivery and expand partnerships with academic staff in its research focus areas. The PASS program, MATES@UWS, the Behaviour Review and Risk Group (BRRG), Transition Programs, and Mental Health and Wellbeing are already active, and presented a number of papers at various conferences. These included the Australia New Zealand Student Services Association Conference (December 2014), UWS Professional Staff Conference (June 2014), Pathways Conference (November 2014), Campus and Student Security Conference (July

2014), Australian & New Zealand Disaster and Emergency Management Conference (May 2014), and National PASS Forum (October 2014).

The PASS program in particular has been very active internationally, working with the University of Otago, New Zealand to explore the impact of Supplemental Instruction/PASS on student academic outcomes, with a focus on investigating and maximising the attendance of minority groups such as Maori, Pasifika and Aboriginal and Torres Strait Islander students. Further, the PASS program is collaborating with the University of Texas at Arlington to further develop e-PASS at UWS. The University of Texas at Arlington has a solid reputation for best-practice online PASS delivery.

In 2014, Student Support Services continued its research collaborations with the School of Nursing and Midwifery, with a focus on the inherent requirements of nursing and midwifery courses, with the School of Education, with a focus on culturally and linguistically diverse student experiences of transitioning into higher education.

Student Support Services has established an Evaluation Review Group for its programs. Its aim is to develop a framework to evaluate the outcomes and impact of the programs, to ensure that they make a difference to student experience and retention. The biennial Student Support Services Evaluation Outcomes Based Survey was run in November 2014. The results of this survey will be used to inform practice, through evaluation of both student satisfaction and outcomes following student interaction with services. The survey is scheduled to run again in 2016, when an analysis of trends will be available from 2012, 2014 and 2016.

Mental Health and Wellbeing

Mental Health and Wellbeing (MHWB) has continued to focus on developing online resources for students and staff. In 2014, the 'Wellbeing' app was developed and made available via the UWS app. The Wellbeing app provides links to information on areas such as 24-hour support; mental health resources; health and fitness; alcohol, drugs and tobacco; relationships and sexual health; culture and general welfare. The MHWB website has been expanded to include information and resources available to all students and staff about mental health, wellbeing and physical health. Aspects of this website were developed in partnership with NSW Population Health, and the Nepean Blue Mountains and Western Sydney local health districts.

MHWB is developing a Mental Health and Wellbeing Policy in collaboration with relevant community organisations, staff and student groups, which will be benchmarked against best

practice principles. The aim of the policy is to create an inclusive ethos that supports the mental health and wellbeing of students and staff.

Financial Assistance Packages

Recent survey information identifies a retention rate of 89.91 per cent for students who were provided financial assistance in 2013 and who remained enrolled (or had recently graduated) in autumn 2014. Ninety-six per cent of respondents stated that the financial assistance they received was an important factor in being able to continue their studies. To 21 November 2014, there were 1,796 instances of financial assistance provided by the Student Welfare Service; an increase of 57.68 per cent on 2013.

Orientation and Transition

The Transition Success @ UWS (TS@UWS) Program continued supporting commencing students throughout 2014. Approximately 21,500 outbound TS@UWS phone calls were made prior to the 31 March census date in 2014, and achieved a 71–75 per cent successful contact rate. This was almost double the number of calls attempted in 2013 and a 10 per cent increase in successful contacts. Given the industry standard for cold calling is between 23 and 40 per cent this is a remarkable achievement. Of the students successfully contacted in 2013, 79.4 per cent have successfully progressed, which is 6 per cent higher than the commencing cohort who could not be contacted (73.4 per cent) and 2 per cent higher than the wider UWS commencing undergraduate population (77.3 per cent). This trend was also reflected in the 2014 indicative provisional progress rate of 84 per cent for students successfully contacted. [Data source: Office of Strategy and Engagement, 22/09/2014]

Of those contacted, 1637 students were selected at random to participate in a survey to gauge the interaction and efficacy of the TS@UWS contact in the first few weeks of session. Forty-one per cent of students (654) participated in the survey. Of those, 99.1 per cent thought it was important that the University made contact with first-year students to offer assistance in the first few weeks of session. Further, 96.3 per cent of the students who responded thought it was important that this contact was made by a fellow student. Of the respondents, 63.4 per cent agreed that their interaction with the TS@UWS team made a positive difference to them and their studies.

In Autumn session, the TS@UWS team conducted various intervention campaigns for six of the nine Schools at UWS. The team developed customised scripts to cater for individual Schools, and with the assistance of the Survey team, tailored each campaign to the School's business needs.

MATES@UWS provides commencing students with an opportunity to connect with other new students and mentors in later years of study, reduce social isolation, engage with other students and increase their knowledge of UWS. The program runs for the first six weeks of each teaching session (including Summer). Of students participating in the program who completed a survey, 50 per cent agreed that the program assisted them to meet other students, and 73 per cent responded that the program helped them gain knowledge of UWS.

Student Volunteering and Employment

Student Support Services engages students as employees and volunteers in a number of areas. Over the Autumn and Spring sessions, the PASS program employed 180 student facilitators, with another 24 employed over Summer 2014–15.

The Orientation program employed 76 students to provide advice to commencing students from orientation to census date, in both the Autumn and Spring sessions. The Transition Success program employed 35 students, who made 21,500 outbound calls prior to the 31 March census, with a 70 per cent contact rate. The contact rate for the Spring session was 80 per cent.

The Disability Service employed 119 Educational Support staff, of which 46 were students. These staff are employed to provide support to over 300 students who require note takers, practical assistance in class, field-trip assistance and lab assistance.

The MATES@UWS program engaged 94 student volunteers as student mentors.

The Tax Help program, an initiative developed in collaboration with the Australian Taxation Office, was again offered to students and staff in 2014. Eight student volunteers supported 100 students and staff to complete tax returns.

All students who volunteer or are employed through Student Support Services programs are offered a number of professional development activities designed to support face-to-face, blended and online students.

Student Representation & Participation

Staff within Student Representation & Participation (SR&P) supported the student newspaper, *CrUWSible*, throughout 2014. *CrUWSible* is available in print and online and is a completely student-driven initiative. Elected student editors provide editorial control and assist staff with facilitation and day-to-day tasks.

SR&P was heavily involved in the UWS 25-Year Anniversary celebrations, coordinating events across all campuses. It also managed and coordinated Diversity Week events across all campuses (including UWS College campuses), involving external organisations as well as students and professional and academic staff.

SR&P supported approximately 50 elected student representatives across all UWS campuses in 2014. Support included providing induction and ongoing training, peer mentoring, and office resources on each campus, as well as attending and supporting meetings. Two rounds of student elections were held in 2014 (a by-election in April and the election of 2015 student representatives in October).

The Student Advocate supported 57 students in relation to a diverse range of issues, from student misconduct and review of grades, to sexual harassment and general student complaints.

Student Services and Amenities Fee

As in previous years, Student Support Services managed the allocation, distribution and reporting of the Student Services and Amenities Fee (SSAF) New and Enhanced Initiative funds. Student Support Services conducted the proposal process for the 2014 SSAF funds in October 2013, to ensure early distribution of the 2014 funds. Student Support Services consulted with students, developed communication strategies and refined processes in relation to the distribution of SSAF funds. Information on initiatives funded via SSAF can be found at uws.edu.au/currentstudents/current_students/managing_your_study/fees/student_amenities_fee/have_your_say_on_ssaf_funding_priorities

Chaplaincy

Student Support Services held interviews throughout 2014 to renew a number of chaplaincy vacancies. Students and staff are now supported by nine different faith groups.

Multi-faith events were held at the Bankstown, Kingswood and Parramatta campuses, in conjunction with Diversity Week 2014.

COMMUNITY AND REGIONAL ENGAGEMENT

OFFICE OF ADVANCEMENT AND ALUMNI

In 2014, the University committed to building a philanthropic focus and culture. The changing conditions and expectations of institutions in the Australian higher education sector demand that modern universities challenge traditional approaches and seek out alternative sources of support, beyond government funding.

UWS is very fortunate to already benefit from the support of many donors and friends, including alumni and staff, community members and organisations throughout Western Sydney and beyond. We are working hard to engage our supporters and increase the impact of philanthropic donations on the University.

UWS Foundation Council

The Office of Advancement and Alumni reports to and services the UWS Foundation Council, which was established in 2013 by resolution of the University Board of Trustees. The Foundation Council is accountable to the Board of Trustees to discharge its role and functions as set out in the Foundation Council Charter, including supporting and assisting the University, the Board of Trustees, the Whitlam Institute, Television Sydney Limited and the University of Western Sydney Hawkesbury Foundation to encourage and foster financial and other support for the University. The Foundation Council supports the educational needs and aspirations of the GWS region and achieves its objectives in a number of ways, including:

- » developing strategies and initiatives to assist the University in fundraising and in the advancement and promotion of its reputation and standing
- » encouraging and seeking donations and undertaking fundraising activities by appropriate means
- » providing advice and assistance to the University in relation to the above matters and the growth of the UWS Foundation Fund.

The Foundation Council's focus in 2014 was to engage more broadly with the corporate and philanthropic sectors, as well as build greater affinity with alumni, contact 'lost' alumni and showcase alumni 'heroes'. In addition, it continued to build donor support, grew the fundraising revenue base, and launched a major scholarship campaign and key fundraising programs including for the Campbelltown Clinical School and National Institute for Complementary Medicine.

2014 Foundation Council Members

- » Mr Danny Gilbert AM
- » Professor Peter Shergold AC

- » Professor Barney Glover
- » Mr John Banks
- » Professor Richard Bawden AM
- » Mr Mark Bouris AM*
- » Mr Cameron Clyne
- » Mr Matt Graham
- » Mr Peeyush Gupta
- » Ms Katie Lahey AM
- » Ms Susan Lloyd-Hurwitz
- » Ms Pip Marlow
- » Mr Harold Mitchell AC
- » Ms Katie Page
- » Ms Gabrielle Trainor
- » Mr Kim Williams AM

UWS is privileged to work closely with some of Australia's leading business figures, who are members of the Foundation Council. The council has taken a genuine leadership position in assisting the University in its efforts to establish a philanthropic culture. Among the Foundation Council initiatives is the Gilbert + Tobin Lunch Series, in which each lunch is hosted by a different member of the council. The lunches draw on members' networks and help UWS connect with business leaders and potential donors.

UWS Excellence Tours are another of the Foundation Council's initiatives, designed to give Foundation Council members a first-hand insight into the University's key areas of excellence. The tours included a group visit to the MARCS Institute at Bankstown campus, the School of Medicine and the Ingham Institute – a state-of-the-art medical research centre involving UWS, the South Western Sydney Local Health District and the University of New South Wales. Council members also met some of the high-achieving students involved in the UWS leadership school, The Academy. The council also arranged for Harvey Norman co-founder and Chairman Gerry Harvey and Chief Executive Katie Page (a Foundation Council member) a tour of the EucFACE facilities at the Hawkesbury campus to showcase the climate change and environmental research emerging from experiments delivering more carbon dioxide to eucalypts.

Donations Summary 2014

Donation and sponsorship income	\$2,895,681
Number of contributors	431
Donations from new donors	\$679,049
Number of new donors	177
Donor-supported scholarships awarded in 2014	87
Donor-supported prizes awarded in 2014	177

2014 Highlights

In line with the University's strategy, 2014 saw the Office of Advancement and Alumni forge a significantly stronger connection with its Chinese-Australian business partners. UWS received key gifts from Dr William Chiu and Ms Josephine Lam, who are striving to build China-Australia relations and improve local knowledge of Chinese culture and business practices. These gifts will provide UWS students with the opportunity to be immersed in Chinese culture and bring that knowledge back to Australia, a key step towards this shared goal. The National Institute of Complementary Medicine also continued to garner interest, with several major donor prospects.

New gifts were received from organisations such as Sydney Airport Corporation, Sisters of Charity and Bartier Perry to fund scholarships for students, while the Ingham family made a commitment to extend its support of research into prostate cancer.

Major Gifts

We are pleased to highlight a number of donors whose contributions enabled many scholarships, research initiatives and learning experiences in 2014.

Anita and Luca Belgiorno-Nettis Family Foundation

Luca and Anita Belgiorno-Nettis chose to support UWS engineering students from low socio-economic backgrounds through their family foundation. Engineering is part of Mr Belgiorno-Nettis' family history in Italy and career success in Australia, and the couple is keen to see the fund help UWS students build their own success stories.

UWS awarded Mr Belgiorno-Nettis an Honorary Doctorate of Letters this year, acknowledging his contribution to the arts and UWS, which includes chairing the UWS Arts Advisory and Promotion Committee. He was made a Member of the Order of Australia in 2009 for his service to the arts and the community through a range of philanthropic endeavours and executive roles.

Bennelong Foundation

The Bennelong Foundation funded an outstanding scholarship opportunity for a full-time student studying business and commerce (accounting, applied finance or economics). The Bennelong Foundation was established by the Bennelong Group, which has business interests in Melbourne and Sydney, and this was the first time the foundation had supported a student from NSW. The scholarship offered the successful student three years' support, plus a paid internship with the Bennelong Group. One

of the main areas of interest of the Bennelong Foundation is education, training and employment, with particular emphasis on supporting young people from disadvantaged backgrounds who otherwise would be unable to complete a university degree.

Dr William Chiu

A successful businessman and active member of the Australian-Chinese community, Dr Chiu is one of the largest single benefactors to UWS, contributing \$200,000 in 2014 (overall \$500,000). Benefits of Dr Chiu's support, which began in 2012, have been far-reaching, generating a number of scholarships, internships, prizes and projects aimed at facilitating a deeper understanding between China and Australia. Dr Chiu was awarded an Honorary Doctorate of Letters at UWS in April 2014, in recognition of his distinguished service to the community and to fostering China-Australia relationships.

L&M Cowan Foundation

UWS PhD student Grace Micali is pursuing a different approach to antibiotic resistant bacteria by seeking to understand and ultimately disrupt the mechanisms that spread resistance. Her hard work recently saw her nominated for the Women of the West Awards, which drew the attention of Lynda Cowan, trustee of the L&M Cowan Foundation. The foundation has since supported Grace with a grant, which will help her attend conferences and workshops, as well as with other research costs.

Bob Ingham

The ongoing commitment of Bob Ingham, and indeed the entire Ingham family, to supporting medical research and training in Western Sydney is truly inspiring. For the last five years the Ingham family has supported the Cancer Research Team at the School of Medicine to further our understanding of effective treatments for prostate cancer, through the Ingham's Senior Research Fellow in Prostate Cancer Research. In addition, the family has supported emerging researchers through the Inghams Medical Research Scholarship. Dr Samantha Lupton is the most recent recipient of this scholarship.

Josephine Lam

Founder of the successful import/export company TK Pacific Marketing, Josephine Lam, is helping others develop a cultural understanding of China through a generous donation to UWS. The contribution supports the Australia-China Bridging Scholarship Program, providing up to 20 UWS students annually with cultural exchanges to China. The objective of the program is to enhance friendship and increase understanding between the two countries.

The participants in the scholarship program are introduced to Chinese language and business and trading opportunities through a short course organised by the Australian Fujian Association, Chinese Language and Cultural Foundation of China and Huaqiao University in Xiamen, Fujian Province.

Leighton Properties

In late 2014, Leighton Properties was announced as the development partner for UWS's new Parramatta CBD campus, based on the design, flexibility and prominence of their concept for the site. Leighton demonstrated its support for UWS students by pledging \$325,000 for undergraduate and postgraduate scholarships. Students studying construction, engineering and property finance will benefit from the partnership. The joint project will create a campus that provides students with a lively and cosmopolitan atmosphere and links to amenities and public transport, as well as connecting them to the many other exciting developments underway in Parramatta.

Lloyd-Hurwitz Family Scholarships

Launched in 2014, the Lloyd-Hurwitz Family Scholarships focus on supporting women to take on leadership roles. An eagerness to support other women in the property sector led Susan and her husband Stuart Lloyd-Hurwitz to establish the scholarship for female students in property-related degrees at UWS. The Mirvac Group, of which Ms Lloyd-Hurwitz is CEO, has also funded a scholarship and internship. This relationship has also grown to include a productive dialogue with UWS Research regarding urban planning and the Australian residential market.

Janice Reid AC*

The former UWS Vice-Chancellor and President, Emeritus Professor Janice Reid AC, established the Joan Reid Scholarship for Refugee Women in honour of her mother. The scholarship supports one new UWS student each year for the duration of their studies. Joan Reid's charitable work included volunteering with organisations that welcomed newcomers to Australia. Through this work, she became an honorary grandmother to Khmer people who had fled after war and imprisonment in Indochina.

As well as offering the scholarship, Emeritus Professor Reid continued her mother's legacy through her own research and teaching, as well as contributing to the development of health services, especially for disadvantaged groups. These efforts saw her named a Member of the Order of Australia in 1998.

Rotary Club of Narellan

As a foundation donor to the School of Medicine, the Rotary Club of Narellan has long supported UWS medical students. Five

students local to the Macarthur region are supported each year through scholarships provided by the club, which encourage talented students to study and train locally, supporting the health and medical needs of their community. In addition, from 2012 to 2014 the club supported research into multiple sclerosis at the School of Medicine. Results of this research could change the way the condition is diagnosed and treated. The following companies donate via the club: ADCO Constructions Pty Ltd, Mainbrace Constructions, Narellan Town Centre and TRN Group.

Vincent Fairfax Family Foundation

A grant from the long-time UWS supporter, the Vincent Fairfax Family Foundation, to the Renewal of Agriculture project aims to increase enrolments in agriculture at the Hawkesbury campus. Agriculture in the 21st century is so much more than farming – there are many career opportunities and the industry needs future leaders in areas such as food security, sustainability, and social and environmental impact. The Vincent Fairfax Family Foundation aims, among other goals, to support the viability of the Australian agricultural sector. The foundation is supporting engagement and internship programs that promote agricultural education, designed and delivered in conjunction with extra-curricular professional development for undergraduates. This approach inspires students to become 'active scholars' and to develop and implement their own ideas to promote agriculture.

Bequests

A bequest is a gift of an asset, money or other right arising under a will, intestacy or settlement, which can have a great impact over time.

Nancy and Vic Allen Bequest

In 2009, aged 90, Vic Allen passed away, leaving the Nancy & Vic Allen Stroke Prevention Fund to continue his work in honour of his wife Nancy, who died of stroke in 1996. Around Nancy's birthday in May each year, the fund invites and reviews applications for a major grant. Vic was a keen supporter of natural therapies, and this year the grant was awarded to the National Institute of Complementary Medicine (NICM) at UWS. A team led by NICM PhD candidate Stephen Penman is developing and testing a health behaviour change program aimed at preventing and correcting chronic and lifestyle conditions including stroke.

Gifts in Honour or in Memory

A gift in honour of or in memory of someone is a wonderful way to celebrate and recognise a loved one's life or accomplishments.

The Robert Hayes Memorial Scholarship provides support to students with a passion for law to undertake their studies at

UWS. The scholarship is supported by donations from Robert's wife, Mrs Elayne Hayes, and Robert's friends, colleagues and former students. Mrs Hayes said that it gives her much pleasure and satisfaction to know that the donations and money raised through fund-raising activities she organised is going directly to students who need a helping hand to achieve their goals.

Sponsorships

UWS solar car

The student-led UWS Solar Car Project includes research, learning by doing and engagement with local high schools. Its search for sponsors is gaining pace and in 2014, three silver-level sponsors were confirmed:

- » LSM Advanced Composites is providing support for the construction of the car body and is mentoring students on construction using composite materials
- » NEP (Global Television) has renewed its support for the project and is engaging with UWS to encourage the next generation of broadcast engineers
- » Penrith City Council is investing in sustainable technology and innovation in its region.

Annual Giving

UWS Community Scholarships

Three additional UWS Community Scholarships were awarded in 2014, thanks to the ongoing and generous support of UWS staff, students and alumni. Each scholarship is valued at \$5,000 per annum and supports the recipient for the duration of their degree at UWS. The recipients are selected each year by a panel of staff and alumni donors, to recognise candidates who have overcome adversity to reach university and who can benefit most in their academic endeavours through the support of a scholarship.

Staff giving

In June, the Staff Giving app was launched at the UWS Professional Staff Conference. A component of the UWS app, the Staff Giving app allows staff members to use their mobile device to donate on a one-off or regular basis to UWS Community Scholarships. This was the culmination of an appeal to staff supported by the Chancellor and Vice-Chancellor, which resulted in an increase in staff donors by 40 per cent. Additionally, the University Executive endorsed a broader matched-funding program for staff giving, to be implemented in 2015. This will allow staff giving to be matched for all gifts, including those to research, infrastructure and the Whitlam Institute, as well as for scholarships.

Community giving

The University targeted students, alumni and the UWS community in a number of appeals – in particular the April Graduation Appeal, May GradLife Appeal, May Law School Appeal and June Tax-Time Appeal – resulting in more than \$30,000 in donations.

Donor-funded prizes

Prizes for academic merit allow the University to acknowledge the achievements of its most dedicated and talented students, giving them the confidence and motivation to strive for excellence. The program continued to be well-supported by donors in 2014, with more than 180 prize recipients awarded donor-funded prizes valued at over \$120,000.

Donor recognition

The University and the UWS Foundation Council acknowledge and thank all individuals and organisations who generously provided support via staff giving, prize and scholarship donations and major gifts in 2014.

Alumni Relations

UWS has an innovative, flexible and dynamic vision that enables the development of an enduring and beneficial relationship between the University and its alumni. With nearly 160,000 UWS graduates worldwide, the Office of Advancement and Alumni encourages alumni to 'stay connected' with the University. This year, the Office of Advancement and Alumni undertook the Alumni Barometer Survey to help learn more about the attitudes and preferences of UWS alumni. More than 80 per cent of respondents told us that UWS has made a positive contribution to their life, and almost a third indicated they would be open to giving their time to support UWS in some way.

To assist UWS Schools to maintain connections with alumni, the Office of Advancement and Alumni provides support to Schools for event promotion and organisation, provides targeted communications to their alumni, and maintains up-to-date information about alumni, and facilitates opportunities for alumni in areas of professional development, social interaction, mentoring and networking.

UWS Alumni Network

The UWS Alumni Network comprises all UWS alumni, study-abroad and exchange students, graduates from the former institutions of UWS, and UWS staff.

The Alumni Network encourages interaction between the University and its alumni, to nurture a mutually beneficial relationship. This

worldwide network provides alumni with ongoing benefits and opportunities to ensure they feel a part of UWS for life. This includes advising on and facilitating alumni relations activities for various UWS Schools and alumni chapters in Australia and overseas.

This year, the Office of Advancement and Alumni developed dynamic domestic and international engagement opportunities that supported and connected alumni to the University. This included a number of international alumni networking events, conducted in Hong Kong, China, Malaysia, Vietnam, India and Sri Lanka, several of which were attended by the Chancellor, Vice-Chancellor and a number of senior UWS staff. Through these events, the office has helped promote the value of becoming alumni of UWS to prospective and current students.

Alumni chapters

UWS alumni chapters provide the opportunity to stay connected with fellow graduates and the University community. A chapter can be an informal or formal networking group, and provides support and advice to alumni and current students. The Office of Advancement and Alumni provides ongoing support to both domestic and international chapters, including facilitating the establishment of new chapters. This year, the office worked with a team of enthusiastic alumni based in Hong Kong to establish the UWS Hong Kong Alumni chapter. It also worked with several chapters to facilitate opportunities for alumni to stay connected, including the 'Celebrating Hawkesbury' luncheon, Macarthur Institute of Higher Education 25 Year Anniversary Celebration, Alumni Volunteer Thank You Dinner and Gold Alumni Dinner.

GradLife communications

In 2014, the Office of Advancement and Alumni launched the GradLife app using the latest technology in digital publishing. This makes UWS one of the first universities in Australia to have an alumni app available for download on both tablet and mobile across four platforms. The app includes a digital version of the *GradLife Magazine*, a news and events feed and the opportunity for alumni to update their details.

Alumni are vital to UWS's ongoing success and are in a unique position to contribute to the University's future. The Office of Advancement and Alumni will continue to engage alumni in the University's growth, development and advancement, as well as promote a lifelong connection with the University and fellow alumni.

OFFICE OF MARKETING AND COMMUNICATION

The Office of Marketing and Communication (OMC) leads activities to build and protect the image, positioning and branding of the University.

The Office integrates UWS activities related to communication and branding, including internal communications, web services, iMedia and design, media and public relations (PR), print services and brand.

OMC initiated a range of communication activities across media, social media and internal communication in 2014, including the successful launch of Yammer – the University's internal social media communication channel.

The Brand and Identity project, co-led by the Director, Office of Marketing and Communications and the Pro Vice-Chancellor (Students), made significant progress in 2014. The project included a wide range of market research, and strategic and creative development, which will ultimately provide a new positioning for the University in 2015.

A key focus for 2015 will be the delivery of the University's new web presence and the overall implementation of the outcomes of the Brand and Identity project. This will see a strong and integrated marketing and communication strategy for leveraging paid, earned and owned media.

Web Services

The Web Services Unit manages the content of the entire UWS corporate website – the number one communication channel for the University. The team works closely with management and stakeholders from all areas of the University to deliver a web presence designed to meet the needs of staff and students, enhance the University's reputation and grow enrolments.

The Office undertook a significant body of work to develop a new vision for the UWS website, which has now become the web strategy. The Office will start implementing the strategy in 2015 via strategic funding it successfully bid for.

Highlights in 2014 included the following:

- » The University's website had 17,202,216 sessions, up from 15,481,429 session in 2013
- » The trend of accessing the University's website using mobile devices instead of traditional desktop computers continued to grow. Desktop users dropped by more than 10 per cent in 2014 and accounted for 71 per cent of total sessions. In 2014, mobile device users increased to 29 per cent of total traffic – an increase of 60 per cent from the previous year
- » As a result of this demand, the web team optimised the UWS website for both mobile and tablet devices. The Office is continuing to optimise other areas of the corporate website, such as the Research Centre webpages.

UWS website sessions by country

Country	Proportion of total sessions
1. Australia	93.00% (15,939,203)
2. India	1.02% (176,061)
3. US	0.85% (145,479)
4. UK	0.49% (84,708)
5. China	0.37% (64,386)

Social Media

After the successful development and implementation of the UWS social media strategy in 2013, OMC focused on increasing follower numbers, reach and engagement across the University's main social media channels in 2014.

In 2014, through the implementation of the strategy, UWS follower numbers grew across all social media, as shown below.

	No. of followers as at 4 Dec 14	Increase on 2013
Facebook	33351	135.38%
Twitter (News)	5887	26.03%
Twitter UWS	1325	100%
YouTube	1023	77.30%
Instagram	1621	206.43%
LinkedIn Uni	55655	18.80%
LinkedIn Company	6605	59.35%
Google+	115	109.09%

Since May 2014, OMC has invested a modest budget in targeted social media advertising to reach a wider audience and boost follower numbers. On Facebook, this has resulted in an average monthly increase of 250 per cent in page followers, 233 per cent in people engaging with the page, and a massive 1,217 per cent increase in page reach.

In 2014, the Office also implemented a new social media monitoring system that allows more cross-institution collaboration and increases reporting capability.

Media and Events

The UWS Media Unit is responsible for media relations and reputation management across the entire University. The Media

Unit seeks to drive coverage of UWS in local, national and international media, proactively sourcing stories, writing media releases and news copy, managing the UWS News Centre and liaising with journalists on a daily basis.

The UWS Events team is responsible for managing the many corporate events, official openings, public relations programs and VIP visits hosted by the University and the Vice-Chancellor's office.

Highlights in 2014 included the following:

- » The Events team organised and successfully delivered 40 corporate events, including coordinating the UWS Graduation VIP room and campus visits by numerous politicians and other dignitaries. Just some of the major events organised throughout the year included the University's 25th anniversary celebrations in March; the official openings of the new **UWS** College buildings at Bankstown, Nirimba and Lithgow; the NSW Premier's Youth Forum, held at the Parramatta campus in May; and the Centre for Western Sydney launch by NSW Premier Mike Baird in October
- » In addition to generating coverage among traditional media in 2014, the Media team continued its focus on expanding coverage on the University's 'owned' media channels, including the UWS News Centre and social media channels, to help tell and share the 'UWS story'
- » UWS-related stories that generated significant media coverage across print, radio, television and the internet for the year included research on the physical effects of texting while walking; the passing of former Prime Minister Gough Whitlam; the University's decision to freeze fees for domestic students starting their studies in 2014; the announcement of a new UWS campus building to be constructed in the heart of Parramatta's CBD; a unique smart phone app that recruits 'citizen scientists' to help track the movement and behaviour of turtles; and medical research showing an alarming proportion of young cancer patients are missing out on a chance to save their fertility
- » The Media team was very active on social media throughout the year, with the University's UWSNews Twitter feed increasing its followers by 1,400, to almost 6,000
- » The Media team continued to take advantage of academic opinion website *The Conversation* during the year, submitting a number of opinion pieces by UWS researchers. The number of readers who viewed articles by UWS academics nearly doubled in 2014, from 493,000 in 2013 to 939,000. UWS academics contributed a total of 111 articles in 2014, drawing 4,400 comments from readers – up from 3,200 comments in 2013.

Internal Communication

Internal Communications provides high-level strategic internal communication consultation, advice and support to staff members across the University, to help them communicate effectively with the staff and students.

The team develops and delivers communication plans and strategies for University projects and initiatives, and manages UWS internal communication and news channels. These channels include broadcast email, E-update, digital screen advertisements, *AroundUWS* (staff news) and *nUWS* (student news).

In 2014, the team officially launched the University's internal social media platform, Yammer. With the active participation of the Vice-Chancellor, Yammer has become the premier internal communication channel for UWS staff and has significantly increased and improved communication across the University. The team has also delivered a range of new communication initiatives including 'Ask the VC' live Yammer chats and live-streamed Executive panel sessions.

The team executed communication plans for a range of projects, including UWS's 25-Year Anniversary, the University's response to MyVoice Staff Engagement Survey feedback, eEnterprise bargaining, the UWS App, and the new Master of Research program.

In early 2015, Internal Communications will support the University's transition to the 'Enterprise' version of Yammer, and will have primary responsibility for the new reporting and administrative functions. The team will also implement strategies for using Yammer as effectively as possible for the mutual benefit of the University and its staff. In 2015, Internal Communications will also manage content for the new digital information screens being piloted at Parramatta campus in Autumn session – a joint initiative between Capital Works & Facilities, IT Services and Internal Communications.

THE WHITLAM INSTITUTE

The death of Edward Gough Whitlam on Tuesday, 21 October 2014 was marked by a national outpouring of sentiment, which celebrated his life of public service and reflected on his achievements. The impact on the Whitlam Institute has been profound.

Gough Whitlam had a deep affection for and high expectations of the Institute that bears his name. His interest in the Whitlam Institute's endeavours, and his willingness to support it in whatever way he could, never waned. He saw the Whitlam Institute as a source of inspiration and encouragement to those who shared his ambitions for an equal, open, tolerant and independent Australia.

His expectations of the Institute were made clear not that long ago, in November 2010, when he said:

"Now I hand custodianship to the Whitlam Institute in the University of Western Sydney.

In the service of Australian Parliamentary democracy, I urge my dear friends and supporters of the Whitlam Institute: 'Maintain your enthusiasm'."

Gough Whitlam
12 November 2010

The Whitlam Institute was established by agreement between the University of Western Sydney and the Hon. EG Whitlam in 2000.

The Whitlam Institute works as an educator, policy influencer and research institute. It 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. The Institute maintains 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
- » involve the people of Australia in the decision-making processes of our land
- » 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 funds collected are used to support the future development and work of the Institute. This process is guided by a company, which was established through a Deed of Trust. A Board of Directors, acting as trustees, is responsible for overseeing the Trust.

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. Indicative of the importance the University attaches to the Whitlam Institute, the UWS Vice-Chancellor is a member of the Board *ex officio*, with Professor Barney Glover assuming that Board position upon his taking up his appointment as Vice-Chancellor in January 2014.

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

2014: The end of the beginning

To borrow from Winston Churchill, Gough Whitlam's death marks the end of the beginning for the Whitlam Institute.

At the time of its establishment, the Whitlam Institute was little more than an idea. In the 14 years since, the **Whitlam Prime Ministerial Collection** has become one of the more important collections in the country, now comprising over 30,000 items including the original Letter of Dismissal. The **public policy program**, with the Human Rights and Public Life program as its flagship, has acquired a national profile and a growing international reputation among scholars and public intellectuals. It has built an extensive **education and outreach program** that delivers a full calendar of activities, including its schools program, exhibitions and public forums. The sense of permanence has been underlined by the restoration of the historic Female Orphan School as the Institute's home.

The Female Orphan School

The year 2014 was the first full operating year for the Female Orphan School.

This magnificent 1813 building houses the Whitlam Prime Ministerial Library, reading room, archive, a permanent exhibition (*A Changing Australia: the time of Gough Whitlam*), dedicated learning space for the Institute's developing Education and Outreach program, the Margaret Whitlam Galleries, seminar and function spaces, an information centre and the secretariat.

The first steps were taken in developing the Female Orphan School into a public space, with more than 9,000 people estimated to have visited over the year. The building hosted school groups, heritage and civic group tours, public forums on a range of subjects, as well as international workshops, seminars, awards and ministerial functions. The Institute also held its first 'open day'.

Six exhibitions were shown in the Margaret Whitlam Galleries over the course of the year, including the specially curated exhibitions *Uplifted Horizons* and *At Work: Clyde Refinery (1928–2012)* as well as *Art Express* and *Imaging Australia in Black and White: Newspaper Illustration 1880–1940*.

The Whitlam Prime Ministerial Collection

Throughout the year, a stream of donations to the Collection was received from Mr Whitlam and then from the Whitlam family.

Among these donations were many important items, most notably the flight logbooks that Mr Whitlam kept from his time in the air force in the Second World War through to his last flight in 2007. There were many personal items, such as his academic gowns, his air force hat and insignia, foreign awards and the contents of his room at Lulworth.

These extraordinary gifts were supplemented with new donations from others, including Senator John Faulkner and Graham Freudenberg, as well as those among 'Gough's citizens', who may have gifted a badge or pamphlet.

The digitisation of the Collection continued and further steps were implemented to improve the online search facility.

The importance of this Collection as a public resource has been increasingly evident but was highlighted by the demands from journalists, commentators, politicians, public officials, students and the general public in the days and weeks following Mr Whitlam's death.

The Whitlam Institute Program

The Whitlam Institute's public policy research program and related activities continued to grow. The year 2014 saw a further consolidation of the program.

There are several dimensions to the public policy research activities:

- » policy essays addressing historical aspects of the Whitlam program (published under the *Whitlam Legacy* series) and areas of contemporary policy relevance (published under the *Perspectives* series)
- » longer-term Whitlam Institute directed research projects – most notably those on the impact of 'high stakes testing' on school students and on political participation by younger Australians
- » the ongoing and substantial Human Rights and Public Life program led by Anna Yeatman, Professorial Research Fellow at the Institute.

The year 2014 saw the Human Rights and Public Life program move to a new level of programmatic maturity. This was evident in the growing number of presentations and papers (including the publication of the book *The Aporia of Human Rights*, co-edited by Professors Yeatman and Birmingham) under the program's banner, the development of an increasingly strong network of Australian and international scholars, closer organisational relationships (including a cooperative agreement with the Copenhagen School of Business) and a more public dimension to the program alongside the international workshops and quietly evolving research.

Two international workshops convened by the Institute at the Female Orphan School in 2014 continued the work of recent years in developing an international network of leading scholars around the Institute's key program interests. These highly valued workshops drew together scholars from a range of disciplines (public and international law, political sciences, philosophy and history) with leading policymakers and practitioners. The first workshop for 2014 was held on 12 August on the question of *Feminism, social liberalism and social democracy in an era of neo-liberalism*; the second, *Neo-liberalism in translation – a diagnosis* (10–11 November), explored the meeting point or ground between neo-liberalism and public authority.

The Institute gives a high priority to public policy research that has an impact. An example of this is the Institute's work on 'high stakes testing' (funded by private philanthropy). It is reasonable to suggest that the Whitlam Institute has:

- » invigorated the debate of the purposes of education with policymakers, education leaders and families in the context of high stakes testing and the implications for students
- » increased our understanding of the impacts of high stakes testing on students, families, pedagogy and curriculum practice
- » created a substantial body of new policy-directed research on a key plank of current approaches to educational reform.

The year 2014 also saw the establishment of its adjuncts program, with the appointment of Professor Jenny Hocking as the inaugural Whitlam Institute Distinguished Fellow.

The Education and Outreach Program

This program continued to expand.

The development of a more comprehensive schools program saw the preparation of several new programs, which will be on offer in 2015, in addition to the core program that was offered in 2014. This will provide options for both primary and secondary school students. A number of school groups were involved in trialling the new programs during the course of 2014.

The *What Matters?* student essay competition again attracted entries from well over 2,500 students in 219 schools across NSW and the ACT, and an additional 300 entries from Tasmania where the competition is offered under the auspices of the Department of Education.

In its community programs, the new tour *Governing with Vision* looks at the two leaders associated with the Female Orphan School: its founder Governor Lachlan Macquarie and Prime Minister Whitlam whose Institute now resides within its walls.

The Gough Whitlam Memorial Appeal

The Whitlam Institute operates a Trust Fund. Increasing its financial sustainability is a priority for the Institute as it enters this next stage of its development. The Institute attracts grants and philanthropic support as well as individual donations. It fundraises directly. The Gough Whitlam Memorial Appeal was established with the support of the Whitlam family following Mr Whitlam's death on 21 October 2014.

UWSCOLLEGE

UWSCollege is a not-for-profit company, wholly owned by UWS. The strategic purpose of the college is to provide quality academic pathways to UWS, complemented by various English-language and other professional and community programs for Australian and international students and clients. Created in 2006, **UWSCollege** has its antecedents in English language and foundation studies programs offered by various University Schools and entities since the 1980s.

During 2014, **UWSCollege** achieved overall growth of 48 per cent, with student numbers now in excess of 3,223. The college operates over multiple campuses. It had a number of significant achievements in 2014, including:

- » opening three new buildings at Bankstown, Blacktown (Nirimba) and Lithgow campuses (officially opened by the Australian Government's Minister for Education and Training, the Hon Christopher Pyne MP, the Rear Admiral, and the Member for Calare, the Hon John Cobb MP respectively)
- » developing a new building at Kingswood, which is expected to be completed in early 2015
- » enrolling the first cohort of students at the UWS Outreach Campus at Lithgow
- » achieving an unprecedentedly high number of enrolments in the English Language Programs
- » the English Language Program receiving quality endorsement from NEAS (the National ELT Accreditation Scheme) in its annual return
- » extraordinary enrolment and success in the Academic Literacy Support Courses (ALAN)
- » designing, planning and implementing the four-term diploma for 2015 onwards
- » planning three new diplomas for 2015, in Islamic Studies, Design and Communication Arts.

MANAGEMENT AND RESOURCES

OFFICE OF PEOPLE AND CULTURE

UWS Staff Profile

There were 2,587.52 full-time equivalent staff in ongoing and fixed-term positions as at 31 March 2014.

The following figures do not include casuals and are a snapshot of data as at 31 March 2014.

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Academic (levels A–E)	875.74	871.51	881.28	782.40	850.92	946.10	992.22	1005.35	990.34
General (levels 1–9)	1084.48	1026.67	1119.02	1080.16	1,116.98	1253.90	1230.82	1313.77	1,441.18
Senior (above Academic Level E or General Level 9)	84.40	117.70	138.60	107.70	104.40	114.60	139.8	111.00	156.00

The Office of People and Culture (OPC) is responsible for developing and implementing strategically aligned and effective human resource policies, practices and services for employees and managers. OPC works in partnership with Schools, Institutes and Divisions, and with University management, to achieve the University's strategic goals.

OPC supports the University in the following areas:

- » HR Strategy and Services
- » Aboriginal and Torres Strait Islander Employment and Engagement
- » Organisational Development
- » Recruitment
- » Work Health and Safety
- » Workplace Relations and Organisational Design.

In 2014, OPC continued to implement the *Our People* staffing plan, including workforce planning; onboarding, orientation and induction; and academic careers and development.

HR Strategy and Services

HR Strategy and Services (HRSS) is responsible for delivering HR operational services and program initiatives at UWS including payroll, Human Resources Information Systems, administration of superannuation, applications for academic promotions, staff scholarships and awards.

Key events organised by HRSS included the 3rd Annual Professoriate Dinner attended by over 70 members of the UWS professoriate, and the 5th Annual UWS Professional Staff Conference, with 20 staff presentations and over 350 professional staff attending. UWS is a leader in the sector in supporting these innovative approaches that bring together staff from the various disciplines and portfolio areas with the Vice-Chancellor and Executive. Participants at the conference and professoriate dinner value these as highly successful professional development and networking activities. In addition, in recognition of employees' excellence in performance and achievements, two staff postgraduate study scholarships and 15 Vice-Chancellor's professional development scholarships were awarded, including a scholarship awarded to an Aboriginal and Torres Strait Islander employee.

Academic Development Program (ADP)

For 2014, the process for applying to participate in an ADP was held over two rounds. An ADP allows our academic staff to undertake a sustained period of academic development, for up to 22 weeks, to pursue research, acquire new skills and knowledge that can be applied to their teaching, or to develop ongoing partnerships with industry that will benefit the University. Nine academics were successful in Round 1 for undertaking ADP in the first half of 2015 and 19 were successful in Round 2 for undertaking ADP in the second half of 2015.

HRSS Projects

The HR systems strategy involved a number of projects aimed at converting paper-based forms into online formats. Key outcomes include the streamlining of HR business processes, electronic documentation and record-keeping and increased efficiencies. During 2014, the following processes and tools were successfully introduced:

- » electronic onboarding for all new ongoing and limited-term staff
- » electronic flex timesheets
- » WHS incidents and hazards reporting online
- » motor vehicle allowance expense claims online
- » standardising and streamlining salary loading and retention allowance approvals
- » changes to the Government Superannuation Guarantee from 9.25% to 9.5%
- » a web-based tool for writing position descriptions
- » a pilot for completing probation reviews online (to be implemented in early 2015).

A major project involving improvements in the casual employment process received significant strategic initiative funding and is underway. The new improved process will be implemented before the end of 2015 and will see a much improved, streamlined process to assist Schools, Institutes and Business Units in engaging and onboarding casual staff.

ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND ENGAGEMENT

University of Western Sydney acknowledges the Traditional Owners

With respect to Aboriginal cultural protocol and out of recognition that its campuses occupy Aboriginal traditional lands, UWS acknowledges the Darug, Gandangara, Tharawal and Wiradjuri peoples and thanks them for their support of its work on their lands. It is the University's practice that appropriate Aboriginal cultural protocols be observed before formal meetings, conferences or events.

The number of Aboriginal and Torres Strait Islander staff members employed at UWS increased from 15 in 2007 to 57 (FTE and casuals) as at 15 December 2014.

The Office of Aboriginal and Torres Strait Islander Employment and Engagement (OATSIEE) is a representative voice for Aboriginal and Torres Strait Islander employees including trainees, cadets, academics, professional staff and alumni. OATSIEE seeks to maximise employment opportunities for Aboriginal and Torres Strait Islander peoples at UWS and build collaborative networks and commercial partnerships within the Greater Western Sydney region.

Aboriginal and Torres Strait Islander Employment and Engagement Action Plan

On 23 September 2014, the UWS Office of Aboriginal and Torres Strait Islander Employment and Engagement Action Plan 2014–2017 was launched. See uws.edu.au/oatsiee/action_plan for more information. The Action Plan is aimed at building commitment, accountability, improved performance

Academic Promotions

The 2014 round of academic promotions attracted 74 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies, with 50 applicants gaining promotion.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	6	4	2	5	4	1
C	34	17	17	27	14	13
D	26	17	9	13	9	4
E	8	4	4	5	2	3
Total	74	42	32	50	29	21

and relationships, and promoting leadership behaviour, values, skills and capabilities that positively influence and shape organisational culture and foster employee engagement related to Aboriginal and Torres Strait Islander employees and students.

UWS Elders on Campus

Elders on Campus is an initiative that acknowledges Elders as an invaluable human and social resource that supports, guides and mentors UWS in engaging with Aboriginal and Torres Strait Islander communities. The Elders share their knowledge, stories, histories and practical insight into cultural protocols and sensitivities.

Employment Programs: Aboriginal and Torres Strait Islander Trainees, Interns, Cadets, Early Career Professionals and Academics

OATSIEE has implemented traineeship, internship and cadetship programs to improve opportunities for Aboriginal and Torres Strait Islander people to begin their careers at UWS, while obtaining relevant qualifications, skills and practical industry experience. OATSIEE also provides Aboriginal and Torres Strait Islander Workplace Relations advice and support, corporate consulting, career coaching, mentoring and professional résumé services for Aboriginal and Torres Strait Islander employees.

Engagement Activities

OATSIEE manages and coordinates:

- » the quarterly meetings of the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, made up of a majority of Aboriginal and Torres Strait Islander Elders, leaders and cultural advisors residing within GWS
- » University-sponsored 'Welcome to Country' addresses, celebratory and ceremonial events
- » the NAIDOC Week Annual Online Quiz, aimed at engaging members of the UWS community
- » the Annual Yarramundi Lecture, which provides the UWS community with an opportunity to honour contributions to contemporary culture by Aboriginal and Torres Strait Islander peoples.

Engagement Projects

As part of the UWS 25th Anniversary celebrations, OATSIEE led the *Generations of Knowledge* project, which traces many of the individual lives and clanal journeys that have inscribed 'dream tracks' across GWS and how these illustrate major turning points in UWS's history and development. This knowledge has been recorded and authored with the Elders' guidance. Following are some of the key project outcomes:

1. *Generations of Knowledge* exhibitions, including the 'Serving Country: Centenary and Beyond' and 'Walking with our Elders on Campus' photographic exhibitions, and the 'Virtual World Pre-Contact 1770' cultural exhibition
2. fact sheets linked to each of the six Action Plan objectives on the Action Plan website
3. a limited-edition *Generations of Knowledge* commemorative book and ebook.

ORGANISATIONAL DEVELOPMENT

The Office of Organisational Development (OD) provides strategic advice and support for university-wide initiatives. It oversees a suite of professional and career development programs and activities that support organisational growth, strengthen leadership and professional capabilities, enhance career development and foster a collaborative learning culture.

From January to mid November 2014, the Office coordinated and/or delivered more than 367 courses and 140 online modules. A total of 3978 enrolments from staff were received for the following program streams:

- » Career Development: 1,262 (32% of enrolments)
- » Leadership and Management: 932 (23%)
- » Computer Software and Systems Training: 533 (13%)
- » Organisational Knowledge and Policies: 744 (19%)
- » Diversity and Wellbeing: 336 (9%)
- » Internal Consultancies: 171 (4%)
- » In addition, the take up of online learning has increased with 4,669 online modules completed.

Key Projects and Programs

Academic Careers and Development, part of the Our Future Program, is an initiative to develop and implement an Academic Capabilities and Performance Expectations Framework to enable the building of an innovative, flexible, responsive and high performing academic workforce. The project recognises the different career profiles, pathways and professional development needs of academic staff, beginning with early-career academics. Structured career development programs and resources will be available in 2015 to support both academic staff and their supervisors. Following are some of the OD programs which support the development of academics and enhance research, and learning and teaching:

- » The Foundations of University Learning and Teaching Program (FULT) is a professional development program for new teaching staff aimed at encouraging student-focused teaching, engaging students in learning, and aligning teaching and reflective practice with the scholarship of learning and teaching. Three FULT programs were held in 2014, with 51 academic staff
- » A number of mentoring programs are now offered for early to mid-career academic staff, providing a unique opportunity to broaden their knowledge, skills and experience through mentoring. Since 2010, 200 academic staff have participated as mentors and mentees and in 2014, 44 staff (22 mentoring pairs) participated in the nine-month Academic Mentoring Program. Twelve early-career female researchers participated in Speed Mentoring with the Executive and 42 early-career academics participated in Campus-based Speed Mentoring with members of the professoriate. These short intensive 'speed' mentoring sessions enable mentees to gain valuable guidance in relation to their careers, and the Executive and professoriate to learn about the specific challenges and experiences of early-career academics at the University
- » Campus-based Early Career Academics (ECA) Networks were introduced in 2014 to enable peer networking across disciplines and Schools and provide vital support for ECAs in developing their careers. To date, 47 academics have attended
- » The Future Research Leaders' Program (FRLP) supports early-career researchers at UWS to develop their capabilities in relation to financial management and reporting; grant writing and administration; and project management. The blended learning program involved 174 academic staff members

OD programs that enhance leadership and staff capabilities include:

- » The Inspire Leadership Program, which is designed to develop and enhance the leadership skills and capabilities of academic and professional managers. Since 2010, more than 180 managers have participated in the Program, including 40 supervisors and managers who completed leadership projects in the workplace in 2014
- » Since 2007, 26 Certificate IV Frontline Management and Training and Assessment, and Diploma in Management programs have been held, with 416 participants. In 2014, 50 staff members completed their certificate IV or diploma qualifications. This is the first qualification for many staff members and it gives them the confidence to undertake further studies and improve their management practices. Participants are required to complete work-based projects and activities
- » The Compass Program, which guides, directs and supports staff members as they navigate various career pathways and development opportunities at UWS, and plan their work in alignment with the UWS Strategy and goals. It also helps them achieve high levels of performance. The University uses an online system for monitoring and reporting on staff performance. In 2013–14, UWS achieved 84 per cent compliance for completed performance reviews
- » The Creating a Positive Culture@UWS Program introduces the core concepts of Positive Psychology to promote flourishing and wellbeing, resilience and optimal functioning in the workplace. The program aligns with developing a culture of adaptability and flexibility (Securing Success Goal 6), recognising and valuing staff (Our People Staffing Plan) and responding to the MyVoice Staff Engagement results to increase staff engagement, promote a positive workplace culture and improve cross-unit collaboration and communication. Beginning with a pilot program in late 2013, 184 academic and professional staff members and senior managers from Schools and Divisional Units have participated in the program.

Each year, the Vice-Chancellor convenes two major conferences at UWS:

- » The Senior Management Conference: the theme of the Conference was *Innovation, Efficiency and Effectiveness* and was held in April 2014 at the Hawkesbury campus. Over 70 senior staff members engaged in strategic conversations around the key challenges and opportunities for UWS in a rapidly changing higher education landscape, and discussed the key strategic priorities for charting UWS's future

- » The UWS Quality Forum, with its theme of *Celebrating Our Strengths*, was held in November 2014. The forum discussed the various challenges and opportunities for transforming the University within the changing higher education landscape and in an increasingly competitive environment. Over 130 participants engaged in café-style discussions on student retention, research-led teaching, internationalisation, the competitive environment, mentoring, academic advising and community engagement.

MyVoice: Staff Engagement

In 2014, the eight MyVoice Working Groups continued to introduce initiatives to improve the experience of staff and respond to the MyVoice Staff Engagement Survey feedback. Following are a number of initiatives introduced during the year:

- » Speed Mentoring Forums for early career academics were held on all campuses. Career Development Planning events will be introduced in 2015 to support academic career development and promotion. Both the Library and the School of Science and Health participated in a professional staff mentoring pilot this year
- » Responding to Workplace Bullying information sessions were held at both the School level and the campus level
- » Support for new staff has been improved with the development of bespoke ebooks, with general information about UWS as well as tailored information about the relevant School, Institute or Division, and campus
- » An interactive UWS Recruitment Process website and a new position description builder have been developed to guide managers through the recruitment process.

Alongside the work carried out by the Working Groups, all Schools, Institutes and Divisional units have implemented action plans to address their key areas for improvement. For further information about the MyVoice outcomes visit uws.edu.au/myvoice.

The next MyVoice Staff Engagement Survey will be held in May 2015.

UWS RECRUITMENT

UWS Recruitment manages all aspects of the recruiting process for business units at UWS. The Relocations Team assists with immigration, visa and relocation matters and the Search Team assists with senior recruitment.

Data at a Glance

Between January and November 2014 there were 1,183 requests for recruitment under the following categories:

Workforce Segment	Requisitions: January–November
Academic full time	116
Academic part time	25
Professional full time	255
Professional part time	432
Nominations – academic full time	118
Nominations – academic part time	55
Nominations – professional full time	119
Nominations – professional part time	63
Honorary appointments	
Total transactions finalised in 2014	1183

Note: This data is year-to-date as at end November 2014.

During 2014, there were over 11,670 candidates for positions at UWS.

Global Search for Talent

The Search Team worked on 10 senior searches during 2014 for both academic and professional roles and undertook the following mapping activities:

- » identifying and mapping candidates with a portfolio of evidence for research achievements and teaching which supported blended learning
- » mapping research talent in the Australasian area to support the School of Science and Health's workforce planning needs
- » updating candidate information booklets to include information on research initiatives and collaborations at UWS to inform and attract high-calibre staff.

Relocations Team

(Note: figures refer to cases finalised in 2014. Cases commenced in 2014 but finalised in 2015 will be reported as part of 2015 figures).

The total number of overseas and interstate staff members given relocation and immigration assistance was 130 and included:

- » Temporary Residency (subclass 457) visas for 20 new staff members
- » Permanent Residency (subclass ENS 186) visas for 26 new staff members
- » Relocation-specific assistance for 41 new overseas and interstate staff members
- » Occupational Trainee (subclass 402) visas for nine visiting fellows
- » Research and Training (subclass 402) visas 34 visiting professors.

The total number of visitors to UWS processed under the Visiting & Adjunct Policy, including those given immigration assistance, was 251.

Schools and Institutes are regularly provided with updated advice on visa requirements, while relocation processes have been streamlined to onboard international talent more efficiently.

UWS, in collaboration with other Australian universities, contributed to a submission from the Australian Higher Education Industrial Association to the Department of

Immigration and Border Protection to review the 457 Temporary Residency visa program and improved processing requirements to meet the University's needs.

The Relocation Team also joined the Australian Universities HR Immigration Network and participated in quarterly forums focusing on University needs and requirements under current immigration legislation.

WORK HEALTH AND SAFETY

The Work Health and Safety (WHS) Unit ensures the University complies with WHS legislation, making provision of the University as a safe place to work and study.

As of 1 January 2014, UWS became a smoke-free workplace.

The Work Health and Safety Unit continued to assist management and staff to establish a culture within the University that will encourage every person to work and study 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 2014 has continued to increase in comparison to earlier years. This suggests there is greater awareness of the program, as well as greater willingness to use the program.

The injury management portfolio continued to demonstrate 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 WHS legislation during 2014.

Comparative incidents/accidents and claims at UWS

	2010	2011	2012	2013	2014
Incidents/accidents	422.00	479.00	478.00	525.00	475.00
Claims	50.00	58.00	54.00	50.00	26.00
Frequency rate	7.77	6.79	5.45	5.07	3.59
Incident rate	0.69	0.51	0.43	0.36	0.26
Average lost time (days)	13.39	23.54	9.13	18.89	14.09

Note: 2014 figures are year-to-date as at 31 October 2014.

WORKPLACE RELATIONS AND ORGANISATIONAL DESIGN

Workplace Relations and Organisational Design (WROD) look after industrial relations, change management and workforce planning.

Workforce Planning

Workforce Planning is a key enabler for ensuring UWS has a workforce with the required capabilities for achieving its strategic goals. Together with the Schools and Institutes, a strategic and comprehensive workforce planning framework has been developed. The framework will enable forecasting of staffing requirements and identify staff capacity and capabilities required for a successful academic workforce. A workplan tool has been piloted in Schools to ensure an explicit and robust method for measuring academic workloads.

Enterprise Bargaining

Enterprise bargaining was finalised, with staff ballots for the Academic and Professional Staff Agreements held in late October 2014. Both the Academic and Professional Staff Agreements received a resounding 'Yes' vote from staff. The new agreements commenced on 15 December 2014 and have a nominal expiry date of 31 January 2017.

OFFICE OF THE CHIEF FINANCIAL OFFICER

Vice-President (Finance and Resources)

The Office of the Chief Financial Officer (OCFO) is responsible for optimising the financial and operational planning, strategy and performance of the University.

The OCFO is responsible for the University's financial sustainability, financial performance and governance and University-wide resource allocation through the University's three-year rolling budget.

The OCFO oversees the careful structuring of the University's capital and commercial investments, the use and development of land and building assets, and the sourcing of alternative revenue streams to maximise returns to the University and fund its strategic priorities.

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

- » Office of the Chief Financial Officer (incorporating Treasury, Procurement and Purchasing, Corporate Finance and Entities Management)

- » Finance Office
- » Information Technology and Digital Services
- » Office of Commercial and Estate Development.

The Financial Framework, including the rolling forecast and budget processes, enables the University to regularly refresh its financial outlook on a quarterly basis over a three-year time frame to ensure that funding allocations remain relevant in an ever-changing environment. This delivers improved financial management, transparency and accountability across the University, enabling greater engagement of the Schools and Divisions in the forecasting and budgeting processes.

Cash management strategies, planning, governance and execution remain a key focus for the OCFO and substantial improvements to financial systems and processes are being implemented to support this work.

The portfolio undertakes a comprehensive body of work each year, managing an extensive range of projects from planning through to delivery stages in the areas of finance, IT, estate planning and commercial, all closely aligned to the strategic direction and objectives of the University.

FINANCIAL RESOURCES AND BUDGET OUTCOMES

The University ended the 2014 financial year with a consolidated reported surplus of \$66.2m (2013: \$8.8m) compared to a budget of \$18.0m. The result was \$48.2m over budget. The result reflects the delays in the Enterprise Bargaining Agreement (EBA) finalisation, control of staff growth (particularly in the divisional areas) and the strict fiscal discipline on overhead expenditure. The outcome is in line with the previously discussed plan to create a buffer in 2014 and 2015 to ameliorate any dramatic impacts which may arise from proposed regulatory changes in 2016.

Income from continuing operations increased \$45.5m (6.7%) in 2014 to \$729.7m. The main contributor to the increase was Commonwealth government financial assistance increasing \$31.5m (6.1%) to \$550.2m. International student fees increased by \$12.7m (20.6%) to \$74.5m and other course fees increased \$2.2m (22.8%) to \$12.0m.

Expenses from continuing operations decreased \$12.0m (-1.8%) in 2014 to \$663.4m. The net decrease is due to the inclusion in 2013 of the 'one-off' \$38.6m accounting loss attributable to the retirement of the University's residential buildings and lands associated with the University's management services agreement

with Campus Living Villages (CLV). The 2014 total decrease is partly offset by increases in employee related expenses of \$20.3m (5.2%) and in other expenses of \$5.8m (3.2%).

The University's overall consolidated net worth has increased \$88.1m (6.4%) to \$1,455.0m. This is primarily due to the 2014 consolidated operating result of \$66.2m surplus and increases in cash and investments.

During 2014 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. The University will continue to focus on a growth strategy supported by continued funding for capital development, strong performance in teaching and learning, research and community partnerships.

INFORMATION TECHNOLOGY AND DIGITAL SERVICES

The three-year IT Service Management (ITSM) reform program concluded in 2014 and, based on an external service benchmark, UWS is the most improved institution across Australia and New Zealand this year and is ranked number one in several areas. This is a great result and even though the strategic program has now come to an end, a period of continuous improvement has been initiated. The extension of IT Service Desk and campus-based support hours from 8 am to 8 pm, and the introduction of three dedicated IT Relationship Managers, has also contributed to this outcome.

The End User Computing Experience project led to the implementation of a new service that enables staff to access a wide range of applications using their device of choice from any networked location. This has unshackled professional and academic staff from the need to be at their desks using a university-configured PC to access standard corporate systems. There is a tremendous opportunity to extend this capability to students so that they can access the software that they need in the same manner. As a forerunner, Microsoft Office365 was made available to all students on up to five devices each at no cost.

The contribution of Information Technology and Digital Services (ITDS) extends to many of the key strategic programs that are university wide including UWS Online, the iPad rollout to first-year commencing students and technology integration for new and refurbished buildings. Key deliverables have also been achieved for continuing projects sponsored by ITDS, including the new Student Placement System, Constituent Relationship Management, the Campus Network Upgrade and AARNet fibre to the Blacktown and Hawkesbury campuses, to name a few.

A major reform of the ITDS organisational structure was initiated in 2014, starting with an examination of trends and models within the broader IT industry and the higher education sector. After several months of workshops and stakeholder consultations, a new process-oriented – rather than a technology-focused operating model – was designed. A change proposal was drafted for staff consultation. As a result of the feedback received, improvements were made and the Vice-Chancellor approved the final change plan in November. The transition to the new operating model will extend into 2015 and will position ITDS to better meet the operational and evolving strategic needs of UWS.

OFFICE OF COMMERCIAL AND ESTATE DEVELOPMENT

The key objective of the Office of Commercial and Estate Development (OCED) is to leverage University assets in order to support organisational strength and manage the University's land holdings to maximise return on investment and create alternative income streams for the University.

The purpose of the OCED is to develop the University's campus network through strategic long-term planning, strategic estate development planning, identification, analysis and management of estate developments, and commercial business opportunities that generate sustainable income streams and value-add to the University's property estate portfolio.

During the course of 2014, a number of project milestones have been achieved.

The 10-Year Strategic Plan Review: A new 10-Year Strategic Plan has been developed to provide the basis for the University's commercial and estate development activities and future opportunities associated with the University's land holdings. The plan gives consideration to the University's strategic priorities over the next 5 to 10 years as part of a contextual analysis within GWS and best use of the property estate portfolio.

Parramatta City Campus: The University's new flagship multi-storey campus will be developed at the prestigious One Parramatta Square (1PSQ) site (169 Macquarie Street), a prime location in the heart of the Parramatta CBD. OCED worked to secure UWS a 15-year lease with fit-out incentives in this new 1PSQ multi-storey building, and lease documents were signed with Leighton Properties Pty Ltd to develop the building with the University as the tenant. The new building will blend innovative technology with collaborative learning spaces for face-to-face teaching, creating a lively, cosmopolitan campus atmosphere. Construction work has commenced with completion due for University use in the first session of 2017.

Campbelltown Residential Development: This residential subdivision project, delivered in partnership with UrbanGrowthNSW, called Macarthur Heights, comprises some 850 lots over 122 hectares located on the south-west portion of the Campbelltown property. Construction has progressed well with a total of 139 lots sold in 2014, amounting to \$47.33 million in sales. Further stages will be released during 2015, with the project continuing over the next three to five years subject to market demand. Construction work upgrading Goldsmith Avenue is ongoing and due for completion in early 2015. With UrbanGrowthNSW's new business direction requiring them to exit from all Greenfield developments (such as the one in Macarthur Heights), discussions continue regarding a smooth transition of the project to UWS control by December 2016, with a transition implementation strategy expected to be developed by mid-2015.

Westmead Redevelopment: The strategic land asset has been rezoned to provide up to 120,000 square metres of mixed-use development including residential, commercial, retail, education and community spaces. In line with the approved Project Delivery Plan, a Development Application for infrastructure and subdivision works has been submitted to Parramatta City Council to subdivide the land into five super lots for development with these works to be undertaken throughout 2015. The University has also been successful in securing the adjoining strip of land from Marist, which will assist in the future development of the site.

Werrington Park Corporate Centre (WPCC): The WPCC is located on the Werrington South campus, and will create a focal point for new employment and new industry sectors in the region. The building will provide a space for business incubation and collaboration, focusing on attracting enterprises in sectors such as Healthcare ICT, Biomedical and Health sciences, Communications Arts and Civil Engineering. This will strengthen the ties between UWS and industry, attract new industries to the area and facilitate the establishment and growth of those industries. Construction work is due for completion in early 2015.

Nirimba Education Precinct: The OCED is working with the Nirimba Precinct Partners to resolve the longstanding issues around the Nirimba Education Precinct Community Title. An S96 application has been lodged for modification of development consent for the subdivision with Blacktown City Council. It is anticipated that the community title matter will be finalised by early 2015.

Estate Masterplan Reviews: A review of the masterplan for Campbelltown was undertaken and completed during July/August 2014, which will guide the development of future academic, research and commercial buildings. The University is developing a strategy with regards to future land uses on its Werrington North and South Estate and activation of the site as

a technology-focused Mixed-Use Business Park. Work on this review is due to be completed in early 2015.

uwconnect Review: The commercial business unit undertook an Operational Review of uwconnect, and the UWS Executive Committee endorsed the recommendations for the project in November 2013. During 2014, the project delivered on a management restructure, the alignment of a number of activities with UWS, a streamlined management approach to retail and gym activities, and the commencement of a review into the food and beverage service offering. A number of outlets on the campuses will be leased to external suppliers to create variety in both food offerings and price points. Venues Management has also transitioned to OCED to align with the University's commercial leasing arrangements.

Integrated Greenhouse Precinct: This project, based at Hawkesbury campus, is in progress with a focus on academic links and alignment with research drivers. The business case was finalised and approved during 2014, and the development of the construction brief progressed well with a building tender in the market at the year-end. Construction of this research greenhouse facility will commence early 2015. All milestones agreed with the Horticulture Innovations Australia Ltd – the funding and research partner – were met as at the year-end.

South Werrington Urban Village (SWUV): Early in 2013, the University received an unsolicited offer to acquire the SWUV land. Following the execution of the contract put and call option, settlement on the sale was finalised on 12 December 2014. This resulted in a transaction value of \$12.43 million to the University. The developer put forward a Development Application to the Penrith City Council for consideration.

New Lease Agreement with Police Leadership Centre (PLC): OCED renegotiated the Licence with NSW Police for the PLC site on the Hawkesbury campus, with the primary goals being the removal of the current operational overlaps between UWS and NSW Police. The Board of Trustees agreed to the new terms in September 2014, with the new agreement commencing 9 February 2015.

Commercial Agreements: Rationalisation of operational efficiencies and renegotiation of commercial lease/licence agreements across the portfolio achieved a revenue growth of 32 per cent. This will see further growth in 2015 as negotiations on new agreements for food and beverage outlets, sporting fields, venues and new commercial opportunities continue over the next 12 months.

CAPITAL WORKS AND FACILITIES

Capital Works and Facilities (CW&F) is responsible for the planning and construction of new buildings, refurbishment and adaptive reuse of existing buildings, maintenance of almost 2,000 hectares of landscape and the maintenance and cleaning of over 550 buildings across six campuses and external sites. It also provides services for cleaning and presentation, waste services, removals, relocations and event set-ups, furniture supply and installation, space management, spatial data collation and management, campus signage and logistics (mail and stores). The Hawkesbury campus farm and associated resources also form part of the CW&F portfolio.

Our planners, architects, engineers, designers, project managers and support staff are always ready to assist in developing world-class teaching, research and living environments. The directorate's headquarters are in building R1 on Hawkesbury campus; however, CW&F has campus teams of project managers and technical specialists based at every UWS campus. CW&F is committed to providing learning opportunities via the various UWS careers programs. For more information about CW&F, visit uws.edu.au/cwf.

2014 Capital Projects Review

- » A new three-storey, five-star Greenstar-rated building was constructed for **UWS**College on the Bankstown campus. It is located adjacent to buildings 18 and 19, and provides flat-floor teaching space, collaborative learning space and student amenities
 - » The ground and first floors of the southern wing of building 23 at the Bankstown campus were reconfigured to provide four 30-student collaborative teaching spaces, a 24-student wet laboratory for the School of Education and 24-hour computer laboratories. The project also involved consolidating the Information Technology Services spaces on the ground floor and the installation of a lift to improve accessibility to the building
 - » To meet future teaching requirements and additional student load, a new three-storey anatomy facility was designed and constructed for the School of Science and Health and the School of Medicine at the Campbelltown campus. The new facility has shared 'back-of-house' functions, such as refrigerated cadaver storage, embalming and dissection areas for the University's Body Donor program, as well as teaching laboratories, thus serving the distinct needs of both Schools
 - » A new five-star Greenstar-rated, single-storey building was designed for **UWS**College on the Penrith campus (Kingswood), to provide students with greater study options.
- The new building is adjacent to building XB and provides 1,250 square metres of flat-floor teaching space and student amenities for **UWS**College
- » A new, state-of-the-art library was designed for the Penrith Kingswood campus. The new six-storey purpose-built facility was constructed along the main campus walk, adjacent to buildings V, P and U. It consolidates the library facilities on the campus and provides students with a new, central resource centre that offers a synergy between traditional hardcopy resource materials and contemporary, electronic, interactive learning
 - » A new three-storey, five-star Greenstar-rated building was constructed on the Penrith campus (Werrington south), as stage one of the Werrington Park Corporate Centre. The new building is located in the north-eastern corner of the campus, fronting the Great Western Highway, and offers commercial/research accommodation with associated amenities and on-site parking. The intent is to strengthen the ties between UWS and industry, attract new industries to the area and facilitate the establishment and growth of those industries
 - » A purpose-built 47-place childcare facility was constructed for the Parramatta campus (south). It caters for infants, toddlers and preschoolers and provides dedicated outdoor play areas with equipment for sensory stimulation and various stages of play, as well as functional, well-appointed indoor activity rooms that facilitate adequate supervision. The facility was constructed between the P14 and P3 car parks
 - » A three-storey 4,600 square metre science facility is being designed for the Parramatta campus (south) to accommodate the School of Science and Health, the Advanced Materials Characterisation Facility and the School of Social Sciences and Psychology. The building will include research areas, teaching spaces and office accommodation (individual and open plan), as well as an art therapy studio and social science laboratories. Construction of the building is scheduled to commence in early 2015
 - » An exciting initiative during 2014 was the rollout of the Academy student spaces, which are dedicated areas for Academy students where cross-disciplinary collaboration can take place in an informal setting. Located on each campus and fitted with technology and mobile furniture, these spaces contribute to campus life, thereby adding to the attractiveness of UWS and retention rates.

2014 Relocations Program Review

The Relocation Projects budget is allocated to the internal reconfiguration of buildings in response to changes to organisational and functional structures and requirements.

There have been a number of relocation projects during 2014, notably the Advancement and Alumni into building ET at Parramatta campus (south), refurbishment of building H5 at Hawkesbury campus for ITS procurement, and conversion of underused space in building EN at Parramatta campus (south) for the School of Computing, Engineering and Mathematics.

2014 Infrastructure Renewal Review

The Infrastructure Renewal program comprises approximately 80 projects with numerous sub-projects, all of which are based around the upkeep and upgrade of UWS's physical infrastructure. Infrastructure renewal projects are crucial to achieving and maintaining compliance of University assets with standards and legislation. They include:

- » identification/rectification of OH&S trips, slips and falls on paving and access ways
- » equitable access solutions
- » critical power supply augmentation
- » asbestos (and other Hazmat) removal
- » replacement of fire indicator panels and other fire safety compliance issues
- » renewal and installation of new energy-efficient air-conditioning systems
- » upgrades and resurfacing of roads and car parks, along with the provision of new parking
- » sustainability initiatives such as water reuse and solar energy generation.

The Infrastructure Renewal program also provides funding for statutory compliance issues including WHS upgrades and disability access and fire safety.

On Penrith campus (Kingswood), flat-floor teaching spaces in building P were converted into collaborative learning classrooms as part of a new initiative to provide functional, dynamic and informal learning spaces for students. This project included refurbishing the circulation spaces in building P to learning commons.

In order to improve visibility at the Castle Road – College Drive intersection at Hawkesbury campus and to protect tree roots of the large bunya pine from damage, the intersection was realigned. This involved the relocation of campus signage and the parking ticket machine. Additional work was undertaken as part of this project on the car park P8 to the north of M10 and M3. It was completely redesigned and rebuilt in alignment with the campus master plan and redundant demountable buildings left vacant by the Department of Primary Industries (DPI) were removed.

Over the 2013–2014 intersession break, underutilised floor space in building 1 at Bankstown campus was converted to learning commons as part of a new initiative to provide functional, dynamic and informal learning spaces for students. The learning commons includes individual computer terminals as well as small, technology-enabled group-learning spaces (i.e. for four to six students) to encourage student collaboration. Comfortable, mobile furniture allows students to customise the environment to suit their learning needs. Glass writing surfaces will be used to line the walls. The learning commons also includes wireless internet, electrical outlets and presentation screens/surfaces. A connection through to the building 1 courtyard enables students to move easily between the indoor and outdoor spaces.

A significant infrastructure renewal project undertaken during 2014 was the upgrade to the existing P5 and P6 car parks including stormwater drainage, modification of entries to the car park, re-sheeting the asphalt surface and extending P5 car park on the Campbelltown campus. These upgrade works achieved approximately an additional 100 car parking spaces on campus.

2014 Backlog Capital Works Program Review

A number of noteworthy projects were completed from the backlog priority list during 2014.

The Playhouse Theatre in building D at the Penrith campus (Kingswood) was extensively refurbished with a new stage floor, acoustic panelling and seating. The theatre's foyer, back-of-house facilities and amenities were upgraded as part of this project, along with the electronic systems.

Following the relocation of the Department of Primary Industries to Menangle, building M14 at Hawkesbury campus was refurbished to house additional staff from the Hawkesbury Institute for the Environment (HIE). The sub-floor area was refurbished to accommodate growth chambers for HIE.

Following the relocation of the bookshop from building K21 to building K4 (Stable Square) in early 2014, building K21 at the Hawkesbury campus was adapted into postgraduate space for 23 students. Open-space accommodation was provided, along with a meeting room and a kitchenette.

ENVIRONMENT AND RISK MANAGEMENT

During 2014, Environment and Risk Management (E&RM) initiatives included those relating to campus operations, environmental operations, workplace health and safety, and team development. Campus operations initiatives continued to focus on campus presentation and amenity, waste minimisation and recycling, relocations and events, and operations of the Hawkesbury farm. Integrated outdoor furniture was rolled out to support student amenity, with increasing utilisation of garden stock from Hawkesbury farm, and refurbishments included Stable Square at Hawkesbury, Campbelltown ponds, and the landscape axis adjacent to the new Kingswood library.

Cleaning services were expanded across Lithgow and Parramatta CBD campuses and the new **UWS** College buildings at Bankstown and Blacktown campuses. Reductions in waste to landfill and increasing recycling rates were achieved through waste-compaction services across all major campuses. Along with logistics support for events and relocations, surplus teaching furniture was donated to St Vincent de Paul and to schools in Uganda.

Hawkesbury farm operations included infrastructure renewal, increasing stock sales, nursery production and a work experience program for agriculture students.

Environmental initiatives in 2014 included revision of the UWS environmental management system, energy conservation and water-recycling initiatives, and support for the developing Hawkesbury Bushfire Unit. Improvements in environmental assets included a firefighting vehicle and fire protection system for the EucFACE site, and improved irrigation and treatment infrastructure for the use of recycled water. Work Health and Safety initiatives included improving integration of the CW&F contractor induction program with Campus Safety and Security's campus access system. Team development involved engagement across UWS units, including the establishment of the Hawkesbury Bushfire Unit in collaboration with the Hawkesbury Institute for the Environment and Campus Safety and Security.

UWS ENTITIES

uwsconnect Ltd

uwsconnect Ltd (uwsconnect) was established by UWS as a not-for-profit, controlled entity of UWS in 2004. uwsconnect provides a wide range of services for UWS students, staff, alumni and the Greater Western Sydney community, including Campus Life, food and beverages, functions, book sales, campus retail and gyms. It is student centred and community focused, with uwsconnect supporting on-campus student clubs and sports. uwsconnect Ltd employs over 300 people from GWS.

UWS Early Learning Ltd

Incorporated in 2012, UWS Early Learning Ltd is a not-for-profit, controlled entity of UWS, which provides early learning facilities on all UWS campuses for zero to six-year-old children of students, staff and the broader community. A University-approved Board of Directors manages the company, with the University being the sole member of the company. In 2014, it opened its latest 57-place service at the Parramatta South campus.

UWS Enterprises Pty Ltd

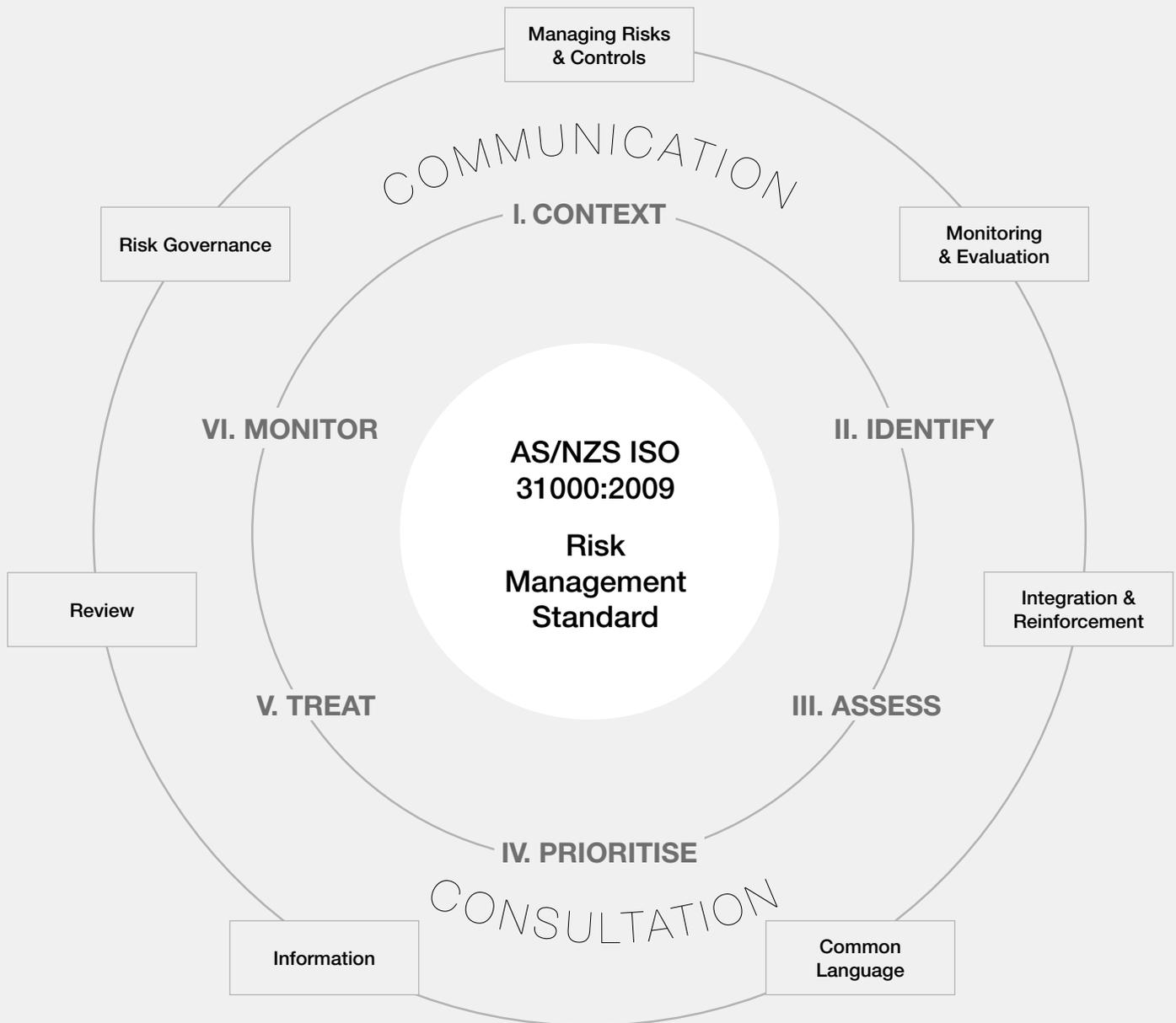
UWS Enterprises Pty Ltd (Enterprises) is a not-for-profit, controlled entity of UWS. Within Enterprises, **UWS** College provides quality academic pathways to the University of Western Sydney, complemented by various English-language and other professional and community programs for Australian and international students and clients. During the year 2014, the entity changed its name from **UWS** College Pty Ltd to UWS Enterprises Pty Ltd. For more details on the activities of **UWS** College in 2014, please refer to page 74.

Television Sydney Ltd (TVS) Ltd

Television Sydney Ltd (TVS) 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. TVS has a small programming and operations team supported by many volunteers and community producers who make the programs. The University of Western Sydney supports TVS by providing facilities and opportunities for students, including academic involvement in programming and production.

In September 2014, the Federal Minister for Communications announced that all community television licences would expire by 31 December 2015. UWS is currently reviewing available options in relation to the future activities of TVS.

UWS RISK MANAGEMENT FRAMEWORK



ESSENTIAL ELEMENTS FOR THE IMPLEMENTATION OF RISK MANAGEMENT

Risk Governance

Guidance, directions, control and support provided by senior management as well as the management style and organisational structure in which risks are being managed

Managing Risks & Controls

A structured process by which risks are identified, assessed, prioritised and treated/controlled

Monitoring & Evaluation

Systems/processes in place to track the progress of risk treatment tasks and to assess the effectiveness of the treatment actions

Integration & Reinforcement

To embed risk management into organisational business processes, functions and operations. To provide training to staff to improve their understanding, skills and knowledge in risk management

Common Language

Using the same terminology, evaluation criteria and methodology across the organisation for managing and communicating risk information

Information

A risk management system/ database designed to capture, analyse, record and report risk data/information

Review

To provide assurance on the risk management programs effectiveness, relevance and currency via regular reviews by senior management and independent assessors

The Whitlam Institute

The Whitlam Institute was established by agreement between UWS and the Hon EG Whitlam in 2000. The Whitlam Institute functions as an educator, policy influencer and research institute. It 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 Whitlam Institute is a not-for-profit, controlled entity of UWS. UWS acts as trustee of the Whitlam Institute within the UWS Trust. The Board of Directors, who act as trustees, guide the use of funds collected to support the future development and work of the Institute.

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. Eric Sidoti is director of the Whitlam Institute. For more information on the Whitlam Institute in 2014, please refer to page 72.

UWS Foundation Ltd

In 2013, the UWS Board of Trustees announced the establishment of a new UWS Foundation Council, as a subcommittee of the Board of Trustees. In establishing the new UWS Foundation Council, the Board acknowledged the important role of philanthropy in supporting the vision of the University. It also recognised the need for a change in the governance of philanthropic activities through the creation of this new governance structure.

During 2014, the University undertook all fundraising activities. The corpus of the Trust was transferred to UWS to manage, and the UWS Foundation Trust ceased. Application has been made to deregister the UWS Foundation Limited, and this is expected to take place in March 2015.

Mr Danny Gilbert AM, Managing Director of leading national legal firm Gilbert + Tobin, is the chair of the new UWS Foundation Council and continues to ensure that donors' wishes are fulfilled so that all gifts enhance the future of our community. Under the new UWS Foundation Council, all donations will be receipted directly by the University.

For more details on the UWS Foundation Council, please refer to page 66.

APPENDIX 1

BOARD OF TRUSTEES MEMBERS

Three Official Members

Professor Peter Shergold AC, Chancellor

Professor Barney Glover, Vice-Chancellor

Associate Professor Paul Wormell, Chair of Academic Senate

Six Appointed Members (Ministerial)

Mr John Banks

Ms Elizabeth Dibbs (term commenced 17 February 2014)

Ms Genevieve Gregor

Ms Vivienne James

Mr Paul Newman (term commenced 17 February 2014)

Mr Ian Stone

Four Appointed Members (Board)

Mr Christopher Brown AM

Mr Michael Pratt, Deputy Chancellor

Ms Gillian Shadwick, Deputy Chancellor

Ms Gabrielle Trainor

Five Elected Members

Mr Tim Ferraro, graduate

Mr Elie Hammam, postgraduate student

Dr George Morgan, academic staff member

Ms Taylor Macdonald, undergraduate student

Ms Jenny Purcell, general staff member

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		Remuneration & Nominations		Board Standing		University Infrastructure		Finance & Investment	
	A	B	A	B	A	B	A	B	A	B	A	B
Mr John Banks	4	7										
Mr Christopher Brown	7	7										
Ms Elizabeth Dibbs	6	7	4	4								
Mr John Fehon			6	6								
Mr Tim Ferraro	5	7										
Professor Barney Glover	7	7	3	6	5	5	6	6	3	5	4	5
Mr Peter Graham									5	5		
Mr Michael Gration									4	4		
Ms Genevieve Gregor	7	7									5	5
Mr Elie Hammam	7	7										
Ms Susan Hartigan			3	6								
Ms Rhonda Hawkins									2	2		
Mr Graham Horrocks											4	5
Mr Craig James			6	6								
Ms Vivienne James	6	7									4	5
Ms Georgia Lee									4	4		
Ms Taylor Macdonald	6	7										
Mr Alastair Metcalf											5	5
Dr George Morgan	7	7										
Mr Paul Newman	4	7							2	4		
Mr Stuart Nisbett									4	5		
Mr Lee Pinder									0	5		
Mr Michael Pratt	7	7			5	5	6	6	4	5		
Ms Jenny Purcell	6	7										
Ms Janet Sayer									2	2		
Ms Gillian Shadwick	7	7			5	5	6	6				
Professor Peter Shergold	7	7			5	5	6	6				
Mr Ian Stone	6	7										
Ms Kerry Stubbs											3	5
Ms Gabrielle Trainor	5	7										
Ms Michelle Tredenick									0	1		
Associate Professor Paul Wormell	7	7										
Mr Alan Zammit			6	6								

In 2014, the Board held six regular meetings and one Strategy Day meeting.

APPENDIX 3

COMMITTEES AND OTHER BODIES ESTABLISHED BY THE BOARD OF TRUSTEES

Board of Trustees Committees

Chair

Academic Senate	Associate Professor Paul Wormell
Audit and Risk Management	Mr Alan Zammit
Board Standing	Professor Peter Shergold AC
Finance and Investment	Ms Genevieve Gregor
Remuneration and Nominations	Professor Peter Shergold AC
University Infrastructure	Mr Michael Pratt

University Bodies

Aboriginal and Torres Strait Islander Advisory Council	Professor Kerri-Lee Krause
Foundation Council	Mr Danny Gilbert AM

APPENDIX 4

ACADEMIC SENATE MEMBERSHIP (as at 12 December, 2014)

Ex-officio

- » Professor Barney Glover,
Vice-Chancellor
- » Professor Kerri-Lee Krause,
Deputy Vice-Chancellor (Education)
- » Professor Scott Holmes,
Deputy Vice-Chancellor (Research and Development)
- » Dr Paul Rowland,
Pro Vice-Chancellor (Strategy and Engagement)
- » Mr Angelo Kourtis,
Pro Vice-Chancellor (Students)
- » Professor Linda Taylor,
Pro Vice-Chancellor (International)
- » Professor Deborah Sweeney,
Pro Vice-Chancellor (Research and Innovation)
- » Professor Clive Smallman,
Dean, School of Business
- » Professor Simeon Simoff,
Dean, School of Computing, Engineering and Mathematics
- » Professor Michele Simons,
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 Stevenson,
Dean of Graduate Studies

- » Dr Greg Whateley,
Dean, **UWSC**College
- » Professor Kate Stevens,
Director, University Research Institute, or nominee
- » Professor Ian Anderson,
Director, University Research Institute, or nominee
- » Associate Professor Bronwyn Cole,
Associate Pro Vice-Chancellor (Education)
- » Associate Professor Craig Ellis,
Associate Pro Vice-Chancellor (Education)
- » Associate Professor Betty Gill,
Associate Pro Vice-Chancellor (Education)
- » Ms Shaneen McGlinchey,
Academic Registrar
- » Ms Sue Craig,
University Librarian

Elected

(term to 31 December 2015, unless otherwise indicated)

- » 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 Gu Fang,
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 Christopher Peterson,
Academic Staff, School of Humanities and Communication
Arts (Level A, B or C)
 - » Associate Professor Alana Lentin,
Academic Staff, School of Humanities and Communication
Arts (Level D or E)
 - » Mr John Juriansz,
Academic Staff, School of Law (Level A, B or C)
 - » Professor Donna Craig,
Academic Staff, School of Law (Level D or E)
 - » Dr David Mahns,
Academic Staff, School of Medicine (Level A, B or C)
 - » Associate Professor Janette Perz,
Academic Staff, School of Medicine (Level D or E)
 - » Ms Maxine Veale,
Academic Staff, School of Nursing and Midwifery
(Level A, B or C)
 - » Professor Sheree Smith,
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
 - » Dr Mathias Boer,
Academic Staff, UWS Research Institutes
 - » Mr Dean Walker,
1 of 2 Undergraduate Students (to 31 May, 2015)
 - » Mr Michael Robertson,
2 of 2 Undergraduate Students (to 31 May, 2015)
 - » Ms Tahani Husari,
1 of 2 Postgraduate Students (to 31 May, 2015)
 - » Ms Ushi Ghoorah-Hurrychurn,
2 of 2 Postgraduate Students (to 31 May, 2015)
- Appointed**
- » Professor James Arvanitakis,
Head of The Academy
 - » Professor Donald McNeill,
ARC Future Fellow, Institute for Culture and Society
 - » Associate Professor Zhong Tao,
Institute for Infrastructure Engineering

APPENDIX 5

UWS BOARD OF TRUSTEES REPORT

Members

The members of the Board of Trustees of the University are detailed in Appendix 1 on page 89 of this report.

Meetings of Members

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 90 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 GWS 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 86 and 88 of this report.

Review of Operations

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

Significant Changes in State of Affairs

Professor Barney Glover commenced as the new Vice-Chancellor and President from 1 January 2014, following the retirement of Professor Janice Reid AM on 31 December 2013. There were no other 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 Board is of the opinion that no other matter or circumstance will significantly affect the operations or activities of the University.

Likely Developments and Expected Results of Operations

At the end of 2014, the University was engaged in consultation on the University's new strategic plan, *Securing Success: 2015-2020*. Work to implement the major initiatives of the strategic plan will continue throughout 2015.

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 2014 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 86 of this annual report.

Insurance of Officers

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

Legal Proceedings on Behalf of the University

In 2014 there were no significant legal proceedings by or against the University.

This report is made in accordance with a resolution of the Board of Trustees on 8 April 2015.

Professor Peter Shergold AC
Chancellor

APPENDIX 6

EXECUTIVE REMUNERATION AND PERFORMANCE DATA

Professor Barney Glover

POSITION	Vice-Chancellor
TOTAL REMUNERATION PACKAGE	780,000
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

Ms Rhonda Hawkins

POSITION	Deputy Vice-Chancellor
TOTAL REMUNERATION PACKAGE	553,187
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

Professor Scott Holmes

POSITION	Deputy Vice-Chancellor, Research and Development
TOTAL REMUNERATION PACKAGE	478,950
PERIOD IN POSITION	10 months
RESULTS	N/A

Professor Andrew Cheetham

POSITION	Interim Deputy Vice-Chancellor, Research
TOTAL REMUNERATION PACKAGE	368,385
PERIOD IN POSITION	6 months
RESULTS	Met all objectives

Professor Kerri-Lee Krause

POSITION	Interim Deputy Vice-Chancellor, Education
TOTAL REMUNERATION PACKAGE	384,199
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

Mr Peter Pickering

POSITION	Chief Financial Officer
TOTAL REMUNERATION PACKAGE	391,400
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

APPENDIX 7

PRINCIPAL OFFICERS OF THE UNIVERSITY

Chancellor

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

Vice-Chancellor

Professor Barney Glover
BSc (Honours) (Melbourne), MSc (Melbourne), PhD (Honours)
(Melbourne), Dip Ed (Melbourne), MAICD

Chair, Academic Senate

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

**Deputy Vice-Chancellor (Corporate Strategy and Services)
(to 31 December 2014)**

Ms Rhonda Hawkins
BSc Syd, MPP Syd, FAICD

**Interim Deputy Vice-Chancellor (Education)
(to 31 December 2014)**

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

**Interim Deputy Vice-Chancellor (Education)
(from 11 November 2014 to 16 January 2015)**

Professor Michele Simons
B SocSc (Human Services and Adult Ed), PhD UniSA

**Interim Deputy Vice-Chancellor (Research)
(to 30 March 2014)**

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

**Deputy Vice-Chancellor (Research and Development)
(from 3 March 2014)**

Professor Scott Holmes
B Com Newcastle, PhD ANU

**Pro Vice-Chancellor (Research & Innovation)
(from 30 July 2014)**

Professor Deborah Sweeney
B Optom UNSW, PhD UNSW

Pro Vice-Chancellor (Students)

Angelo Kourtis
BA UWS

Pro Vice-Chancellor (International) (from 3 August 2014)

Associate Professor Linda Taylor
BA Griffith, MPA Syd

**Pro Vice-Chancellor (Strategy & Engagement)
(from 29 May 2014)**

Dr Paul Rowland
MBA UQ, PhD Griffith

Chief Financial Officer

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

**Executive Director, People and Culture
(to 8 September 2014)**

Ann Tout
BA ANU, GradDip AppSc Syd

APPENDIX 8

GOVERNMENT INFORMATION (PUBLIC ACCESS)

GIPA annual report

Agency Name	University of Western Sydney
Principal Department	Secretariat, Office of Governance Services
Reporting Period	1 January to 31 December 2014

Obligations under the GIPA Act

1. Review of proactive 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 20 August 2014 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 of the GIPA Act.
2. To examine the changing patterns of public access to the University's website over the past year and consider opportunities to better serve the changing patterns of information access.
3. To examine how a number of information technology developments (including the UWS App, MyIT portal library online systems and the MyC3 project) affects the access to University information.
4. To seek an update on progress with an issue first noted in 2012 concerning students' access to records of unit outlines and learning guides.

As a result of this review, the Committee:

- » Approved revisions to the University's Agency Guide.

- » Noted a consistent increase in the number of visitors to the University's webpages since 2013. A significant drop in the bounce rate suggests that the University's website is improving in its effectiveness in providing useful information to visitors.
- » Noted that the UWS App is slowly increasing in usage indicating that mobile devices are an important means to access the University's information.
- » Noted that the information module under development at Student Enquiry and Information Service (SEIS) will increase information cross reference functionality, bringing together various modes of contact with students, along with student records and records management. The project is scheduled to go live in April 2015.
- » Noted that the MyIT portal has reduced calls to the Service Desk and made more information public. Importantly, it has allowed all users, including members of the public, to provide feedback on the University's IT services.
- » Noted that the Library's online systems have increased the power of users to conduct searches of the Library's information.
- » Noted that the MyC³ project allows registered users personalised access to University information via mobile devices.
- » Noted that requests for unit outline information have increased five-fold since 2009. The strategies adopted by Records Management and Archives Service, in conjunction with several other units, should see a progressive reduction in requests through direct access alternatives.

2. Number of access applications received – Clause 7(b)

During the reporting period, our agency received a total of four formal access applications.

3. Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, our agency did not refuse any formal access applications because none of the information requested was referred to in Schedule 1 to the GIPA Act.

4. 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	1
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*	3	0	0	0	0	0	0	1
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	0	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	0	0	0
Review by Information Commissioner*	0	0	0
Internal review following recommendation under section 93 of Act	1	0	1
Review by NCAT	0	0	0
Total	1	0	1

*The Information Commissioner does not have the authority to vary decisions, but can make a 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

Table I: Applications transferred to other agencies under Division 2 of Part 4 of the Act (by type of transfer)

	Number of applications transferred
Agency-initiated transfers	0
Applicant-initiated transfers	0

APPENDIX 9

CONSULTANCIES

Consultancies commissioned in 2014 amounting to \$50,000 or more, included:

Consultant	Cost \$	Title/Nature of Consultancy
Finance and Accounting/Tax		
Cubewise Pty Ltd	208,118	TM1 Consulting
Global Valuation Services Pty Ltd	97,300	Property Valuation Services
ABM Technologies Aust Pty Ltd	50,990	Strategic Costing
Subtotal	356,408	
Information Technology		
UXC Keystone Pty Ltd	308,625	ITSM Project
UXC Consulting Pty Ltd	302,401	ITSM Project
Callista Software Services Pty Ltd	279,238	Callista Upgrades
Pathways Technology Consulting Pty Ltd	182,050	Integration Competency Centre
Digital Eskimo Pty Ltd	167,350	Heartbeat Digital Project
Dimension Data Aust Pty Ltd	159,034	End User Computing
IBM Aust Ltd	117,526	IT Governance Program
Avoka Technologies Pty Ltd	100,000	E-Forms Project
KPMG Aust	87,400	IT Disaster Recovery Plan
Alive Mobile Group Pty Ltd	72,614	MyC3 Application
Pathways Technology Consulting Pty Ltd	72,150	Oracle Integration and Patching
Paxus Aust Pty Ltd	66,214	UWS Financial Dashboard Application
Subtotal	1,914,602	
Management Services		
Baxco Pty Ltd	270,900	Westmead Site Redevelopment
Western Sydney Football Club Ltd	230,000	AFL Bridges Funding
The Open University	208,855	Online Learning
Gibber Aust Pty Ltd	207,000	UWS Bridges to Higher Education
Gibber Aust Pty Ltd	188,995	Theatre In Schools Program
VCD Pty Ltd	150,000	Our Future Fund Project
Woods Bagot Pty Ltd	143,775	Parramatta CBD Project
Maddocks	142,519	Enterprise Agreement
Maddocks	140,832	Our Future Fund Project
Offleash Marketing	139,216	UWS Bridges to Higher Education

Consultant	Cost \$	Title/Nature of Consultancy
Brewster Hjorth Architects	136,105	SAF UWS College
Maddocks	135,190	Parramatta CBD Project
Faladon Pty Ltd	123,930	Our Future Fund Project
Unlocking Learning Pty Ltd	116,000	Blended Learning
The University Of Queensland	110,518	ACF Survey
KPMG Aust	100,290	UWS Bridges to Higher Education
Access Programs Aust Ltd	95,365	Employee Assistance Program
The Smith Family	90,000	The Smith Family Learning for Life in Greater Western Sydney
Archerfield Capital Partners Pty Ltd	82,000	Parramatta CBD Project
The Trustee For Citizen Trust	79,350	UWS Rebranding Project
Alive Mobile Group Pty Ltd	78,000	Career Planning Mobile Application
West Recruitment Consulting Pty Ltd	69,600	Agora
UXC Connect Pty Ltd	58,240	Mobility Services
City Plan Urban Design Pty Ltd	57,383	Parramatta Campus Planning
Consulting & Implementation Services	52,237	UWS Strategic Plan
Callaways Executive Selection	50,094	Agora
Learnquest Aust Pty Ltd	50,000	Business Intelligence
The Leading Edge Market Research Consultants Pty Ltd	50,000	UWS Pricing Sentiment Research Qualitative Exploration
FBOL Solutions Pty Ltd	50,000	Online Courses
Subtotal	3,406,395	
Organisational Review		
Nous Group Pty Ltd	491,554	Divisional Review
Subtotal	491,554	
Total Consultancies equal to or greater than \$50,000	\$6,168,958	
During 2014 other consultancies were engaged in the following areas:		
Information Technology	452,857	
Management Services	973,344	
Total Consultancies less than \$50,000	\$1,426,201	
Total Consultancies	\$7,595,159	

APPENDIX 10

EQUITY AND DIVERSITY STATISTICS

Table A.1 Trends in the representation of equal employment opportunity (EEO) groups – academic staff

EEO groups: academic staff	Benchmark or target	2011	2012	2013	2014
Women	50%	50%	48%	49%	49%
Aboriginal and Torres Strait Islander people	2%	2%	2%	2%	3%
People whose language first spoken as a child was not English	19%	26%	26%	28%	27%
People with a disability	N/A	7%	8%	6%	7%
People with a disability requiring adjustment at work	1.5%	2%	2%	1%	1%

EEO groups: professional staff	Benchmark or target	2011	2012	2013	2014
Women	50%	68%	67%	68%	67%
Aboriginal and Torres Strait Islander people	2%	3%	3%	4%	4%
People whose language first spoken as a child was not English	19%	17%	18%	18%	17%
People with a disability	N/A	10%	9%	8%	7%
People with a disability requiring adjustment at work	1.5%	3%	3%	3%	2%

Table A.2 Trends in the representation of EEO groups – professional staff

EEO groups: academic staff	Benchmark or target	2011	2012	2013	2014
Women	100	83	87	85	88
Aboriginal and Torres Strait Islander people	100	n/a	76	79	83
People whose language first spoken as a child was not English	100	97	98	93	90
People with a disability	100	87	88	86	86
People with a disability requiring adjustment at work	100	n/a	88	n/a	n/a

Table B.1. Trends in the distribution of EEO groups – academic staff

Distribution index

EEO groups: academic staff	Benchmark or target	2011	2012	2013	2014
Women	100	83	83	85	88
Aboriginal and Torres Strait Islander people	100	n/a	n/a	79	83
People whose language first spoken as a child was not English	100	97	97	93	90
People with a disability	100	87	87	86	86
People with a disability requiring adjustment at work	100	n/a	n/a	n/a	n/a

Table B.1. Trends in the distribution of EEO groups – professional staff

Distribution index

EEO Groups: professional staff	Benchmark or target	2011	2012	2013	2014
Women	100	89	89	90	92
Aboriginal and Torres Strait Islander people	100	97	98	95	95
People whose language first spoken as a child was not English	100	99	98	98	99
People with a disability	100	98	100	103	103
People with a disability requiring adjustment at work	100	104	107	109	111

Explanatory notes

- Information is provided on the actual number of permanent, probationary and fixed-term contract full-time and part-time staff. Casual staff members are not included.
- 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, Onshore and Offshore, 2010–14 (p) (Includes UWSCollege)

Residency Status	2010	2011	2012	2013	2014 (p)
Domestic	33,280	34,989	35,986	37,596	40,583
International – onshore	4,184	4,021	3,846	3,896	4,420
International – offshore	431	451	425	431	380
Total	37,895	39,461	40,257	41,923	45,383

(Source: UWS Department of Education Submissions)

Table 2: Commencing Student Headcount by Residency Status, Onshore and Offshore, 2010–14 (p) (Includes UWSCollege)

Residency Status	2010	2011	2012	2013	2014 (p)
Domestic	13,429	13,339	13,219	14,288	15,544
International – onshore	2,167	1,928	1,792	1,900	2,284
International – offshore	160	163	145	161	112
Total	15,756	15,430	15,156	16,349	17,940

(Source: UWS Department of Education Submissions)

Table 3: Student Headcount by Gender, 2010–14 (p) (Includes UWSCollege)

Gender	2010	2011	2012	2013	2014 (p)
Females	21,142	21,852	22,372	23,109	24,933
Males	16,753	17,609	17,885	18,814	20,450
Total	37,895	39,461	40,257	41,923	45,383

(Source: UWS Department of Education Submissions)

Table 4: Student Headcount by Course Level, 2012–14 (p) (Includes UWSCollege)

Course Level	2012	%	2013	%	2014 (p)	%
Undergraduate	32,865	81.6%	34,207	81.6%	36,554	80.5%
Higher degree by coursework	5,672	14.1%	5,792	13.8%	6,306	13.9%
Higher degree by research	964	2.4%	983	2.3%	962	2.1%
Other*	756	1.9%	941	2.2%	1,561	3.4%
Total	40,257	100.0%	41,923	100.0%	45,383	100.0%

*Other includes enabling, non-award and cross-institutional

(Source: UWS Department of Education Submissions)

Table 5: Student Headcount by Broad Field of Education, 2012–14 (p) (Includes UWSCollege)

Broad Field of Education	2012	%	2013	%	2014 (p)	%
Society and culture	10,353	25.1%	11,082	26.4%	12,085	26.6%
Management and commerce	10,302	27.6%	10,006	23.9%	10,192	22.5%
Health	6,759	15.8%	7,207	17.2%	7,880	17.4%
Natural and physical sciences	3,120	7.1%	3,502	8.4%	3,810	8.4%
Education	2,855	6.9%	2,999	7.2%	3,350	7.4%
Creative arts	2,019	5.6%	1,912	4.6%	1,889	4.2%
Engineering and related technologies	1,548	3.7%	1,614	3.8%	1,762	3.9%
Information technology	1,412	3.3%	1,548	3.7%	1,762	3.9%
Architecture and building	1,023	2.3%	1,141	2.7%	1,209	2.7%
Mixed field programmes	294	0.9%	567	1.4%	1,126	2.5%
Agriculture, environmental and related studies	192	0.6%	21	0.1%	5	0.0%
Other	380	1.1%	324	0.8%	313	0.7%
Total	40,257	100.0%	41,923	100.0%	45,383	100.0%

(Source: UWS Department of Education Submissions)

Table 6: Student Headcount by Campus, 2012–14 (p) (Includes UWSCollege)

Campus	2012	%	2013	%	2014 (p)	%
Bankstown	6,870	17.1%	7,107	17.0%	7,980	17.6%
Blacktown (Nirimba)	1,010	2.5%	1,498	3.6%	1,988	4.4%
Campbelltown	6,415	15.9%	6,816	16.3%	7,310	16.1%
Hawkesbury	2,484	6.2%	2,639	6.3%	2,763	6.1%
Lithgow	0	0.0%	0	0.0%	69	0.2%
Parramatta	13,973	34.7%	14,430	34.4%	15,693	34.6%
Penrith	8,850	22.0%	8,703	20.8%	8,786	19.4%
Off campus, offshore and other	655	1.6%	730	1.7%	794	1.7%
Total	40,257	100.0%	41,923	100.0%	45,383	100.0%

(Source: UWS Department of Education Submissions)

Table 7: Student Low SES* Participation Rate 2011–14 (p) (Includes UWSCollege)

Year	UWS	Sector**
2011	23.0%	15.9%
2012	23.6%	16.1%
2013	24.4%	16.4%
2014 (p)	24.5%	n.a

(Source: Department of Education Statistical Publications and UWS Department of Education Submissions)

* Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2011 Census SEIFA Index for Education and Occupation for postcodes.

** Sector Table A Providers only

Table 8: Student Load (EFTSL) by Funding Source, 2012–14 (p) (Includes UWSCollege)

Funding Source	2012	%	2013	%	2014 (p)	%
Commonwealth grants scheme	25,748	85.3%	27,039	86.2%	28,378	86.3%
Research training scheme	526	1.7%	526	1.7%	495	1.5%
Sub-total Commonwealth funded	26,274	87.0%	27,564	87.9%	28,873	87.8%
Domestic fee-paying	774	2.6%	685	2.2%	618	1.9%
International onshore	2,861	9.5%	2,836	9.0%	3,173	9.6%
International offshore	131	0.4%	129	0.4%	111	0.3%
Non-award	154	0.5%	137	0.4%	112	0.3%
Sub-total fee-paying load	3,920	13.0%	3,787	12.1%	4,015	12.2%
UWS total	30,194	100.0%	31,351	100.0%	32,887	100.0%

EFTSL = Equivalent Full-Time Student Load

(Source: UWS Department of Education Submissions)

Table 9: Explicit Bachelor Graduate Satisfaction, 2011–14

Year – percentage of explicit satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2011	85.2%	82.3%	70.3%	64.8%	82.3%	77.4%
2012	85.4%	83.3%	71.7%	66.4%	82.7%	78.4%
2013	84.3%	83.1%	70.4%	67.1%	81.8%	78.8%
2014	84.9%	n.a	71.2%	n.a	82.5%	n.a

(Source: Graduate course experience reports)

Table 10: Commencing Bachelor Student Retention, 2009–10 to 2013–14 (p)

Year	UWS	Sector
2009–10	80.5%	84.0%
2010–11	80.0%	83.1%
2011–12	79.1%	83.0%
2012–13	78.5%	82.2%
2013–14 (p)	79.2%	n.a

(Source: Department of Education Statistical Publications)

Table 11: UWS Market Share of Preferences, UAC Admissions, 2011–14

UWS Market Share of Preferences	First Preferences				First to Third Preferences		
	2011	2012	2013	2014	2011	2012	2013
Current school leavers	12.2%	12.3%	14.5%	13.2%	13.4%	13.5%	14.0%
Non-current school leavers	15.1%	14.8%	15.0%	16.5%	15.9%	15.9%	15.8%
Total	13.4%	13.4%	14.7%	14.6%	14.3%	14.4%	14.7%

Number of Preferences to UWS	First Preferences				First to Third Preferences		
	2011	2012	2013	2014	2011	2012	2013
Current school leavers	5,767	6,043	7,226	6,663	18,263	19,177	20,229
Non-current school leavers	5,245	5,242	5,390	5,895	12,943	13,277	13,343
Total	11,012	11,285	12,616	12,558	31,206	32,454	33,572

(Source: UAC Main Round)

Table 12: UWS Market Share of Greater Western Sydney (GWS) Preferences, UAC Admissions, 2011–14

UWS Market Share of Preferences from GWS	First Preferences				First to Third Preferences		
	2011	2012	2013	2014	2011	2012	2013
Current school leavers	34.1%	34.0%	38.4%	35.1%	33.4%	33.8%	34.7%
Non-current school leavers	40.6%	39.9%	40.3%	42.4%	38.1%	38.2%	37.5%
Total	36.9%	36.5%	39.2%	38.2%	35.2%	35.5%	35.8%

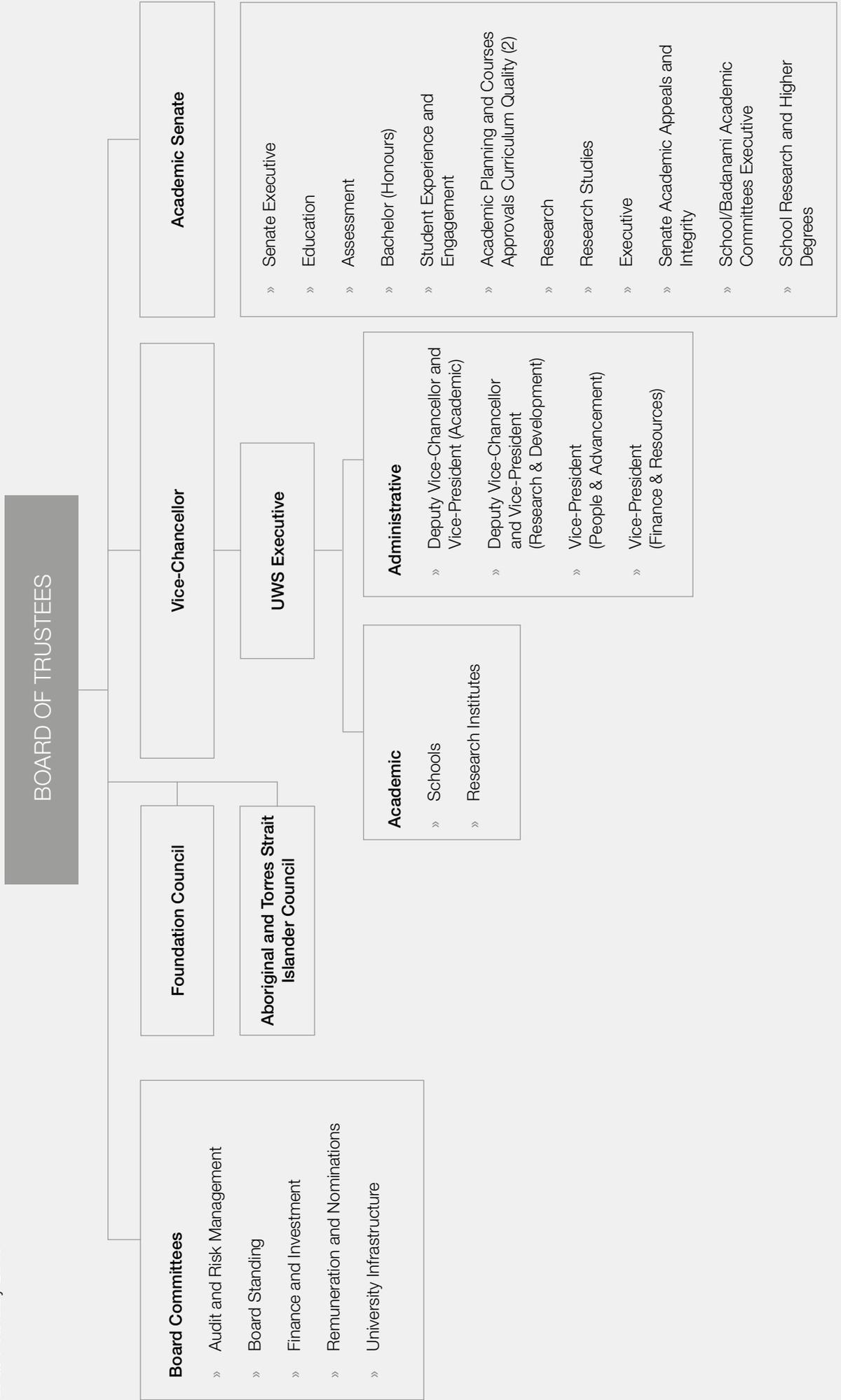
Number of Preferences from GWS to UWS	First Preferences				First to Third Preferences		
	2011	2012	2013	2014	2011	2012	2013
Current school leavers	4,424	4,689	5,433	5,073	12,775	13,793	14,486
Non-current school leavers	4,035	4,079	4,144	4,510	9,273	9,660	9,522
Total	8,459	8,768	9,577	9,583	22,048	23,453	24,008

(Source: UAC main round)

APPENDIX 12

UWS GOVERNANCE STRUCTURE

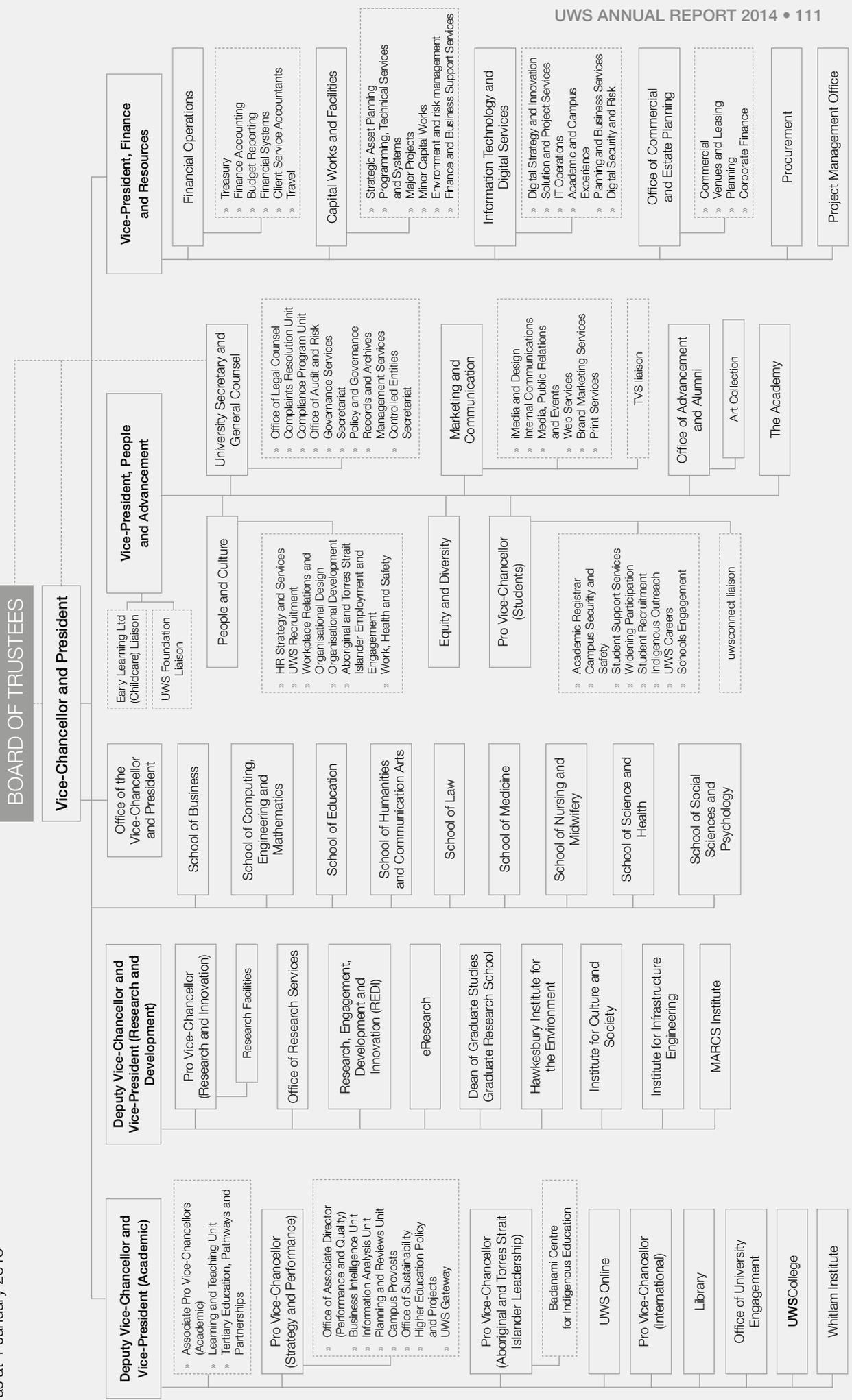
as at 1 January 2015



APPENDIX 13

UWS MANAGEMENT STRUCTURE

as at 1 January 2015



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