

University of  
Western Sydney  
Bringing knowledge to life

# ANNUAL REPORT 2011

Volume 1  
The Year in Review



## ANNUAL REPORT 2011

The University of Western Sydney Annual Report 2011 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 2011 is \$23,000.

UWS Annual Reports are also available via the internet and can be found on the UWS website at [www.uws.edu.au](http://www.uws.edu.au)

## LETTER OF SUBMISSION

12 April 2012

Dear Minister,

The Board of Trustees of the University of Western Sydney has pleasure submitting the Annual Report of the proceedings of the University of Western Sydney and its audited financial statements for the year ended 31 December 2011, for your presentation to the New South Wales Parliament.

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

Yours sincerely,

**Professor Peter Shergold AC**  
Chancellor

**Professor Janice Reid AM**  
Vice-Chancellor

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Mr John Phillips, Sir Ian Turbott and Professor Peter Shergold

## CHANCELLOR'S MESSAGE

'Good luck with all the handshaking' was a common first response when I told my friends and colleagues that I had been appointed as the Chancellor of the University of Western Sydney early in 2011.

The commiserations were premature and ill-founded. In fact I've been honoured to officiate at graduation ceremonies and not only because I get the chance to dress up in splendid, gold embossed robes. The occasions for me, and many of the academics and professional staff who attend, are uplifting. The relief and anticipation of the graduands, and the obvious pride of their family and friends, transmits a discernible frisson of excitement around the auditorium. For those graduating it represents an important point of achievement and reflection on life's journey. For the University each ceremony is a potent reminder of the transformative value of the education we provide.

One graduation that had a particular resonance for me was in September when I had the chance to share the stage with my two distinguished predecessors as Chancellor, Sir Ian Turbott AO, CMG, CVO and John Phillips AO. As we stood together for our commemorative photo I realised that we represented the entire history of UWS and its extraordinary development over the last generation. I am the beneficiary of the strong leadership that they provided to the University through some difficult times. They steered a firm course. My hope is to further their ambitions.

Today the key challenge that UWS faces is how to manage growth. While it's a problem many universities around the world would love to have, it's certainly not easy. The dilemma that confronts the Board of Trustees which I chair, working in partnership with the Executive of the University, is how to balance prudently the inherent risks posed by expansion. We are an asset rich but income poor institution. Costs are always threatening to outrun revenue. The demand for capital investment to build educational capacity for future generations is unrelenting.

In an increasingly competitive environment, in which funding for higher education is uncertain, UWS aspires to continuously improve its quality as it increases its scale. This requires us to build further our organisational, financial and educational strengths. Our positive performance in the Australian Learning and Teaching awards, and the recognition of our substantial research strengths in the Excellence in Research for Australia assessment, suggests that UWS is rising to the challenge.

The final audit undertaken by the former Australian Universities Quality Agency (AUQA), published in October, also indicated to me that we are doing well in pursuing those goals. The audit found that UWS retained a distinctive mission. It commended the University for the focus it showed on advancing our bold ambition to widen student participation.

I agree. UWS remains committed, now as at its inception, to open up university education to all those with the drive and capacity to succeed. We are determined to remove barriers to entry and provide ongoing support to those who gain admittance. To serve our region we will continue to develop engagement with the businesses, school and diverse communities of Greater Western Sydney. These are the foundation stones of UWS on which we continue to build academic excellence in teaching and research, keeping the interests of our students at the heart of everything we do.

I am grateful to my fellow Board members for providing such collaborative and committed leadership. I value their support. I pay tribute to the leadership of the Vice-Chancellor and her senior team. Everywhere I have visited on the campuses of the University I have been impressed with the quality of the academics and the professional staff who support them. Perhaps most of all, I am indebted to the students I meet for reminding me of the power of education and its ability to change lives.

UWS, in the words of AUQA, remains 'a university of the people'. That is both our strength and our unwavering ambition. I hope that in some small ways I can give voice to the vision of that bold goal.

**Professor Peter Shergold AC**



# VICE-CHANCELLOR'S REVIEW

This was a year of achievement and transition at UWS. In March Professor Peter Shergold AC was installed as our new Chancellor following the retirement of Mr John Phillips AO after ten years of distinguished service. Professor Shergold brings with him a wealth of academic and public service experience, having served with long distinction in both sectors, including as Secretary of the Department of Science, Education and Training and as Secretary of the Department of Prime Minister and Cabinet, the most senior public service position in the nation. The acuity, focus and wisdom he brings to Board deliberations and the great respect he is accorded as a statesman representing the University are of great value both to the institution and to me personally. I very much look forward to our ongoing partnership as we continue to build and grow UWS.

This year was notable for strong external endorsement of the quality of the University's teaching and research. A highlight was the University's outstanding performance in the prestigious Australian Learning and Teaching Council awards, where Associate Professor Roy Tasker from the School of Natural Sciences received the 2011 Prime Minister's Award for the Australian University Teacher of the Year. UWS was placed within the top three universities in the country, receiving eight Citations for Outstanding Contributions to Student Learning and three Awards for Teaching Excellence.

In the inaugural national quality assessment exercise, Excellence in Research for Australia (ERA 1), UWS performed admirably. The ERA evaluation confirmed UWS's position within the

sector as a newer university with a wide discipline coverage. We were awarded the highest ranking of 5 – well above world standard – in Cultural Studies and Plant Biology and a ranking of 4 – above world standard – in Agriculture and Veterinary Science, Civil Engineering, Literary Studies, and Performing Arts and Creative Writing. The evaluation also endorsed the University's targeted approach to research concentration, of which the institutes strategy is a key component. In the national innovation system, UWS has consolidated its position among the top 20 universities for income awarded in the Australian Research Council (ARC) Discovery program, and the National Health and Medical Research Council program. Australian Competitive Grant income for UWS has more than doubled over the period 2004-10. Based on 2011 indicators, UWS productivity in terms of research publications per full-time employee (at 1.5) is just outside the Group of 8 Universities' performance of 1.54.

The Australian Universities Quality Agency (AUQA) Cycle 2 Audit also provided solid endorsement of our work and helped to clarify priorities. The AUQA report contained 12 commendations and 10 affirmations in relation to our chosen themes of Academic Standards and Assessment and Student Transition and Retention, as well as six areas where recommendations were made for improvement. The review indicated that UWS continues to be 'a university of the people' (a finding from the Cycle 1 Audit in 2007). I was gratified though not surprised that the review panel commented on the commitment and passion shown by managers and staff to the UWS Mission. The report also endorsed the effectiveness of the University's opportunity and excellence approach to student learning.

In acknowledging that the University chose challenging themes for its Cycle 2 audit, AUQA affirmed the validity of the UWS Academic Standards and Assessment Framework for Learning and Teaching. In particular, the UWS Assessment Guide has been cited as a best practice

exemplar for the sector, and Learning Guides have also been commended. These are positive findings in two areas which are important determinants of student learning. The review commended the UWS College pathway model for students who are not as well prepared for university study, as well as the UWS program of peer-assisted learning.

The AUQA review confirmed the University's own assessment that community engagement is an area where strategic and operational settings are in need of review. The AUQA report also highlighted areas of student liaison and support which require attention, in particular the consistency of student complaint handling, avenues for student-initiated feedback, and learning support for international students. The AUQA review also pointed out the need for a review of the adequacy of the level of ICT investment. All these matters will be taken up in 2012.

The University is currently positioned in its capacity and reach for a step change as an institution with a high impact and profile both within its region, and within Australian higher education. In realising this change, there will be increased demands in terms of coordination around both growth and quality. During 2011 the Board of Trustees confirmed that the University's growth strategy for the period to 2020 should be based on a discipline by discipline analysis of student and industry demand, and capacity to deliver. Against this background, and with the retirement of a number of senior staff, UWS has changed the way it is organised so that there is a more direct link between the Executive and Schools. From 2012, the College level will be removed and the Divisional structure rationalised. These leadership and management changes are important in facilitating the discipline and course focus that is important for the future. They continue to build institutional strength and quality and help create a more nimble institution responsive to industry needs and market dynamics.

As well as these organisational changes, 2011 has seen the recruitment of some 67 additional academic staff, including quality international researchers. Campus regeneration in support of higher future student numbers has also been a high priority in 2011. Among our extensive portfolio of capital works it has been exciting to see the near-completion of the \$50m Climate Change and Energy Research Facility which has revitalised the Hawkesbury campus. The Prime Minister opened our new Clinical School at Blacktown Hospital, and we also completed the Student Precinct at Parramatta campus, the reconfiguration of building EB for the consolidation of Nursing on Parramatta campus, the Link Bridge rectification at Penrith campus, as well as new student accommodation at Bathurst and Lismore for the Rural Clinical School program.

Student demand is increasing, as is reported overall satisfaction by UWS students. Demand continues to grow, with both first and first to third preferences rising. While representation of Greater Western Sydney (GWS) residents within the student cohort is currently at approximately 40%, the University sees future growth from GWS as a priority. Performance in widening participation of priority groups (low-SES and Indigenous students) remains on target, and 2011 saw Indigenous student outcomes confirmed as a key indicator in the University's Compacts arrangements with government. Comparative data on explicit overall student satisfaction with course quality on the national Course Experience Questionnaire indicates that student satisfaction has increased by more than 25 percentage points since 2004.

Plans are in place to lift the 'cap' on student load in 2012. This development is seen as ushering in a new environment of student choice, emphasising the need for UWS to continue to raise its profile and reputation as an institution of high quality learning and teaching. In this context, maintaining a focus on standards will be important as we grow. In view of the UWS

Mission and the Compacts with the federal government, it is also essential to ensure that priority student groups (low SES and Indigenous) are represented at target levels within the student cohort. Improving the problem solving, interpersonal and communication skills of UWS graduates has also been identified by employers as an area for further development.

The University will continue to implement the institutes strategy as its research priority for 2012. Thematic reviews will guide the future positioning of community engagement and Indigenous education, both central to the UWS Mission. Institutionally there will be an emphasis on bedding down the new organisational structure. From a staffing perspective, senior-level performance planning aligned to the University's priorities will be an area of focus during 2012. There will be further academic staff recruitment and, in the context of growth in student numbers, the level of reliance on casual teaching staff will be reviewed, as will improving their inclusion and development.

To manage the cost implications of growth, the University has resolved to further improve the alignment between strategic planning and resource management frameworks. This will ensure that investment planning for infrastructure and human resources, as well as allocations of operational budgets, directly support institutional priorities.

A particular consideration is the effective utilisation of infrastructure to provide flexible and responsive student learning opportunities, within a model that is both pedagogically sound, and meets the needs and expectation of students. The reach and application of ICT-enabled learning, and the design of the academic year, are important dimensions in terms of both the student experience and the University's cost parameters for growth and will be an area of review for 2012.

As external recognition of our achievements continues to mount, I pay tribute to all the University staff who have worked so hard over the last decade to give substance to our ambition and bring us to the position where we can aspire to even greater growth and development for our University. I would also like to thank the people of Greater Western Sydney for their continued and enthusiastic support. I thank the UWS Board of Trustees and our various governance committees for their hard work and commitment. UWS is proud of its reputation as a University where aspiration meets opportunity and excellence, and I have no doubt this reputation will be further enhanced as we transform our growth aspirations into future excellence for the benefit of our students, our region and our nation.

**Professor Janice Reid AM**

# FIVE YEARS KEY STATISTICS

Category	2007	2008	2009	2010	2011 (p)	% Change 2010–11 (p)	▼ ▲
<b>Number of Enrolments (includes UWSCollege from 2008)</b>							
Total	32,969	33,550	35,461	37,895	39,563	4.4%	▲
Female %	57.1%	57.2%	56.9%	55.8%	55.4%	-0.4%	▼
Commencing	12,489	14,261	14,830	15,756	15,480	-1.8%	▼
Female %	57.9%	57.3%	56.5%	55.2%	55.5%	0.3%	▲
<b>Student Load (includes UWSCollege from 2008)</b>							
Total	24,026	24,570	26,133	28,395	29,844	5.1%	▲
Undergraduate	20,246	20,228	21,491	23,493	25,028	6.5%	▲
Postgraduate	3,418	3,758	4,015	4,273	4,211	-1.5%	▼
Other*	362	584	627	629	605	-3.9%	▼
* Other includes enabling, cross institutional and non award							
<b>Student Load by Funding Source (includes UWSCollege from 2008)</b>							
Commonwealth Supported Places	19,749	20,133	21,544	23,553	25,223	7.1%	▲
Commonwealth Research Training Scheme	299	310	355	459	522	13.7%	▲
Domestic fee-paying (award and non award)	1,437	1,342	1,225	1,132	1,037	-8.4%	▼
International fee-paying	2,539	2,784	3,009	3,252	3,062	-5.8%	▼
<b>Award Completions (includes UWSCollege from 2008)**</b>							
Total	8,180	7,960	7,953	8,610	n.a.	n.a.	
Undergraduate	5,775	5,389	5,245	5,379	n.a.	n.a.	
Postgraduate	2,405	2,571	2,708	3,231	n.a.	n.a.	
** Change based on 2009-10							
<b>Staff (full-time equivalent) (includes UWSCollege from 2011)</b>							
Total	2,408	2,541	2,551	2,643	2,815	6.5%	▲
Academic	1,182	1,195	1,151	1,199	1,286	7.3%	▲
Teaching only	335	376	335	339	406	19.8%	▲
Teaching and Research	699	650	657	707	722	2.1%	▲
Research only	34	51	30	49	49	0%	
Other	114	118	129	104	109	4.8%	▲
Professional	1,226	1,346	1,400	1,444	1,529	5.9%	▲
2011 includes estimated casual based on 2010							
<b>ARC Linkage Grants – Engaged Research</b>							
UWS Success Rate	23%	30%	50%	22%	36%	14.0%	▲
Sector Success Rate	44%	45%	47%	44%	44%	0.0%	
<b>ARC Linkage Grants – Discovery Grants</b>							
UWS Success Rate	19%	29%	22%	13%	13%	0.0%	
Sector Success Rate	20%	21%	20%	22%	22%	0.0%	
<b>Total Operating Revenue (\$'000)</b>							
	422,469	468,547	535,092	562,313	558,244	-0.8%	▼
<b>Total Net Assets (\$'000)</b>							
	866,843	884,659	951,003	1,256,105	1,234,397	-0.2%	▼

(p) - Provisional figures

# UWS: SIGNIFICANT ACHIEVEMENTS 2011

In 2011 the University celebrated many significant achievements. Below is a summary of just some of the highlights of 2011:

## GROWTH

- In January 2011 UWS made 10,062 offers to prospective students – the largest amount of offers of any university in NSW and ACT. UWS also received over 11,000 first preferences – the second highest number in NSW.
- The University's commitment to opportunity and excellence was demonstrated with a period of considerable growth of the student cohort (more than 20% growth over 2010-11).
- UWS continues to be a sector leader in widening participation, having the largest number of low-SES students in Australia. The University exceeded the Federal Government's national target of 20% (by 2020), with 23% of UWS students coming from low-SES backgrounds. The University also achieved growth in Aboriginal and Torres Strait Islander students of 7% over 2010 participation figures.

## QUALITY AND ENGAGEMENT

- At the same time, quality indicators as measured by the national Course Experience Questionnaire (CEQ) rose from 70% to 84% in 2010 and continued at this level for 2011 (4% above sector average).
- The 2011 *AUQA Cycle 2 Audit* again commented on the strength of the UWS Mission, and the commitment and passion UWS staff. The panel also confirmed UWS as continuing to be a 'University of the people', as described during their first audit in 2007.

## STAFFING

- During 2011, the 100 academics recruitment program saw a surge in new academic appointments to the University, with many prominent domestic and overseas appointees, including a number from prestigious universities in the UK.
- The University was also a finalist in the national Fairfax Employment Marketing Awards for this academic recruitment campaign.
- UWS was again recognised as an Employer of Choice for Women for the eighth consecutive year.
- UWS was voted the best university in Australia to work for in 2011 in the UniJobs annual poll.

## RESEARCH

UWS continues to forge ahead as a research driven institution with 2011 being our most successful year in research outcomes and funding.

- The Excellence in Research Australia (ERA) Cycle 1 evaluation provided endorsement of the University's research strategy and performance. A number of research areas were categorised as at or above 'world class'. Principal among these were the broad streams of Cultural Studies and Plant Biology, which received the highest score of '5'. Civil Engineering, Literary Studies, and Performing Arts and Creative Writing scored '4'.
- Of the 21 broad research disciplines in which UWS is research active, the majority of our ratings were at or above world standard.
- UWS achieved a 44.4 per cent success rate in ARC Linkage Grants, compared to the sector average of 40.9 per cent. Four key research projects were awarded grants totalling \$925,867 and UWS researchers collaborating with other universities were awarded over \$1.4 million.
- The University's results in ARC Discovery Grants saw UWS move to 16th in the sector in 2011 (compared to 21st in 2010), with 10 grants awarded totalling over \$2.8 million in research funding. UWS researchers collaborating with other institutions were also awarded over \$1.9 million in Discovery Grants and over \$2.8 million in Linkage Infrastructure, Equipment and Facilities scheme grants.
- UWS health and medical research also received more than \$2.3 million in funding from the National Health and Medical Research Council, an increase of over 98 per cent in funding compared to 2010 (\$1.16 million). In 2011 our success rate was 17.4 per cent, an increase of over 25 per cent compared to 2010.

# UWS: SIGNIFICANT ACHIEVEMENTS 2011

## AWARDS AND CITATIONS

- UWS lecturer Professor Roy Tasker was named Australian University Teacher of the Year by the Australian Learning and Teaching Council (ALTC) – the Country's highest university teaching accolade.
- Dr Jeff Powell, from the Hawkesbury Institute for the Environment, was the first runner up in the category 'Biodiversity and Natural Resource Management' at the 2011 ProSPER. Net-Scopus Young Scientist Awards and was the only finalist from Australia.
- Associate Professor Hilary Bambrick from the School of Medicine was named a 2011 Young Tall Poppy by the Australian Institute of Policy and Science.
- Nine UWS staff were recognised for outstanding contribution to student learning by the Australian Learning and Teaching Council (ALTC). Two UWS staff received ALTC awards for teaching excellence.

## NOTEABLE EVENTS

- On 19 March 2011 the University formally installed our third Chancellor, Professor Peter Shergold AC.
- Prime Minister Julia Gillard visited UWS campuses twice in 2011; firstly to deliver the Inaugural Whitlam oration on 31 March and then to open the Blacktown/Mt Druitt Hospital Clinical School on 19 October.
- The University's first cohort of Medical students graduated in December 2011.
- The University received a \$600,000 donation from Mr. Harold Hort to fund scholarship endowments for students from educationally disadvantaged backgrounds.
- The Greater Western Sydney GIANTS and UWS announced an exciting and unique partnership on a wide range of initiatives across the areas of education, health and community.
- UWS also successfully restructured to strengthen the ability of Schools to deliver on institutional priorities.

## SUPPORT FOR UWS'S WIDENING PARTICIPATION AGENDA

- Five Sydney-based universities are set to work together to increase the numbers of students from low socio-economic backgrounds in higher education, with the announcement of \$21.2 million in Federal Government funding over four years for the Bridges to Higher Education project. The University of Western Sydney is the lead university in a consortium incorporating The University of Sydney, University of Technology Sydney, Macquarie University and Australian Catholic University. This project was funded by the Higher Education Participation and Partnerships fund (HEPP).
- As part of the Federal Government's Structural Adjustment Fund (SAF), UWS will be awarded a total of \$29.8 million. Of this funding, \$24.8 million will be directed to the significant expansion of UWSCollege and to establish a new tertiary education facility in Lithgow, as well as enhancing facilities at the main UWSCollege site at the Nirimba Education Precinct, Blacktown and new facilities at Bankstown and Penrith.
- With the further \$5 million of the SAF funding, UWS will partner with a number of universities and local TAFE institutes to establish a Collaborative Learning Network, which will give students even greater choice in where, how and when to study.

# THE ORGANISATION

## CHARTER, PURPOSE AND LEGISLATION

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

The Act constitutes the University, and prescribes its functions and the authority of its governing body, the Board of Trustees.

The Act defines the core object of the University as follows: 'The object of the University is the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.' [s. 8(1)] The Act also requires the University to have particular regard to the needs of Greater Western Sydney in the fulfilment of this object.

## BOARD OF TRUSTEES

### Board Charter

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

Details about the Board, including summaries and minutes of meetings are published on the University's web site at: [http://www.uws.edu.au/about\\_uws/uws/board\\_of\\_trustees](http://www.uws.edu.au/about_uws/uws/board_of_trustees)

The compliance statement of the Board of Trustees is contained in Appendix 8 of this report.

### Board Deliberations

Strategic planning activities by the Board focused on a review and re-affirmation of the relevance and currency of the *Making the Difference* strategy 2010-15 as the guiding planning framework for the University. At its annual Strategy Day the Board identified a range of priorities within the framework particularly in the context of the uncapping of Commonwealth funded places in 2012. Priorities were identified in the areas of expanding access and diversity, establishment of research institutes, improving student experience, engagement and success, improvements to the IT environment, community and regional engagement, and the funding of campus facilities and infrastructure.

The Board approved new capital works comprising student accommodation at the Bankstown, Penrith and Hawkesbury campuses and a new library at Kingswood.

The Board approved a new model for student representation and participation at UWS following the demise of the Hive Student Union. The model is for campus based student councils feeding up to a University wide representative council with the initial campus based elections being conducted by year's end. The structure is supported by the University's Office of Student Support Services.

With the passage of the *Higher Education Legislation Amendment (Student Services and Amenities) Bill* through the Federal Parliament universities became able to charge students a services and amenities fee of up to \$263 p.a. (plus annual indexation) with students given access to a new loan to defer this cost. The Board resolved to apply the fee at UWS from the beginning of 2012 to provide a range of services for students in accordance with the legislative requirements.

The Board noted the UWS leadership and management changes proposed by the Vice-Chancellor and approved consequential changes to the Academic Governance Policy and the Delegations (Administrative) Policy. The Board also approved amendments to the Commercial Activities Guidelines and a new Naming Policy. The Governance (Pro Chancellor) Rule was also approved to establish this position and function within the Board and a new set of Standing Orders was also approved.

At the governance level the Board adopted the Voluntary Code of Best Practice for the Governance of Australian Universities which was finally approved by the Ministerial Council on Tertiary Education and Employment (MCTEE). The Code sets out the broad governance framework for universities and the Board will review the University's compliance on an annual basis. The Board also undertook its biennial performance self assessment exercise this year and extended the survey to the Board's committees.

# BOARD MEMBERS



## OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor  
Professor Janice Reid AM, Vice-Chancellor  
Associate Professor Paul Wormell, Chair Academic Senate



## APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks  
Ms Emma Stein  
Ms Vivienne James



Mr Glen Sanford (Deputy Chancellor)  
Mr Ian Stone  
The Hon Kim Yeadon (Deputy Chancellor)



## APPOINTED MEMBERS (BOARD)

Mr Michael Antrum (until 6 May 2011)  
Mr Christopher Brown (from 1 July 2011)  
Ms Gillian Shadwick (Pro Chancellor role from 13 April 2011)



## ELECTED MEMBERS

Dr Ken Langford, Graduate  
Professor Carolyn Sappideen, Academic Staff  
Mrs Lorraine Fordham, General Staff



Mr David Holmes, Undergraduate Student (until 5 August 2011)  
Mr David Lenton, Postgraduate Student (until 30 June 2011)  
Ms Linda Ayache, Postgraduate Student (from 1 July 2011)

# THE ORGANISATION

## Board Membership

In October 2010, the Board elected Professor Peter Shergold AC as Chancellor and he took office from 1 January 2011. The formal ceremony for installation of the Chancellor was held on 19 March 2011. Mr Christopher Brown joined the Board in July as a Board appointed member for a four year term. Mr Michael Antrum, a Board appointed member, resigned in May.

In terms of elected members Ms Lynda Ayache replaced Mr David Lenton as the elected postgraduate member from 1 July and Mr David Holmes ceased as the elected undergraduate student member in August, being no longer a student of the University.

The Board established the office of Pro Chancellor and elected Ms Gillian Shadwick to that position in April.

## Honorary Matters

In 2011 honorary awards of the University were conferred by the Board on:

- The Hon John Aquilina – Honorary Doctor of Letters
- Professor Bruce Barraclough AO – Honorary Doctor of Science
- Mr Peter Brennan AM – Honorary Doctor of Letters
- Professor Alexandra Bune AM – Honorary Doctor of Science
- Mr John Phillips AO – Honorary Doctor of Letters
- Mr Roger Price – Honorary Doctor of Letters
- Aunty Mae Robinson – Honorary Doctor of Letters

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

- Professor Peter Leverett
- Professor John Ingleson
- Professor Anne Cusick
- Professor Stuart Campbell
- Professor Bruce Barraclough
- Professor Nigel Bond

The title of Emeritus Chancellor was conferred on Mr M John Phillips AO, the retiring Chancellor.

## ACADEMIC SENATE

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

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

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

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

# THE ORGANISATION

## Activities in 2011

The Academic Senate and its committees played an important role in the University's AUQA Cycle 2 Audit, reflecting the academic character of the two audit themes, and Senate's role as 'primary custodian of academic values and standards for the University'. The Chair of Academic Senate attended the first interview with the Audit Panel to brief its members on the University's arrangements for academic governance, and other members of Senate and its committees met with the Panel in various capacities. The University received a number of commendations and affirmations, many of which related to the priorities in Senate's Work Plan, including the implementation of criterion-referenced assessment throughout the University, the development of improved monitoring and advising processes for 'at risk' students, and the development of more advanced academic literacy skills for students. In 2012 Senate will give particular attention to AUQA's affirmation about the School Academic Committees, to ensure that these committees work consistently across the University to protect and enhance academic quality and standards.

The University's new organisational and management structure which takes full effect from 1 January 2012 has significant consequences for University academic governance arrangements. This has been a major focus for Senate's work during the second half of 2011. The Board of Trustees has approved a set of recommended changes to the *Academic Governance Policy* in relation to the functions, delegations and membership of Senate, to ensure that the University's academic governance arrangements reflect the new organisational structure, as well as the new regulatory environment, including the Tertiary Education Quality and Standards Agency (TEQSA) and the revised Australian Qualifications Framework (AQF). Senate has approved a revised set of standing committees that reflect and support the new organisational structure, strengthening the

role of the School Academic Committees and Research and Higher Degree Committees, and providing oversight for academic quality and standards across the University. The revised academic governance arrangements include the new University Research Institutes, and acknowledge the crucial relationship between research and teaching at UWS.

## Highlights in 2011

The Academic Senate conducted a lively and informed debate about the University's role in promoting sustainability, and endorsed the strategy set out in the Executive Director of Sustainability's paper 'Bringing sustainability to life at UWS'. The University offers a wide range of units of study, majors and sub-majors that focus on issues of social, economic and environmental sustainability. Sustainability is embedded in a range of coursework programs, and there are extensive opportunities for Higher Degree Research students to explore this further in the research programs that are offered by the schools, research institutes, centres and groups. During the debate Senate expressed a clear opinion that the University should involve itself in, and influence, the promotion of sustainability. Members also indicated that the University should take part in public discourse on this matter.

The Deputy Vice-Chancellor (Academic and Research) reported to Senate on the outcomes of the Excellence in Research Australia (ERA) assessment, and led a discussion about how this, and future ERA rounds, might affect the University's research profile. The ERA outcomes were very encouraging for the University.

Academic Senate's Education Committee oversaw some important changes to the University's suite of academic policies, including the development of an *Academic Policies Framework*, which is aligned with the University's Academic Standards and Assessment Framework. This was accompanied by changes to other

academic policies, including the *Awards Courses and Units Approval Policy*, and a major revision of the *Examinations Policy*.

The changes to the *Awards Courses and Units Approval Policy* included the incorporation of definitions of course-related standards, the requirement for external benchmarking of courses, an emphasis on linkage between unit and course learning outcomes, the requirement for assessment to be aligned across a course, and the requirement for course and unit proposals to be aligned with the UWS Academic Standards and Assessment Framework.

The changes to the *Examinations Policy* included the introduction of a peer review process for the moderation of exam questions and model answers, and for the moderation of the marking system. These policy changes require academic staff to think critically about the length, purpose and content of final examination. Benchmarking with other institutions in relation to academic standards and assessment, including examination papers, is a priority in Senate's Work Plan.

The Academic Senate is currently overseeing a comprehensive set of revisions to the University's suite of academic policies, taking account of the new school and committee structures, and the new school-level positions, including Deans, Deputy Deans, Directors of Academic Programs and Academic Course Advisors. This will provide an effective policy framework for promoting academic quality and excellence during 2012.

# QUALITY AND CONSUMER RESPONSE

## QUALITY MANAGEMENT AND ASSURANCE

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

UWS uses a comprehensive system to track performance and provide feedback, and we work with key stakeholders to review and improve the results. We seek to ensure the quality of the students' total experience of the University, both their learning experience and broader campus experience.

We also seek to ensure our core activities of learning, research and engagement are working productively and in synergy to achieve the University's strategic mission and directions with the direct support of enabling services including the library, information technology, financial management, student services and administration.

Over the past three years the University has established Key Performance Indicators (KPIs) in support of the UWS *Making the Difference* 2010-15 strategy. The University also undertakes a schedule of formal School/Organisational Unit and thematic reviews. Performance outcomes against KPIs and institutional reviews are reported to the Board of Trustees, and made available to University staff via a web-based portal linked to the *Making the Difference* strategy 2010-15.

## Quality audit actions

During 2011, the University has undertaken its Cycle 2 Australian Universities Quality Agency (AUQA) audit. The two themes of the audit were academic standards and assessment and student transition and retention. The AUQA panel has commented that UWS remains 'a university of the people' (a finding of the Cycle 1 audit). The panel commended a number of areas important to the University's opportunity and excellence philosophy. Action plans have been developed to promulgate more widely the areas of identified best/good practice, and to address aspects which have been identified for improvement. The areas of focus in the University's Cycle 2 AUQA audit align with the key indicators for the new federal government compacts process, the University's KPIs and its *Making the Difference* priorities.

## Benchmarking and institutional research

During 2011, UWS continued to foster alliances with Australian and overseas universities for benchmarking quality processes and performance, with a focus on learning and teaching leadership and models for the 'green' university.

A key Australian benchmarking partner continues to be Griffith University which, like UWS, is multi-campus with a strong focus on low socio-economic status (SES) students and Indigenous student participation and success, along with issues of sustainability.

UWS has undertaken targeted benchmarking with leading international universities addressing social, economic and environmental sustainability. These include Pace University and its involvement in the Hudson Riverkeepers project, Harvard and its green rolling fund, Arizona State University and its whole-of-institution approach to the issue, and the University of British Columbia. UWS

is a member of the American Association for the Advancement of Sustainability in Higher Education.

UWS has membership of the DEEWR Indicators Development group and a wide range of UWS institutional research and modelling has been made available to that group. The UWS Pro Vice-Chancellor (Education) is a member of this group looking at the development of a new University Experience Questionnaire for Australian Higher Education.

## Tracking and improving quality

The University's system for tracking and improving learning and teaching (TILT) has been commended by AUQA as one of the most highly developed in Australia. The system continues to be the subject of interest internationally and several countries have sought assistance with implementing TILT in their higher education systems. The system integrates feedback from student and staff surveys and other data on courses and units to provide targeted, timely, benchmarked, time-series performance information to colleges and schools. This assists them in diagnosing areas for improvement and setting evidence-based priorities for action. The TILT system has led to a significant increase in overall satisfaction on the national course experience questionnaire and an increase of 4% in retention since it was introduced in 2004.

Full details of this system are available on the UWS Office of Strategy and Quality Website at:

[http://www.uws.edu.au/strategy\\_and\\_quality/sg/tracking\\_and\\_improving\\_performance](http://www.uws.edu.au/strategy_and_quality/sg/tracking_and_improving_performance)

The University has put in place a range of incentives to ensure that the key improvement messages in these tracking reports are acted upon promptly and wisely. These include a range of University awards, the use of posters to inform



students about the actions being taken, monitoring of improvement actions by the Education Committee of Senate and direct links to the key strategic directions and priority development projects each year, including targeted funding.

UWS conducts a range of surveys as part of its quality system. In 2011 this included the successful management, delivery, analysis and reporting of some 300,000 survey responses, including the Student Feedback on Units survey, the Student Feedback on Teaching survey, the UWS Commencing Student survey, the Course Experience Questionnaire, Postgraduate Research Experience Questionnaire and the Graduate Destination Survey.

### Improving student outcomes

Recent data continues to show that almost half of UWS students are the first in their family to attend university and over 70% of domestic students are from Greater Western Sydney.

Many UWS students enter university after completing TAFE studies. While entry scores for UWS courses are quite varied, graduate employment/further study rates are still stable, suggesting that the University is fulfilling its mission of enhancing participation rates in university education by local residents, and ensuring that the quality of the education provided is high.

UWS student satisfaction as measured on the national Course Experience Questionnaire has remained stable at 84% in 2011. Retention of first-year bachelor students has also increased to 80% in 2010-11 compared with 77% in 2004-05.

# LEARNING AND TEACHING

## QUALITY TEACHING

This year UWS gained national recognition for the quality of our teaching and support for student learning. The University achieved the highest award for Learning and Teaching when Associate Professor Roy Tasker from the School of Natural Sciences won the 2011 Prime Minister's Award for the Australian University Teacher of the Year.

A further achievement was the positive Australian University Quality Agency (AUQA) Cycle 2 Audit which took place in May 2011. The University selected the following themes for the audit: student transition and retention, and academic standards and assessment. The following practices relevant to the Learning and Teaching portfolio received commendations:

- our approach to academic standards and assessment in the form of a comprehensive framework
- the development and deployment of Learning Guides for all units, based on well-structured templates
- the Assessment Guide, which is an outstanding exemplar of good practice in the field
- the initiation and pursuit of a major project to develop inter-institutional moderation of assessment, funded by the Australian Learning and Teaching Council (ALTC)
- the development of UWS College as a pathway for successful transition into university study for students from the Greater Western Sydney region
- the successful development, expansion and evaluation of the Peer Assisted Study Sessions (PASS) program, which is making a valuable contribution to assisting student learning and retention

- the Quality in Learning and Teaching website and the guides to teaching good practice therein
- our active and strategic approach to increasing student retention, thoroughly grounded in the research on the subject.

Professor Stuart Campbell's term in the role of Pro Vice-Chancellor (PVC) (Learning and Teaching) concluded in 2011. Professor Kerri-Lee Krause, formerly of Griffith University, joined UWS in October 2011 to take up the newly formed role of PVC (Education). The new Education portfolio comprises three Associate PVC (Education) roles, along with the UWS Vocational Education Training Relationships Manager, the Teaching Development Unit and the Student Learning Unit. The education portfolio will continue to focus on improving the quality of learning and teaching at UWS, with a particular focus on enhancing academic quality across courses and programs.

Continued work to enhance the quality of the student experience has seen considerable increase in UWS key performance indicators on several measures. The University has remained above the sector average since 2009 (see Figure 1). Student satisfaction with UWS courses is an important quality indicator for the Learning and Teaching strategy.

Major achievements in 2011 continued to be built upon strong strategy and policy foundations, including:

- the guiding framework of the *Making the Difference* strategy 2010-15, and adherence to its precepts
- strategic planning for learning and teaching
- strong academic governance through Senate and its committees
- a culture of improvement in learning and teaching
- extensive data feeding back into improvement strategies

- central learning and teaching units working in partnership with Schools and Colleges
- the development of enduring communities of practice for Learning and Teaching.

The extensive preparation for the AUQA Cycle 2 Audit in May underpinned the key areas of development in 2011. An examination of academic policies, with a focus on course design, was undertaken to ensure alignment with the *UWS Academic Standards and Assessment Framework for Learning and Teaching*.

A comprehensive assessment was conducted on the extent to which course learning outcomes were clearly articulated and aligned with external reference points. Quality assurance of Learning Guides was also undertaken to ensure that assessment is relevant to course and unit-level learning outcomes and that students are provided with a clear framework that explains assessment standards. A template and exemplars for each College were made available on the web to support academic staff in developing Learning Guides.

University priorities in the area of Learning and Teaching are reflected in the UWS Learning and Teaching Plan 2009-11. The Learning and Teaching Plan addresses the strategic priority of creating a superior and engaged learning experience, as articulated in the *Making the Difference* strategy. It also addresses the Board of Trustees Priorities which include building our capacity in multimedia learning, leadership in the application of technology to multicampus teaching and 'anytime anywhere learning'.

The seven key strategies in the Learning and Teaching Plan are:

- create a first year experience that optimises retention and success
- enable students to learn in their own time, supported by ICT-enabled learning resources
- implement a comprehensive Indigenous education strategy

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- develop staff capacity for high quality teaching
- embed engaged learning in every program
- create pathways that attract talented students from diverse backgrounds
- ensure students achieve the highest possible academic standards.

During 2011, Colleges developed strategic plans to support each of these initiatives at the College level. Achievement of the Learning and Teaching Plan 2009-11 priorities was also informed by a number of important institution-wide mechanisms, including the suite of Academic Senate policies relating to Learning and Teaching, the Tracking and Improvement System for Learning and Teaching (TILT), and a schedule of formal school reviews. The school reviews highlighted a range of Learning and Teaching improvement priorities that were linked to college and UWS learning and teaching strategies, plans and key performance indicators. The University also allocated College-level Learning and Teaching funds to support identified initiatives aligned with the Learning and Teaching Plan.

The foundation stone of the University's Learning and Teaching performance is the relevance and quality of the academic programs themselves. These programs are under continual review in response to changing markets and the need to innovate to meet changing student and industry expectations. Program development is guided and endorsed by the University's academic governance system and by executive management.

## 2011 Achievements

This section provides a brief summary of selected Learning and Teaching achievements in the seven priority areas articulated by the Learning and Teaching Plan.

### Enable students to study in their own time, supported by ICT-enabled learning resources

The new UWS Learning and Technology Plan was formally endorsed by the University's Executive. The plan provides the basis for strategic and business planning of ICT-enabled learning in a way that links relevant University business units and integrates digital technologies, teaching spaces and pedagogy.

A notable advance in 2011 has been the work of the Spaces and Technologies Committee in developing a five year Learning and Technology strategy. The strategy supports key elements of the UWS *Making the Difference* strategy. It addresses the needs of multiple stakeholders by defining the key planning domains and the business unit/s that are assigned accountability for each of those domains.

During 2011, a joint research project with Charles Darwin University was undertaken to investigate student experiences of ICT-enabled learning. The research focused on equity groups that included Indigenous students, students from Non-English speaking backgrounds, mature age students, VET transition students and students with disabilities. The findings of this report will be used to inform the 2012-14 Learning and Teaching Plan.

The Education Technology Program (ETP) expanded to include an online interactive self-paced module where students can learn about the online study environment at UWS. This is a collaborative project between the Student Learning Unit, Library, Information Technology Services and the Teaching Development Unit.

### Create a first year experience that optimises retention and success

The Peer Assisted Study Session (PASS) program, which is currently in its fifth year at UWS, was nominated for extensive expansion across the University as part of the First Year Experience (FYE) initiatives. In 2011, 6,174 students attended sessions which were offered in every school. Data collected from these sessions confirmed the success of the program in two key areas: student satisfaction, which remains high, and average marks, which overall are higher for those students who attended PASS compared to those who did not attend.

Research shows that participation in the program contributes to both student retention and success rates. PASS at UWS is regarded as an important initiative that clearly supports two of the *Making the Difference* goals by creating a first year experience that optimises retention and success, and ensures students achieve the highest possible academic standards.

### Mathematics Expert Advisory Group

Building on the work of 2010, Dr Carmel Coady was appointed as part-time head of the Mathematics Education Support Hub in February 2011. Many activities in 2011 addressed the need to build students' skills, knowledge and confidence in mathematics. Among them was extensive promotion of the existing 'Improve Your Maths' vUWS (our online learning platform) site to both staff and students. A new website was developed, in conjunction with CADRE Design, for use as a repository for ICT-enabled learning materials specific to UWS units to assist academic staff and to support students with 'just in time' and self-paced learning.

Collaboration began with first-year unit coordinators across various disciplines to determine the mathematical and statistical requirements of those units. In this way, support is designed to be targeted and relevant for students in the local disciplinary context. Curriculum

renewal projects involving embedding numeracy, mathematical and statistical skills were also undertaken. In the College of Health and Science two compulsory mathematical/statistical units in the suite of science courses were redeveloped. The College of Business and Law received a grant to redesign an online version of a core statistical unit within the Bachelor of Business and Commerce course. This will be ready to pilot in 2013, with full implementation expected in 2014.

The inaugural 'UWS Science and Mathematics Exposed' day was held at Parramatta campus to promote the study of science and mathematics in the senior years of secondary school and to showcase career opportunities in these fields. This very successful event organised in conjunction with Lachlan Macquarie College and the Department of Education and Training Curriculum and Learning Innovation Centre attracted approximately 900 Year 10 and 11 students and teachers. A similar event is planned for August 2012.

**The Academic English Literacies Expert Advisory Group** was established in response to a number of higher education sector imperatives, such as widening participation, retention, and the release of Department of Education, Employment and Workplace Relations' (DEEWR) Good Practice Principles for English Language Proficiency for International Students in Australian Universities. Chaired by the Director of the Student Learning Unit (SLU), this expert advisory group has continued to build a UWS-wide strategy to develop student academic literacies. In 2011 work was undertaken to embed academic literacy development in major programs such as Nursing, Business and Commerce, Science, Social Science and Arts. Several new strategies were introduced, targeting students with low levels of preparedness in English language proficiency, including the Writing Mentor Project, Blended UniStep and SLU participation in the Library Roving Program. In order to create a more coherent approach to supporting higher research degree students, an audit of support programs was undertaken and

numerous examples of good practice were identified. The audit will be used to inform best practice and areas of development.

**The First Year Experience Expert Group (FYEEG)** was formed at the beginning of 2010 in response to issues relating to first year retention rates and the need to identify best practice across the University. The FYEEG plays a monitoring and quality management role, and tracks a range of college, school and divisional initiatives in first year retention, including areas of excellent practice and low provision. The FYEEG has adopted a framework that incorporates not only student support but also structural, administrative and academic issues.

Action in 2011 supporting the FYEEG included:

- establishment of the UWS Commencing Student Transition Group made up of representatives of all key stakeholders involved in the transition process for students into university study. One of the group's main aims is to oversee the ongoing development of an integrated approach to the commencing student transition process
- the appointment of First Year Advisors in all Schools
- the implementation of the First Years Advisors' Forum. This forum, hosted by the PVC (Education), brings together staff with responsibilities towards first year students. Achievements in 2011 included providing extensive feedback on the position description for First Year Advisors and the establishment of a vUWS site to share resources and examples of good practice.

In 2011, the **Student Learning Unit (SLU)** continued to offer a range of Student Learning Skills initiatives aimed at enabling students to make successful transitions to higher education. This year 3149 students attended the Unistep Preparation Programs in Mathematics, Numeracy for Nurses and Academic Literacies, the Academic Preparation and Workshop Programs in transition and study strategies

and Mathematics workshops supporting a number of units offered by schools.

It has been an active year for **VET relations** with a strong focus on transition of VET students to higher education following the completion of research in this field conducted through the ALTC-funded project '*Enhancing the student experience: VET to higher education transition*'. The work at UWS in the area of VET pathways and transition has been showcased at a series of conferences and forums in 2011 including Australian Vocational Education and Training Research Association, Higher Education Research and Development Society of Australasia and National Centre for Vocational Education Research Ltd (NCVER). Campus review featured an article from the UWS presentation at the NCVER 'No Frills' conference in September this year. UWS was awarded an ALTC citation for contribution to student Learning and Teaching for achievements in facilitating access and support for VET learners in higher education.

Feedback was sought on the experiences of new students entering UWS using a VET qualification to assist in formulating and improving strategies for smoother transition. Based on student feedback, the UWS VET pathways webpage was also improved to provide information in a more user friendly format. UWS was part of a select group invited by the Australian Qualifications Framework (AQF) Council to participate in a national AQF guidelines implementation workshop held in April this year, being regarded by the Council as active in VET to higher education pathways and therefore able to provide valuable practitioner feedback.

Activities to support students making the transition from VET to UWS during 2011 included:

- a welcome pack mailed to all new 2011 students using VET qualifications as their basis of entry providing information on bridging programs, mature age students at university and other related content;

# LEARNING AND TEACHING

- a pilot VET student peer contact program introduced mid year for business students. This included the creation of a vUWS site and face-to-face meetings with students by selected student peers
- development of a VET transition webpage on the UWS VET website that provides a series of tips and information for new students as well as links to support areas in the University
- a VET Academic Preparation Seminar held mid-year for Business and Law students at Parramatta campus. This was presented by academic staff and students with 48 students attending the evening
- a class of Technical and Further Education (TAFE) Business students sat in on a Management lecture at Campbelltown campus as part of an assessment task for their TAFE studies and also to see what a university lecture is like. They also visited the library and received a pack to take home about UWS
- a VET VIP day was held in early December with over 150 students in attendance. A series of sessions was held throughout the day including academic and support services workshops aimed at assisting VET students to have a smooth transition to university in 2012. The students targeted for this event were Business, Education (Birth – 5yrs) and Nursing.

## Implement a comprehensive Indigenous education strategy

The area of Indigenous education continued to develop in 2011. The first intake of students in the Indigenous Australian Studies Major commenced this year and Badanami has continued to work with Schools to devise local implementations of the Indigenous Graduate Attribute.

The second major focus was the development of Badanami's Indigenous specific courses, which are managed and delivered by Badanami. These courses include the Aboriginal Rural Education Program, the Bachelor of Education (Primary) and the new Bachelor of Community and Social Development.

In late 2011 a major review of the Badanami Alternative Entry Program began. This program is a UWS equity initiative aimed at increasing Indigenous participation within undergraduate programs across all areas of study at UWS. Phase 1 of the review has found a high level of commitment and motivation of the staff involved in the program, both for the principle of providing an alternative entry pathway for Indigenous students and in terms of the approach to ensuring the integrity and quality of the program. The Alternative Entry Coordinating Committee was established to oversee the quality processes for assessment for the program. It ensures the recommendations on assessment outcomes received by the Badanami Academic Committee have been rigorously evaluated and assessed. There were 70 Alternative Entry applicants to be assessed in November 2011 with a further assessment program scheduled for January 2012. A separate report on Indigenous students appears on page 34.

## Develop staff capacity for quality teaching

During 2011, the University continued to implement strategies to maximise the capacity of new and existing staff to enhance the quality of Learning and Teaching. The Foundations of University Learning and Teaching program completed its fifth year; it continues to be an important professional induction to teaching and learning for new academics. In 2011, there was a substantial increase in enrolments in this program, in line with an increase in the number of new academic staff being appointed to the University.

Integral to our efforts to improve teaching quality is our recruitment and succession planning. In 2011, colleges have continued an intensive recruitment of academic staff, with 96 new appointments made. An outstanding symbol of our increasing capacity for high quality teaching continues to be the University's success in the ALTC awards. This year the university was placed within the top three universities in the country, receiving eight ALTC Citations for Outstanding Contribution to Student Learning and three Awards for Teaching Excellence. For the first time, UWS also received the premier national award in recognition of excellence in teaching and learning: the Prime Minister's Award for the Australian University Teacher of the Year. The University also has its own fully articulated system of awards, from the College awards to the Vice-Chancellor's Excellence Awards. Details of the awards and the recipients are listed on the next page.

# AUSTRALIAN LEARNING AND TEACHING COUNCIL AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2011

## 2011 Prime Minister's Award for the Australian University Teacher of the Year

Professor Roy Tasker

## Awards for Teaching Excellence – Physical Sciences and Related Studies

Professor Roy Tasker

## Awards for Teaching Excellence – Social Sciences

Dr Loshini Naidoo

Professor Wayne Sawyer

## Citation for Outstanding Contributions to Student Learning 2011

Dr Ray Archee and Ms Myra Gurney

Professor Shelly Burgin

Dr Carmel Coady

Dr Bronwyn Cole

Mrs Janelle Davis

Dr Joanne Lind

Ms Marina Nehme

Ms Clare Power

## 2011 Vice-Chancellor's Excellence Awards

### Excellence in Teaching:

#### Winner – Team

'Rabbit Hole' 10124 Communication  
Design professional brief

Mrs Samantha Edwards-Vandenhoeck,  
Ms Katrina Sandbach and Ms Michelle  
Catanzaro

#### Winner – Team

Leadership in HDR Teaching Excellence:  
a multi-level, institutional approach

Dr Claire Aitchison, Ms Mary Krone and  
Associate Professor Janne Malfroy

#### Highly Commended

Dr Catherine Attard

## College of Business and Law

### Recognition of Excellent Teaching – Sessional Staff

Dr Kate Hayes – School of Management

Ms Suzanne Fawcus – School of  
Management

Ms Theresa Simon – School of Law

Mr Ryan Gould – Centre for Industry and  
Innovation Studies Research Group and  
School of Management

### Outstanding Contributions to Student Learning

Dr Ludmilla Robinson – School of Law

Dr Elfriede Sangkuhl – School of Law

Dr Chyi Lin Lee – School of Economics  
and Finance

Mr Patrick McGirr – School of  
Management

## College of Arts

### Citations for Outstanding Contribution to Student Learning

Dr Brenda Dobia – School of Education

Dr Tania Ferfolja – School of Education

Dr Ruying Qi and the Chinese Team  
(Ms Ziaoying (Sheila) Qi; Dr Guo Wu and  
Mr Lujiang Zhao)  
– School of Humanities and Languages

### Award for Teaching Excellence

Dr James Arvanitakis – School of  
Humanities and Languages

## College of Health and Science

### Learning and Teaching Citation Awards

Ms Stefania Penkala – School of  
Biomedical and Health Sciences

Dr Peter Clothier – School of Biomedical  
and Health Sciences

Dr Joanne Curry and Dr Jeewani  
Anupama Ginige – School of Computing  
and Mathematics

Dr Gu Fang – School of Engineering

Dr Lucie Ramjan – School of Nursing and  
Midwifery

Mr Tae McKnight – School of Biomedical  
and Health Sciences

Department of General Practice – School  
of Medicine

### Teaching Excellence Applications

Dr Yenna Salamonsen – School of Nursing  
and Midwifery

### Create pathways that attract talented students from diverse backgrounds

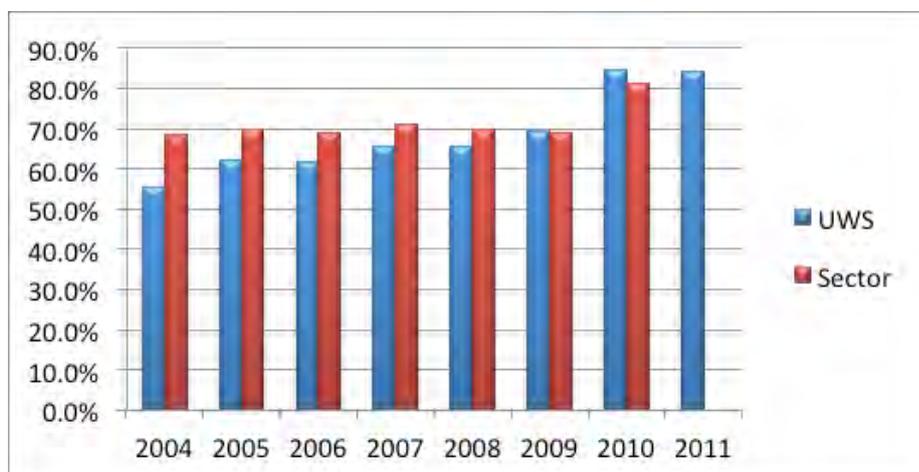
Three principal strategies started in 2010 continued in 2011. The first was to continue to add new courses to the UWS College Diploma and Associate Degree program. The AUQA review provided a positive finding in relation to the UWS College pathways model. In 2011 the UWS College Diploma program was further scaled up to prepare students for the counterpart degree programs in Science, ICT, Engineering, Construction Management, Health Science, Social Science and Business and Commerce. A tracking study showed that the outcomes for UWS College pathway students compared favourably with students with low Australian Tertiary Admission Rank (ATAR) scores who enter the first year of the degree directly. In 2012, the first intake of students will commence in the Associate Degree in Engineering and the Associate Degree in Creative Industries.

The second strategy for attracting talented students was to continue improving the number and quality of standard articulation arrangements with the VET sector. Articulation and transition pathways have been further refined and expanded in 2011. Agreements have been secured with TAFE for entry from Tertiary Preparation Certificates into 21 UWS undergraduate degrees. More than 200 reviews, updates and new additions were made to the VET pathways during 2011. There are new arrangements for environmental monitoring and technology, interpreting and translation, building and construction and tertiary preparation. All business pathways have been revised to reflect the new Bachelor of Business and Commerce degree being introduced in early 2012. Another four private VET colleges have been assessed for pathways partnerships in 2012 in the disciplines of business, early childhood and interpreting and translation.

The third strategy is the continued expansion of the Fast Forward program between the University of Western Sydney

Figure 1: CEQ Explicit Overall Satisfaction, 2004-2011

Note: A break in series from 2010 resulted in an increase of approximately 10-12% in explicit satisfaction.



and Greater Western Sydney schools, with 1,300 students from 42 schools involved in 2011 and further growth is planned for 2012. The program encourages students to strive for their personal best, to see the value of continuing their education to Year 12 and beyond and to see tertiary study as a realistic and viable post-school option.

### Ensure students achieve the highest possible academic standards

In 2011, UWS provided national leadership to a project on peer review and moderation of academic standards, in collaboration with Griffith University and six other Australian universities. This ALTC-funded project will continue in 2012. It involves inter-university peer review of course learning outcomes across eight disciplines and the extent to which these are aligned with external reference points and agreed disciplinary standards. UWS is also participating in a Department of Education, Employment and Workplace Relations (DEEWR) funded project to test a new online Teaching Standards Framework tool for assessing standards in institutional practices in Learning and Teaching. The framework is a self-assessment tool that enables universities to access all institutional levels of performance in accordance with university goals and priorities.

Involvement in these national peer review and benchmarking initiatives ensures that UWS is actively involved in national developments regarding the monitoring and assuring of academic standards. In turn, these activities inform assessment and curriculum design with a view to ensuring that our students achieve the highest possible academic standards.

Another way in which UWS supports students to achieve high learning standards is to ensure that we engage in rigorous and comprehensive monitoring of the student experience. Student satisfaction with UWS courses remains an important quality indicator in the Learning and Teaching strategy. Significant improvements in our performance over the last six years are reflected in the increased level of student satisfaction. Figure 1 provides a comparison against the sector average and previous years' outcomes to 2004. National Course Experience Questionnaire (CEQ) data on overall satisfaction with course quality demonstrates the significant improvement made by UWS in recent years.

In order to ensure that our students achieve the highest possible academic standards, the University fosters student leaders through the Aspire Future Leaders program. This is a professional development and personal enrichment program that has been specifically designed to cultivate and enhance the leadership qualities of our most gifted students. The program is a practical response to the higher levels of professional skills and better leadership capabilities (over and above academic excellence) that more and more prospective employers seek from graduates. Components of the program include leadership workshops, networking opportunities and community engagement through volunteering. In 2010, 30 Aspire students were recipients of a Vice-Chancellor's Leadership Scholarship, a Dean's Scholarship or an Academic Excellence Scholarship.

## COLLEGE OF ARTS

The College of Arts welcomed a new Executive Dean, Professor Gary Smith, and a new Head of School for the School of Humanities and Languages, Professor Peter Hutchings, in November 2010.

### Enrolment, retention and satisfaction

The year 2011 featured growth in staff and students. Each School successfully recruited a number of new academic staff as part of the UWS academic recruitment program. The College enrolled the largest ever cohorts of undergraduate students in both February and July 2011. The Schools of Communication Arts, Education, Humanities and Languages and Social Sciences each achieved their highest ever levels of student enrolment, while the School of Psychology achieved better alignment of student to staff ratios with those prescribed for Psychology accreditation with the Australian Psychology Accreditation Council (APAC).

Courses with strongest growth were those in the Bachelor of Arts suite of degrees, including the Bachelor of Arts (Pathway to Primary Teaching) and Bachelor of Arts (Pathway to Secondary Teaching), which altogether increased by over 500 students in 2011. Significant student growth was experienced also in the Bachelor of Design (Visual Communication), Bachelor of Music, Bachelor of Policing, Bachelor of Social Science and Bachelor of Social Work, as well as in the postgraduate Master of Teaching degrees.

Overall student satisfaction across the broad range of courses in the College showed significant increases in 2011 with most of the courses scoring in the 85-89% range on the CEQ, up significantly from 72.8% in 2010. While overall undergraduate commencing student retention for the College was slightly below target at 78.6%, continuing student rates were above target with a rate of



# LEARNING AND TEACHING

83.2%. Analysis shows commencing student retention varied considerably at individual course level and that several major courses achieved rates well above the College target of 82.5%, including the Bachelor of Design (Visual Communication) – 83.63%, Bachelor of Arts (Pathway to Teaching Primary) – 87.63%, Bachelor of Arts (Pathway to Teaching Secondary) – 84.29%, Bachelor of Arts (Interpreting and Translation) – 85.85%, Bachelor of Psychology – 86.23% and Bachelor of Social Work – 85.05%. Schools are completing annual course reviews and analyses of data on retention, student satisfaction, participation and student feedback on units (SFU) and courses (CEQ) for 2011 to develop more specific course-based strategies for improvements in 2012.

## Support for student learning

Specific School and course-based strategies for 2012 will build on several College initiatives introduced in 2011 such as the promotion of the First Year Advisor role (FYA) in each School with professional staff support to enhance the transition and first year experience in courses and to identify and support students who are potentially at risk, extension of the Peer Assisted Study Sessions program (PASS) into at least one core first year unit in each of the major undergraduate programs, and enhanced support for students' academic English literacies.

Schools adapted and refined these initiatives to meet the needs of their students, developing programs such as the 'Pit Stop' sessions for students in the School of Psychology, providing 'just-in-time' study strategies and assignment assistance, and a similar Learning Support Room supported by UWS Library staff offered in the School of Social Sciences. Other initiatives included implementation of Peer Mentoring for Academic Literacy in a core first year unit in the Bachelor of Arts, the introduction of Literacy Week in

both major undergraduate degrees in the School of Communication Arts, and the Professional Experience Literacy Support program developed for students with literacy needs in the School of Education and completed by students prior to professional experience placement. These strategies aligned with the 2011 UWS AUQA Audit theme of Commencing Student Transition and Retention.

Curriculum development in the College focused on further embedding and refining outcomes and standards-based assessment and alignment of assessment tasks with course and unit outcomes. In line with the second 2011 UWS AUQA theme the College implemented a full review of Student Learning Guides that accompany Unit Outlines to enhance both assessment detail and learning support. All Schools introduced a template for Unit Learning Guides.

The School of Psychology was successful with re-accreditation by APAC of the undergraduate and postgraduate Psychology degrees for the next five years. The Bachelor of Communication was reviewed and revised to a three year degree, commencing in 2012, in response to declining retention for the fourth year of the degree and CEQ data. The School of Humanities and Languages commenced a review of the Bachelor of Arts including appraisal of the course design and consolidation of units for all majors in order to accommodate new student learning and better match the expertise of new academic staff. The review will conclude in early 2012 and will incorporate staged academic literacy support for students across the three years of the degree. A new postgraduate coursework degree, the Master of Arts in Cultural and Creative Practice, providing opportunities to work with academics in the Sydney Consortium of the Writing and Society Research Centre, was developed for introduction in 2012, continuing the College strategy of building a strong teaching-research nexus. The Centre also hosted the China Australia Literary Forum in which ten prominent Chinese writers visited Sydney for discussions with Australian authors

and others involved in the translation and reception of their works.

The Indigenous Australian Studies major and sub-major were incorporated into the Bachelor of Arts degree. All Schools continued to promote the Indigenous Australian Studies units as electives and adjusted content and resources in core units, as appropriate, to acknowledge the Indigenous Graduate Attribute. Four merit-selected Scholarships for Indigenous students were awarded in 2011, one each in the Bachelor of Arts (Pathway to Teaching Primary), Bachelor of Communication, Bachelor of Social Work and Bachelor of Policing, continuing the College's development of a comprehensive Indigenous education strategy.

The College continued to attract and support high achieving students from diverse backgrounds through the Bachelor of Arts Dean's Scholars program, awarding two merit-based Dean's Scholarships to students commencing the degree in 2011, while again increasing enrolments. The Bachelor of Arts (Interpreting and Translation Deans Scholars) program was introduced and supported by a new College scholarship. Eight students completing Honours degrees in the College were awarded University medals.

Domestic postgraduate student numbers continued to increase beyond the College projection for 2011 in both coursework and higher degree research programs, with the College reaching its highest ever number of postgraduate students. Retention for commencing graduate students rose by approximately 2% to reach 86.5% in 2010-11, reflecting strong student satisfaction with the diversity of courses, academic teaching and research supervision. Diversity of higher degree pathways is a continuing strength of the Schools in the College with the Doctor of Cultural Research, Doctor of Education, Doctor of Creative Arts, PhDs with a coursework or creative component and the traditional PhD attracting large cohorts and enabling flexibility in supervision models.

## TVS

The College continued its strong support for the community television station TVS in 2011 with UWS academic Rachel Bentley, Associate Head of School in Communication Arts, continuing as the CEO. The College funded development of several innovative and acclaimed series and supported the involvement of College of Arts staff and students in productions, including: Shelf Life Series 2 (with 22 episodes, each 30 minutes in length), Shelf Life Series 2 Sydney Writers Festival 2011 (with 18 episodes of 60 minutes duration), Local Loop Current Affair, developed by Bachelor of Communication students (with 10 episodes of 15 minutes) and 24 RAS Easter Show interstitials each of four minutes.

## Learning and teaching awards

A highlight for the College of Arts was the outstanding achievement of three Citations and two Awards in the 2011 Australian Learning and Teaching Council (ALTC) awards program. The awards are listed on Page 19 of this Annual Report.

## Research

In 2011 the College again proved successful in the National Competitive Grants Program (NCGP). Ten new projects were funded in the College through the Australian Research Council (ARC) major grants programs totalling over \$3.9 million in research funding. All of the projects awarded to UWS through the ARC Linkage program for 2011 are based in the College of Arts. Round one of this competitive scheme proved particularly successful for the College this year, the outcome representing a 100% success rate with all four applications submitted by the College awarded funding.

The College boasted similar success in the Discovery scheme, with seven of the ten Discovery Projects awarded to UWS going to researchers in Arts. ARC's

highly competitive Discovery Early Career Researcher Award (DECRA) program was introduced in 2011. Although the ARC's intention when launching this scheme was to raise the success rate for Early Career Researchers (ECRs) to the national average of 20%, the first round of the DECRAAs attracted 2159 applications nationally for the 200 fellowships on offer. Because of the overwhelming demand for DECRAAs the ARC released an additional 77 fellowships, lifting the success rate from 9% to 12.8% but still falling far short of the scheme's intended outcome.

Within this hugely competitive environment the College of Arts performed well. The two successful UWS DECRA recipients, Emma Waterton and Jason Shaw, are both within the College. The three year DECRA projects will allow Jason and Emma to focus predominantly on their research. Jason's project, *How we know who is talking: talker-distinctiveness in speech timing*, investigates cognitive mechanisms that underpin the human ability to recognise both words and talkers in speech. It will produce a pan-Australian model of speech timing and employ it to predict how easily talkers can recognise each other. Emma's DECRA, *Photos of the past: the negotiation of identity and belonging at Australian tourism sites*, explores the way visitors construct and express identity at a range of tourism sites in Australia. The project focuses on photography and will provide a detailed analysis of negotiations of belonging, which in turn may be used to facilitate debate over the pressing contemporary issue of national cohesion. The award provides recipients with salary and project costs over a project's three year lifetime and is now the only fellowship scheme on offer by the ARC specifically targeting ECRs. Jason Shaw is also named as a chief investigator on the successful Discovery Project *You came TO DIE?! Perceptual adaptation to regional accents as a new lens on the puzzle of spoken word recognition*, led by Catherine Best in MARCS.

Fellowship success continued for the College in other schemes with the award of a prestigious ARC Future Fellowship.

In 2011 UWS was awarded two Future Fellowships one of which is within the School of Humanities and Communication Arts. The successful fellow, Dr Paolo Diego Bubbio, joins UWS in 2012 from the University of Sydney. Dr Bubbio's fellowship project, *The quest for the 'I': reaching a better understanding of the self through Hegel and Heidegger*, reflects the recognition of the growing research capacity in philosophy at UWS.

Research success for the College of Arts went beyond the NCGP. Many researchers within the College formed new or built on existing partnerships with industry, government and NGOs developing and delivering research that meets the needs of the partner organisation as well as adding to the research dialogue within a specific field. Research partners with the College of Arts in 2011 included Anaphylaxis Australia, NSW Department of Education and Training, Australian Human Rights Commission, Youth Off The Streets and the NSW Police Department to name just a few. These research collaborations help facilitate the translation of research being done within the College to policy and practice. Already there are plans to leverage some of the smaller pilot projects initiated in 2011 into larger Linkage Projects in 2012.

In 2011 researchers also had the opportunity to meet with representatives from funding agencies such as the Criminology Research Council and the National Archives. These sessions were well attended and provided researchers with some helpful alternatives to the NCGP as a funding source.

# LEARNING AND TEACHING



## COLLEGE OF BUSINESS AND LAW

The year 2011 was again a challenging year for the College. While there was a decline in domestic enrolments, the international student numbers maintained target load, and exceeded this by 29 Equivalent Full Time Student Load (EFTSL) in the postgraduate area. This was at a time when many other local educational institutions experienced a fall in international student numbers.

The College maintained a retention rate of 79.8% which has been steady over the last three to four years and increased the low SES participation rates to 21.4%, which was above target. The College also increased the Indigenous participation rate to 16 EFTSL over target. This year also saw an increase in the domestic and international postgraduate and higher degree research load.

The first to third preferences for the Bachelor of Business and Commerce (BBC), the major undergraduate degree offered by the College, also increased, which bodes well for strong enrolments in 2012 and beyond. The Bankstown campus opening in Autumn 2011 for Accounting and Marketing resulted in a net growth for those programs and additional business programs will be offered on that campus in 2012.

## Building on the Advanced Business Leadership Program (ABL)

This program has been strengthened through a strong alliance with the Aspire program, which has allowed higher levels of participation at networking events. Five ABL students participated in a Thai volunteer program (outward mobility) gaining first-hand exposure to management practice in an international context. Four grants (\$2,000 each) were awarded for academic excellence.

## Improving student engaged learning and retention

A review of the Business Academic Skills Unit, a unit designed to teach first year business students the skills they will need to undertake their business degree, identified a number of key areas for improvement. The recommendations were implemented in 2011 leading to a marked increase in participation, satisfaction and progress. The student satisfaction rate for this unit overall was 4 (out of a possible 5) for the Spring 2011 semester, which was both an improvement on past satisfaction ratings and in line with the mean UWS rating.

A pilot blended learning approach using flexible learning strategies was conducted in 2011 for the Introduction to Business Law (IBL). This involved the development of an online lecture series run through vUWS (our online learning platform) and led to an increase in progress of students of 11%. The approach offered students flexible access to learning material and was used extensively as a revision tool, as well as providing academics with a rich teaching resource.

The mentoring program, *Mentoring and Mates (M&Ms)* was implemented in 2011 by the Sydney Graduate School of Management (SGSM), the graduate arm of the College, to engage students more fully in their master degree programs and focus

on first-year retention for our postgraduate students. In the undergraduate area our Peer-Assisted Study Sessions (PASS) proved to be increasingly popular with nearly 1,000 students attending a session.

Congratulations to Neha Jullar for her award as the National Outstanding Senior PASS Leader/Mentor. Dr Marina Nehme received a 2011 Citation for Outstanding Contributions to Student Learning from the Australian Learning and Teaching Council (ALTC).

The School of Economics and Finance performed outstandingly in student feedback. With a response rate of 61%, it was the second best performing School at UWS. All responses exceeded 3.8, the criterion used in the AUQA audit.

## Masters of Business Administration (MBA) Accreditation and Course Review

In late 2011 the Head of Program, Postgraduate Studies, Dr Daniela Spanjaard, established a review committee for the MBA program, with the major part of the review completed by December 2011. The review analysed the complete course and revised all unit offerings and the structure and delivery of the course, the results of which will begin to impact on the 2012 offerings. An MBA accreditation review will be conducted in 2012 to allow further development of the MBA course, review recommendations and to develop a sustainable Alumni program, an essential component of the MBA for international accreditation.

The development of an online international pre-departure orientation resource, and revision of learning guides with standards and criterion-based assessment has been endorsed by the Executive. The online program for numeracy, an initiative with the School of Mathematics, has been approved and funded for 2012 development.

## SMExcellence 2011

The Woolworths Executive Development Program conducted by SMExcellence, an initiative of the College, conducted its fifth training program in 2011. This program incorporates an Agricultural Business Scholarship Program and Executive Retail Training Program. The satisfaction rate was excellent, with a rating of 4.2 out of 5. Planning for the sixth program in 2012 has begun with an expected participation rate of over 30 students.

Expansion of the SMExcellence e-business solutions platforms continues through projects such as Small Business Toolkit, Winning Business Online (AusIndustry), Business Building Blocks (DEEWR), Planning Ahead (NSW Public Trustee and Guardians), Tourism NSW, the NSW Chamber of Commerce, Business Enterprise Centres Australia, and the Department of Ageing and Disability.

The flagship Small Business Training website offers free training that serves as a flexible resource to access informal and short course education or for articulation opportunities. We will be offering accredited small business training such as a Certificate IV in Small Business Management in 2012. This site was developed for NSW Trade and Investment. It was listed as third in the seven funding priorities in the 2011 State budget by Minister Katrina Hodgkinson for the next three years.

## Parramatta Community Justice Clinic

The Parramatta Community Justice Clinic (PCJC) offers clinical placement for up to 150 law students per annum. Since the clinic officially opened in November 2009, there have been over 420 client contacts.

During Law Week 2011 the PCJC held three events over two days. The theme of Law Week 2011 was 'Law and Justice in Your Community'. PCJC co-hosted two

# LEARNING AND TEACHING

Parramatta City Council Library community information sessions. Michaela Byers spoke about the common immigration questions related to family disputes at a Family Law event on Monday 16 May. The event was attended by approximately 30 people including many women from the Nepalese Community in Granville. 'In-house' PCJC solicitor, Adele Francis (from Macquarie Legal Centre), spoke at a 'Young People and the Law' event on Tuesday 17 May. The PCJC shared an information booth at the Parramatta Local Court Open Day on the same day with Parramatta City Council Library and the Parramatta Young Lawyers Branch of the Law Society of NSW. A number of Young Lawyers that attended were from local firm Dooley & Associates in Parramatta. Two first year law students, Sarah Dinkha and Mario Amor, volunteered their time to assist and made a real contribution to the success of the event.

## High Achievers Function

The School of Law was very pleased to host the High Achievers Function on Wednesday, 14 September 2011, attended by more than 40 of our best first year students. Now in its second year, the function is part of the Law School's First Year Retention Strategy and complements the PASS program, buddy scheme and the 'at risk' policy in assisting students to thrive in their first year at university. The event was held in the recently re-opened Western Gallery of the Female Orphan School. Special guests for the evening included Tony Iuliano, Senior Counsel, and Vicki Kelly, Senior Associate, from Champion Legal and UWS graduate Peter Stewart, Managing Principal, Coleman Greig Lawyers, who delivered a thought-provoking speech on achieving balance in professional life.

## Research culture, infrastructure and industry

Domestic Higher Degree by Research (HDR) student numbers continue to grow, having already exceeded the target of 60 EFTSL set to be achieved by 2015. There has been a steady improvement in HDR completions with 17 students finishing this year. Department of Education, Employment and Workplace Relations points remain steady with research output improvements in book chapters and well ranked journals. We had 51 new HDR enrolments for 2011 and the College was awarded eight domestic and five international HDR scholarships.

A number of key appointments were made during the year to strengthen the research capacity within the College, including Dr Nidhida Lin, Centre for Industry and Innovation Studies (CInIS) and School of Marketing, and part of a successful ARC Linkage project, Dr Sriram Shankar, CInIS and School of Economics and Finance and Dr Neil Perry, Sustainability and Social Research Group and School of Economics and Finance.

A number of research projects, totalling over \$2.5 million in research grants, were undertaken in 2011. These include:

- Dr Anne Abraham, School of Accounting for her external competitive grant of \$335,000 on 'Energy efficiency matters'
- Dr Maria Varua, \$1.2 million – principal investigator to the Australian Centre for International Agricultural Research project 'Improved village scale groundwater recharge and management for agriculture and livelihood development India'
- Dr Ann Dadich and team, \$120,000 for 'Process and an impact evaluation of resources and training programs developed in the NSW Sexually Transmissible Infections Programs Unit General Practice Project'

- Professor Steven Keen, \$120,000 for developing a dynamic monetary simulation tool
- Dr Suzan Burton and Dr Daniela Spanjaard, \$75,951 from the Cancer Council of Australia of NSW for a project 'Environmental determinants of smoking and consumption of high-kilojoule foods'.

A new Research Scholarship was announced in 2011 – the *John and Moya Phillips PhD Scholarship in Macroeconomics*. In an era of financial turbulence and realignment of the global economic system, economics research must now, more than ever, make a contribution to the wealth, peace and sustainability of nations and communities. This scholarship will provide some support to a PhD study in the area of Macroeconomics and/or Public Policy. It is named after John Phillips AO who was Chancellor of the University from 2001 to 2010. His executive career was spent mainly with the Reserve Bank where he was involved in the development and implementation of macroeconomic policy for more than 30 years. The scholarship provides a tax-free stipend of \$32,860 per annum and a funded place in the doctoral degree.

## Improving workforce capability and capacity

This year saw the commencement of a major reorganisation of the College and School structure for the University as a whole. The existing College structure will cease to exist from December 2011 with nine new Schools being established. For the College of Business and Law, this will see the establishment of two new Schools, the School of Business (incorporating Accounting, Economics and Finance, Management and Marketing) with the School of Law remaining as a stand-alone School.

The College is pleased to announce the appointment of Professor Clive Smallman as Dean of the School of Business and Professor Michael Adams as Dean of the School of Law, both appointments effective from 1 January 2012. This reorganisation has also involved a number of changed positions and position titles.

## Learning and teaching

The first year advisor program continued in 2011 with each School within the College having a person appointed to undertake this role, generally on the basis of one day per week. An important part of this program was a regular 'Pit-Stop' session where students could drop in and talk to academic staff about their various units. This continues to be a successful program with very positive student feedback.

Dr Marina Nehme from the School of Law received a 2011 Citation for Outstanding Contributions to Student Learning from the Australian Learning and Teaching Council (ALTC). This is a wonderful result for Marina, the Law School, the College of Business and Law and UWS as a whole. The formal award (and the \$10,000 prize money) was made at the Sydney Opera House on 16 August.

Dr Wayne Fallon was shortlisted for the Green Gown Awards Australasia 2011 for 'Contemporary Management Issues: providing practical sustainability skills for UWS business students' in the Learning and Teaching Category.

## Review of the Bachelor of Business and Commerce

In 2011 a major review of our Bachelor of Business and Commerce (BBC) commenced from both the pedagogical perspective and from how we present this course to prospective students. We identified that there had been a sharp and continuing decline in the number of preferences for Business in the 55-70 ATAR band from current school leavers. As a result, commencing enrolments for domestic students in the BBC declined from approximately 2500 in 2010 to just under 2000 in 2011.

To address this decline in preferences the School developed a comprehensive marketing program for 2012, including:

- restructuring the BBC with a number of clearly defined distinct majors and reintroducing the 'majors' terminology
- establishing a unique identify for each BBC major by using separate UAC codes
- a new Business website targeting the applicants in the 55-70 ATAR band. The website links ATAR and career goals to UWS Courses in Business
- a new advertising campaign targeting the 55-70 ATAR cohort
- targeted campaigns at Bankstown and Campbelltown
- clear messages emphasising the distinctive offerings in Business at UWS at the various promotional events we host and attend.

In late 2011 it became clear that the campaign had addressed the declining preferences with a marked improvement in current school leaver first preferences (increased by 14%). Importantly preferences in the 55-70 ATAR band grew by 34%.



## COLLEGE OF HEALTH AND SCIENCE

In 2011 the College of Health and Science continued its strong performance in Learning and Teaching by receiving four ALTC awards that include the highest prize of the Prime Minister's Award for Australian University Teacher of the Year (Professor Roy Tasker) and three Citation Awards (Professor Shelly Burgin, Dr Carmel Coady and Dr Joanne Lind). We also celebrated and awarded the College Learning and Teaching Awards with one Excellence Award and seven Citation Awards. For the first time, a professional staff member has been nominated and received a Citation Award. The successful staff were Professor Yenna Salamonson from the School of Nursing and Midwifery (Excellence Award); Citations to Dr Joanne Curry and Dr Jeewani Anupama Ginige, School of Computing and Mathematics; Department of General Practice, School of Medicine; Ms Stefania Penkala, School of Biomedical and Health Sciences; Dr Gu Fang, School of Engineering; Mr Tae McKnight, School of Biomedical and Health Sciences; Dr Peter Clothier, School of Biomedical and Health Sciences and Dr Lucie Ramjan, School of Nursing and Midwifery.

Another very important initiative within the College was the completion of a radical redesign of the BSc programs taught by the Schools of Natural Science and Biomedical and Health Sciences for first delivery in 2012 at Parramatta, Campbelltown and Hawkesbury, using innovative educational technology for the delivery of lectures across the three campuses.

The College of Health and Science had a productive year in all areas of research including the establishment of two Research Institutes, success with a number of competitive grant applications and development of commercial agreements.

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## Establishment of Institutes

2011 saw the establishment of two Research Institutes within the College of Health and Science – the Hawkesbury Institute for the Environment (HIE) and the Institute for Infrastructure Engineering (IIE).

The HIE's research is underpinned by research concentrations that intersect with the University's teaching programs and aim to pursue research in global change biology, ecological and plant physiology and terrestrial and microbial ecology.

The IIE has been established to conduct research around four basic themes: Infrastructure Systems, Infrastructure Computations, Infrastructure Materials and Infrastructure Health Monitoring.

## Research grants

The College of Health and Science submitted 317 applications for various sources of external research income in 2011. The College was successful in 90 of these applications and will receive approximately \$8.5m in grant funding as a result. We had our most successful year in terms of National Health and Medical Research Council outcomes with the award of four Project grants and one Partnership grant totalling \$2.4 million plus an additional \$0.806 million from newly recruited UWS researchers. Our success rate was 17.4% which shadows the national success rate of 22.5% and represent an increase in project grant funding up from \$1.2 million the previous year. Several of our grantees have been previous recipients of UWS internal grants designed to build success in national competitive grants and strategic partnerships.

The College secured a prestigious ARC Future Fellowship in the area of Biomedical Engineering on the project titled 'Minimally invasive monitoring of sleep for disease management' for a new UWS staff member who will work with MARCs Institute in 2012. In the Discovery

Projects round, \$1.2m was awarded for three projects with an additional \$1.3m administered through other institutions. Our academics were partners on five successful Linkage Infrastructure, Equipment and Facilities projects, again administered through other institutions.

## Higher Degree Research students and research scholarships

In 2011, the College of Health and Science had 198 research students receiving a stipend scholarship out of a cohort of 322 candidates. Among the candidates, 57 are international students.

International Scholarships (IPRS): 2011 saw an unprecedented number of applications for International Postgraduate Research Awards. Six of the eight scholarships were offered to applicants from the College.

Domestic Scholarships (APA): 24 offers were made to applicants from the College of Health and Science.

## Commercialisation

In 2011, the CHS submitted 16 invention disclosures to UWS Innovation for consideration of their commercial potential. Following recommendations from the UWS IP evaluation panel, 10 provisional patents were filed. Commercialisation activity during the year has resulted in two agreements being signed, one of which brings in direct research money for the inventors in addition to future royalties.

## International matters

The College of Health and Science continued to have a strong profile in the commencement of new international students for 2011 recording a 13% increase with a projected revenue of \$1m over budget targets. Overall, nursing remained the core drawcard within the health domain; however, a strict quota was enforced to limit available places given constraints on clinical practicum. Engineering, both at undergraduate and postgraduate levels, demonstrated growth as did undergraduate computing. Postgraduate foci on public health and health science also maintained overseas interest. While traditional source countries such as China and India remained strong, Nepal emerged as a robust new market with the Middle East continuing to diversify in course uptake.

The transnational program in partnership with Hong Kong Baptist University continues to thrive with the admittance of 35 students to the Master of Primary Health Care and a further 117 to the Master of Nursing (Clinical Leadership) courses.

International partnerships continue to consolidate with collaborative activity in engineering with Shanghai Jiaotong University and Tsinghua University as well as cooperative engagement in molecular medicine with McMaster University and Brock University.



## SCHOOL OF MEDICINE

On 21 December 2011, the University of Western Sydney celebrated the graduation of its first cohort of medical students who were due to commence their internships in hospitals across New South Wales and beyond from January 2012. Eighty six students made a declaration (which they had themselves prepared) in which they acknowledged their commitment to lifelong learning and to the promotion of health and wellbeing within the community. The first graduates of the Doctor of Philosophy program from the School of Medicine were also recognised at the ceremony, as were three important contributors to the School's development – Professors Alexandra Bune and Bruce Barraclough were awarded Honorary Doctorates of Science and Mr Peter Brennan, an Honorary Doctor of Letters.

Those in attendance included the families of students as well as community partners, conjoint staff and medical practitioners from hospitals and general practices across western Sydney, and staff from across UWS who had been involved with the establishment and development of the School. It was an important opportunity to reflect on the achievements of students and the contributions of the many organisations and individuals who have delivered a medical course and medical school that is making a difference within the communities in which it resides.

## Students and course

As noted, 2011 marked the completion of the first UWS MBBS program. Those students in the initial cohort undertook their final examination series in June 2011, before completing their course and internship preparation during the second half of 2011. Students who had been attending the rural clinical schools returned to Western Sydney for their examinations and completion of the course, including the completion of placements at tertiary hospitals across Sydney including Royal Prince Alfred, Concord and Liverpool.

In the final six months of the program, students also undertook two conference weeks designed to support their preparation for commencement in the medical workforce with opportunities for interprofessional experiential learning with student colleagues from Nursing and Social Work, curriculum vitae and interview preparation and advice from clinicians on key issues including incident reporting, clinical handover and learning as an intern.

In addition to its didactic and experiential teaching, the School continues to enhance the student learning experience through online learning platforms. Across Years 3-5 of the MBBS program in which students are undertaking clinical and community attachments, they are also undertaking a series of modules, known as Scientific Streams, developed on the Learning Activity Management System (LAMS) platform. These provide a reinforcement of basic sciences covered in Years 1 and 2 of the MBBS programs and are integrated with clinical practice and knowledge developed while on placement. Topic areas include cardiovascular disease and risk, immunity and infection, genes, growth and development, and technology and testing.

# LEARNING AND TEACHING

## A growing medical school

During 2011, facilities were completed at both metropolitan and rural sites that support clinical education activities for the School of Medicine. The Clinical School facility at Blacktown/Mt Druitt Hospital was formally opened by the Prime Minister, the Hon Julia Gillard, MP and the then Health Minister, the Hon Nicola Roxon, MP on 19 October 2011. This award-winning facility which was project managed by the UWS Capital Works team is a striking, state-of-the-art presence on the hospital campus. It has features that enhance the hospital's role as a teaching hospital including a lecture theatre and integrated library/learning facility as well as specialised spaces for student teaching, university clinics, UWS staff based on site and clinical trial and laboratory based research.

With funding provided by the Australian Government Department of Health and Ageing, student accommodation was completed under the auspices of UWS Capital Works in both Bathurst and Lismore, giving students undertaking the course at those sites a permanent base. The two cottages built directly opposite Bathurst Hospital have been named the Ben and Elizabeth Chifley cottages, recognising that the land they occupy are part of the Chifley Memorial Housing Estate historical precinct.

The staff located at Liverpool also increased during 2011. Research teams now also occupy laboratory space within the Ingham Institute for Applied Medical Research which is a unique collaboration between South Western Sydney Local Health District, UWS and the University of New South Wales. UWS clinicians and researchers in the fields of Surgery, Oncology, Pathology and Infectious Diseases and Microbiology are contributing to the development of a new purpose-designed facility for the Ingham Institute adjacent to Liverpool Hospital, which when current redevelopment is complete will become one of the largest hospitals in the country.

## Community engagement

The School of Medicine was very honoured to receive a LIMELight Award from the Leaders in Indigenous Medical Education in the category of Leading Innovation in Community Engagement for the Year 5 Indigenous Health attachment. This compulsory component of the course has been developed in conjunction with Aboriginal Medical Services (AMS) across New South Wales, including those in Western Sydney and Western New South Wales. Students spend five weeks attached to a service, working with staff and clients and undertaking clinical support projects supporting health service provision and treatment. We were also pleased to hold a two day workshop in November 2011 with staff from AMS to discuss the program, their experience with students and to share opportunities for further development both between the School of Medicine and AMS, and also across services.

The School also continues to enhance its relationship with community organisations across Western Sydney. Students undertake placements in Year 3 of the course to develop an holistic understanding of the social determinants of health, and the interface between health and community organisations within the community. In 2011, the School also undertook work, with funding from the Australian Government Department of Health and Ageing to develop an online learning resource to support supervisors in both general practices and community organisations.

## Research

The first students who completed their Doctors of Philosophy degrees with research teams from the School of Medicine (Medicine, Molecular Physiology and Pharmacology) graduated in the December 2011 ceremony. There are currently over 50 higher degree research students now pursuing studies with academics from the School of Medicine across fields including medical education, population health, pathology, anatomy and physiology. Students in the MBBS program also have significant opportunities to undertake research during their course, as part of a research group or independently. A significant percentage of the first cohort of graduating students completed an honours project during the final years of their course.

The School has also continued to improve upon its success in attracting national competitive funding. Researchers at the School of Medicine investigating areas as diverse as muscle pain, pre-eclampsia, smoking cessation during pregnancy and 'potentially preventable hospitalisations' were awarded National Health and Medical Research Council grants in October 2011.

# LEARNING AND TEACHING

## E-LEARNING

In 2010, the UWS Executive approved an upgrade to the current Learning Management System known internally as 'vUWS'. Planning for the upgrade (from Campus Edition 8 to Blackboard Learn 9.1) commenced in early 2011 as a partnership between the Teaching Development Unit, Information Technology Services and the vendor, Blackboard. Learn 9.1 is hosted off-campus by Blackboard Managed Hosting which will provide UWS with a comprehensive and sustainable infrastructure that will handle UWS growth in the use of the online environment for learning at UWS. Blackboard's Learn 9.1 provides a more robust foundation for vUWS and its integrations with other applications such as Lectures Online, Turnitin and LAMs.

A successful pilot was completed in Spring semester and from December 2011, all vUWS sites will use the new version. Blackboard Learn 9.1 will increase access and portability for students via mobile devices, support the greater use of collaboration between students and assist student retention strategies. Staff members have been supported in moving to the new software through workshops and support sessions offered at all campuses. All staff members responsible for e-learning sites are required to complete a 30 minute online induction before accessing their new Learn 9.1 sites. This initiative was approved at Academic Senate Education Committee. The Teaching Development Unit has provided additional assistance to unit coordinators of large units by rebuilding their sites in the new software to make best use of the features and tools available. Students will have access to newly developed resources and a re-designed online Education Technology Preparation program. This will ensure that students have access to sufficient support during the upgrade period.

A number of Schools and UWSCollege have put in place strategies to manage the transition to the new software through coordinated approaches to the migration of sites and through the development of school templates for e-learning sites to ensure greater consistency within School sites. The Teaching Development Unit has conducted customised workshops for a number of Schools to support the redesign of their curriculum to incorporate more blended learning opportunities for their students. The Unit will continue to work with Schools in 2012 on curriculum design for blended learning.

## INDIGENOUS STUDENTS

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

The six UWS campuses are located in an area that spans the Darug, Gandangarra and Tharawal peoples, with one of the largest urban populations of Aboriginal and Torres Strait Islander People in Australia (25,699 as per the Census 2006).

UWS is acutely aware that being located within Greater Western Sydney, it serves the largest single density of Indigenous peoples within Australia. It is mostly a young Aboriginal population, with almost 60% being under 24 years of age.

Badanami Centre for Indigenous Education is a specialist unit of the University where broad leadership for Indigenous staff, students and communities is established. The Centre is under the leadership of the Dean, Indigenous Education. Badanami plays a pivotal role in liaising with the Indigenous communities and delivering broad student support and academic services to Indigenous students. Badanami delivers two Indigenous bachelor degree courses through its Aboriginal Rural Education Program (AREP) through block mode delivery. It also offers a Diploma on-campus course and partners with Colleges, Schools, Units and Centres across the University to meet Indigenous education objectives and targets.

The number of Indigenous students enrolled at UWS increased from 356 in 2010 to 442 in 2011, with most growth concentrated in undergraduate programs. Health Science courses have been popular, with the number of Indigenous students increasing from 81 in 2008 to 138 in 2011 (121 undergraduates and 17 postgraduate students). The UWS Medical School, now in its fifth year, had 24 Indigenous medical students enrolled in 2011 and, to date, a further seven offers were made for the 2012 intake. The first Indigenous student of the UWS medical program graduated in December 2011. The Bachelor of Nursing increased Indigenous students in 2011 to 37 from 30 in 2010.

In 2011, enrolments in Arts and humanities courses were 133 which included 16 Indigenous enrolments in postgraduate courses. Enrolments in business and law courses were 61 with 5 postgraduate students. UWS College enrolled 11 Indigenous students in courses in 2011. A further 99 Indigenous students were enrolled in Badanami Centre's block/AREP courses.

## Student support and academic development

A major area of development in Badanami during 2011 was the continued consolidation of the student support services and academic programs for Indigenous students, including Indigenous Student Support and Access and Learning Support. Badanami opened maintained student space with staff offices for Student Support on the Campbelltown campus, Bankstown, Penrith/Kingswood, Parramatta and Hawkesbury campuses.

During 2011, the total enrolments in the AREP Education course were 73 students who were enrolled across five years. The Bachelor of Community Welfare (BCW) course, which was suspended in 2008, had four students continue the degree in 2011 with one student completing the degree. Three students remain to complete the course at Diploma level. The new Bachelor of Community and Social Development course was offered in 2011 and included an embedded Diploma of Community and Social Development. The course had commencing enrolments of 21 students.

Another major area of course and curriculum development in 2011 was through the endorsed Indigenous Graduate Attribute. Through the Diversity and Structural Adjustment Fund (DSAF) granted in 2008, Badanami staff continued to work with Schools to embed the Indigenous Graduate Attribute into UWS courses. In 2011 Badanami implemented the Indigenous Graduate Attribute in UWS courses through the Indigenous Australian Studies Major (IASM). A suite of ten Indigenous curriculum units was approved in the Indigenous Australian Studies major/sub-majors or as individual units available to all UWS students to ensure they attain the Indigenous Graduate Attribute while studying at UWS. A website promoting the Indigenous Graduate Attribute and the IASM was launched on the UWS website in 2011. The major/sub-majors were also approved for Bachelor of Arts students to choose/enrol in from 2012.

Badanami staff also advised College staff in developing Indigenous core units and embedding integrated Indigenous content in their undergraduate courses.

A major outcome achieved with this funding in 2010/2011 was the development by Badanami staff of a suite of nine Indigenous curriculum units to be used in the Indigenous Australian Studies major/sub-majors or as individual units available to all UWS students to ensure they attain the Indigenous Graduate Attribute while studying at UWS. A website promoting the Indigenous Graduate Attribute and the IASM is nearing completion and the foundation unit of the IASM is being developed as an e-learning unit for offer from Spring 2011. The major, sub-majors and individual units will be offered from 2011.

Badanami staff continued to collaborate with the Colleges and Schools to embed Indigenous core content in their courses. In 2011, Badanami staff co-delivered a core common unit with staff of the School of Biomedicine and Health Science to over 800 health science students. The unit has 50% Indigenous content and assists these students to achieve knowledge and skill subsets of the Indigenous Graduate Attribute. The students are enrolled across nine courses including Occupational Therapy, Physiotherapy, Health Sciences and Medical Sciences. Badanami staff also assisted in developing the Indigenous curriculum content for the core common unit including online materials.

Through the development and expansion of its support services and academic programs, Badanami Centre has appointed a number of key academic staff. Staffing decreased during 2011 with a reflection of this in academic staff. Casual staff were employed under the Indigenous Tutorial Assistance Scheme (ITAS) and casual academics were engaged to teach in the AREP courses.

# LEARNING AND TEACHING

## Elder in Residence

Badanami's longest employed Indigenous staff member is the Indigenous Elder in Residence. The Elder continues to be engaged internally and externally with Indigenous communities and organisations, enhancing the University's profile and course offerings to Indigenous people as well as creating greater cross cultural awareness within the University.

## Student access, success and retention

2011 has been a year of growth and expansion in the area of Indigenous education. It was a year of opportunity in building relationships with local Indigenous and non-Indigenous communities within Greater Western Sydney and beyond.

Statistics for 2010-11 indicate notable improvements in student participation, retention and succession/attainment due to the enhancement of marketing, communications, scholarship opportunities and student support mechanisms.

In 2011, 442 Indigenous students participated in UWS courses, an increase of 84 students from 2010. In 2011, 193 commencing students accessed UWS courses.

Badanami Centre staff have participated with the staff from the Office of Indigenous Outreach in marketing UWS courses across NSW and the Greater Western Sydney (GWS) area.

By the release of ATARs on 13 December 2011, there were 259 Indigenous applications through UAC with 74.9% being from Greater Western Sydney, 96.9% from the state of New South Wales and 3.1% coming from outside of New South Wales.

The University's performance in attracting and retaining Indigenous students is evidenced in the 2010-11 Retention data. Undergraduate students increased from 75.1% to 81.2% with both commencing and continuing students showing increased retention as compared to 2009-10.

In late 2011 a major review of the Badanami Alternative Entry Program began. This program is a UWS equity initiative aimed at increasing Indigenous participation within undergraduate programs across all areas of study at UWS. Phase 1 of the review has found a high level of commitment and motivation of the staff involved in the program, both for the principle of providing an alternative entry pathway for Indigenous students and in terms of the approach to ensuring the integrity and quality of the program. The establishment of the Alternative Entry Coordinating Committee to oversee the quality processes for assessment for the program ensures the Badanami Academic Committee receives recommendations on assessment outcomes that have been rigorously evaluated and assessed. By December 2011, 70 Alternate Entry applicants were assessed in November and December. Of these, 47 were made offers with another nine students undertaking the preparatory literacy modules with further assessment in the January program. Due to the AREP education program suspending enrolments for 2012, three students assessed in November were advised to enrol in the Bachelor of Arts (Pathways to Teaching). A further 63 applications have been received for the second assessment program to be held in January/February 2012.

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

- provision of the adequate resources for the Indigenous Outreach and Badanami Centre to conduct year round marketing and promotion of UWS courses to Indigenous peoples and organisations in Greater Western Sydney (GWS); marketing the Indigenous specific block courses to Indigenous people and communities in GWS and rural NSW and Queensland
- development of more directed marketing materials to enhance awareness of UWS and its offerings
- development of greater pathways between VET institutions in GWS with UWS for the transition of students into UWS courses
- establishing a preparatory program that incorporates literacy development to enhance Indigenous people's success in their courses/units. The program incorporates 3 modules or 16 weeks of lessons to be studied over a 16 week period. The modules will also be provided to potential students awaiting assessment in the Badanami Alternate Entry Program or after the assessment in order to prepare them for commencing the academic year
- UWS is currently reviewing the Badanami Alternate Entry Program in order to improve the administration and implementation of the program so as to increase the access and participation rates of Indigenous students in their first year.

## Indigenous marketing and outreach

### UWS Rural Indigenous Student visits:

The UWS Rural Indigenous Student Visit Program was created to provide Indigenous students in Years 10, 11 and 12 from rural and remote regions of NSW with the opportunity to participate in UWS Day and Open Day activities and to experience the university environment. Historically these students would not have had access to this type of activity, which gives participants a taste of a wide range of UWS courses and enables them to engage with university staff and current students.

Exposing students to the higher education environment assists with familiarisation and embeds a sense of belonging as a result of a positive university experience. This also assists in diminishing the fear factor or fear of the unknown for prospective Indigenous students. Students become aware of opportunities and are more likely to consider higher education.

The first UWS Rural Indigenous Student Visit took place in 2010 and its success led to the decision to fund two visits in 2011. In June 2011 the visit incorporated the UWS Day activities at Campbelltown campus and students were accommodated for two nights at the UWS Hawkesbury campus in Richmond.

Evaluations included very positive comments. The students stated that UWS Day was a valuable experience. Several students commented that they had not considered university study as an option previously but the visit to UWS had altered their perceptions of future study. Clearly the visit had successfully embedded an aspiration for higher education. Comments from school staff have been very positive. In one instance students had been very reluctant to complete their PLPs (Personal Learning Plans) and directly after attending the visit, the students expressed their eagerness to complete their PLPs as soon as they returned to school. A number

of 2011 HSC year students have since applied to UWS for enrolment in 2012. Several of these had participated in the visits to UWS while at school.

In November/December 2011, due to timing issues, the visit was not linked to a UWS Day, but its length and the schedule were expanded to allow for a more diverse range of activities and more time for reflection and relaxation. Students were accommodated for 3 nights allowing two full days of workshops. Students took part in campus tours, fun and educational academic workshops in a range of disciplines, aspiration building and career planning sessions, cultural workshops with local Aboriginal elders, and discussions and dinner with current UWS Indigenous students, staff and academics. One session specifically covered what university study is like, how to apply and what to expect. We found the visiting students particularly enjoy meeting current UWS Indigenous students and this gave them a real insight into what higher education study is like.

To date the program has engaged 15 schools from the Far West, Far North West, Central West and Western NSW as well as the Upper Hunter and Lower Hunter regions. Ninety-two Year 9-12 students have attended the previous 2 visits and 49 registered to attend the November/December 2011 visit.

The program is relatively new and an analysis will be undertaken in 2012 to quantify the number entering into higher education or other post-school study. All schools that have engaged in the visits have expressed a desire for this program to continue.

### Indigenous School Student Mentoring Program (ISSMP):

In 2009 the program commenced with 16 Year 10 students and one Year 11 student joined in 2010, making a total of 17 in the oldest cohort. Four of these students completed Year 12 in 2011 and all applied to UWS for commencement in 2012, a result of 23.55% of students. None of the students were considering university as an option when they first joined the program.

**Heartbeat:** The first event in the Heartbeat series ('Aboriginal and Torres Strait Islander students exploring health and medicine') was held in September 2010. Ninety-five Year 3 and 4 Aboriginal and Torres Strait Islander students visited the Campbelltown campus to explore health and medicine through a series of fun and educational activities run by UWS academics and students, and the Australian Indigenous Doctors' Association. The Tharawal Aboriginal Medical Service also supported the program.

Heartbeat aims to increase young Aboriginal and Torres Strait Islander students' awareness of health issues – as individuals and in their families and communities – and inspire some to future careers in medicine and health, as well as to familiarise students with the campus environment from an early age and give them the sense that university could be for them.

It is planned to develop it into a long-term suite of activities, building on and connecting with each other, with the university linking to the same cohorts of students as they progress through primary school and into high school. Longer-term, it is hoped the program will contribute to Aboriginal and Torres Strait Islander health, education and quality of life.

The program continued in 2011 with two events held. On 15 September *Heartbeat: keeping pace* was held at UWS Campbelltown campus and saw the return of the students from the 2010 event, along with some new classmates and those who had missed the 2010 event. The students enjoyed the range of health-

# LEARNING AND TEACHING

related, fun and engaging activities run by UWS staff and students and the Tharawal Aboriginal Medical Service. New schools were invited into the program from South Western Sydney and Western Sydney on 7 November for *Heartbeat: get the rhythm* and 97 Indigenous students in Year 3 and four attended. This introductory event was similar to the original 2010 event, with activities run by UWS staff and students and the Australian Indigenous Doctors' Association.

The format of the events includes a whole-of-group opening session with a traditional Welcome to Country, short address by the Dean of Medicine (and for the 2011 events, the CEO of the Tharawal Aboriginal Medical Service) and an overview of the day. The students are then divided into groups, and rotate through five different activities. Indigenous UWS students from Medicine, Nursing and other Health Science degrees act as guides for the visiting students and also provide personal insights into studying at university.

Feedback to date has been very positive. Comments from the students showed a high interest in the areas of health and living a healthy lifestyle. Questions related to career desires showed a high percentage of students were interested in careers in health-related fields. Comments on workshops attended showed a keen interest for further information on healthy eating and good food choices. Many students commented that the workshops were fun and engaging and that they wish to participate in future events.

The comments from supervising teachers and staff were also very pleasing with all agreeing that the event was beneficial to their students and that the content was relevant to their learning. The hands on activities were highly rated and many comments stated that the workshops were very informative. Comments were also made on their students' absolute engagement in the activities which was pleasing for the visiting teachers and a great result in terms of the program objectives.

The events have been a great success with 28 schools and 188 students now engaged in the program and the suite of activities as well as further expansion to new schools are currently being developed.

A fulltime Project Officer was employed in 2011 to assist with the development and expansion of the Schools Engagement programs.

## Community engagement

Reconciliation/NAIDOC Week was a significant part of the annual UWS staff, student and community engagement calendar in 2011, with special events to celebrate Reconciliation Week. The week began with a commemorative ceremony to mark Sorry Day which was attended by UWS staff and students.

This was followed by the UWS Yarramundi Lecture where Leah Purcell, CEO Reconciliation Australia deliver the keynote address. Both events attracted a large contingent of Indigenous organisations and community supporters.

The Elders Christmas Luncheon was held in December 2011, with Badanami staff playing host to approximately 60 Elders from Greater Western Sydney. This engagement activity is a valuable tool in connecting with local community members.

The University produced an autumn and a spring edition of the UWS KooriLife magazine – a magazine dedicated to showcasing the exceptional activities and initiatives of Aboriginal and Torres Strait Islander staff, students and community members. The magazine is distributed to approximately 15,000 people nationally.

## UWS INTERNATIONAL

UWS International's strategies, plans and activities continue to support the goals of the University relating to its international profile and targets.

### Institutional relationships

UWS International continues to successfully develop new relationships with high level elite institutions. In 2011, the main focus was on fostering and diversifying our established relationships to ensure they are focused, intensive and efficient.

Universities in China have been encouraged to develop strong international partnerships and plan for future education needs. This has resulted in most provinces developing 10 year planning strategies for student and institutional development. Consequently a large number of Chinese universities have approached UWS to investigate institution to institution relationships that cover research, exchange and most importantly joint degree and articulation pathways. The majority of our new partnerships are with Chinese institutions.

Partnerships established in 2011:

- Xi'an Jiaotong University, in the elite C9 League of Chinese premier universities and currently top-ranked in the disciplines of management science, business administration, and power engineering
- Dalian University of Technology, a National Key University under Project 211 and 985
- Shanghai University of Finance and Economics, ranked in the top two accounting schools in China
- Wuhan University, one of the top ten universities in China

Work to deepen existing partnerships continued. A Guaranteed Admission Agreement was signed with Beijing Foreign Studies University (BFSU) which allows students who have completed one year of a BFSU Masters program a guaranteed pathway into the UWS Master of Interpreting and Translation Studies or the Master of Arts Interpreting and Translation Studies. BFSU sent its first students to UWS in Spring Semester, 2011. This agreement builds on UWS's reputation in the field of language, culture, and research in China.

The joint Doctor of Business Administration (DBA) research and Bachelor of Business and Commerce (BBC) articulation programs with the University of Economics, Ho Chi Minh City (UEH), continue to be successful. Following the introduction of the DBA and BBC programs, UWS and UEH are establishing an agreement for the UWS Master of Business and Commerce (MBC) degree. The HoChiMinh City Municipal Government has approved 25 scholarships for UEH students entering the UWS MBC in 2012.

## International student recruitment

In 2011 the international onshore student load at UWS decreased by 3% compared with 2010 and the commencing international student load decreased by 10%. This was in line with decreases in the sector. China, Vietnam, India, Philippines, Nepal and Saudi Arabia were the top source countries for commencing enrolments. There was a significant increase in enrolled students from Nepal, Philippines, Iran, Malaysia, Thailand and Burma.

## Knight Review

In June 2011, recommendations from the first strategic review of the student visa program, conducted by the Hon Michael Knight AO, were delivered to the Australian government to help enhance the quality, integrity and competitiveness of the international education sector. It is anticipated that the resulting reforms will positively influence commencing international student numbers from the second half of 2012.

## UWS International Agent Week

To further enhance UWS International's agent relationships and help increase international onshore student enrolments, UWS International received UWS Strategic Priority Funding of \$100,000 to host UWS's inaugural International Agent Week (IAW) in November 2011.

Thirty off-shore international education agents from key source recruitment markets visited UWS in a four-day event which showcased all UWS campuses.

The visit significantly changed agent perceptions of UWS. Prior to attending IAW, only 41% of agents provided a positive description of UWS. At the conclusion of Agent Week over 96% conveyed positive descriptions. As one agent commented:

**'The high standard of teaching facilities, amazing buildings, the beautiful campuses and the diversity of cultures impressed me very much.'**

The program built confidence and enthusiasm among agent counsellors in promoting UWS as a quality education destination to prospective international students.

## Student mobility

In 2011, UWS was awarded over \$350,000 in scholarships from the Department of Education Employment and Workplace Relations (DEEWR) to promote inbound and outbound exchanges.

The initiatives to promote exchange to UWS students included the UWS Exchange Fair and Outbound Mobility Forum. The event held in April this year was a great success and included the US Consulate, Canadian Consulate, Universidad del Salvador, the French business school ESCCA and the University of Hertfordshire.

A DEEWR grant was also awarded to UWS to support the participation of the representative from Universidad del Salvador at the UWS Exchange Fair.

## International student support

UWS International continues to enhance its student support services with the launch of UWS's International Assistance Line which is a personal, after-hours support hotline for international students. This provides international students with access to advice and assistance 24 hours, seven days a week.

In 2011, UWS was awarded a grant from DEEWR to fund a project aimed at enhancing the international student experience at UWS. The Social Engagement and Leadership Program aims to generate interaction between domestic and international students at UWS and help students to build the soft skills highly valued by employers such as problem solving, communication and interpersonal skills. The program will also work towards increasing the incidence of student study mobility at UWS, which by national standards, is very low. The program will run in Autumn session 2012 and will involve a maximum of 60 students, comprising an equal number of domestic and international students.



# LEARNING AND TEACHING

## LIBRARY

Continued enhancement of services and collections has been a strong focus throughout the year, together with ongoing pursuit of best practice goals across both the library's virtual and physical presence. Endeavours are grounded in the key areas of focus articulated in the Library's current Strategic Initiatives: access, service, research support and leadership.

On every measure success is evident, with increased use of collections, services and facilities across the seven campus libraries. Within this report, increases in activity and usage are outlined. It is of interest to note that the single area of minor decrease – use of the Library website – is in fact a positive outcome, reflecting wider access to UWS Library web resources from external search engines and discovery tools such as the National Library of Australia's Trove and the ubiquitous Google.

Complementing and reflecting University goals, significant emphasis was placed on student retention, with Client Services staff re-focused to work directly with students on the floor of our libraries rather than in more traditional desk-based modes. This approach, together with clear staff identification and collaboration with the Student Learning Unit, was embraced by students who were unhesitant in seeking assistance on a wide and varied range of research and assignment writing challenges. The retention focused work will continue and expand in 2012 with the establishment of the position of Outreach Librarian, made possible through Commonwealth funding.

A full redesign of the Library website early in the year was warmly received and contributed to a 23% increase in use of the Searchbox (2.45 million searches), and 5% increase in access from off campus (718,000 successful connections). As indicated above, greater exposure to library resources and services through external search engines contributed to a 5% decline in direct views. However direct

access remained very significant at 11.14 million pages accessed throughout the year. Similarly, the *ReadingsDirect* service, providing richly enhanced reading lists within vUWS sites continued to expand, with an overall increase of 39%. Over 1500 hypertext-enabled lists provided students with seamless access to e-versions of required readings from within their online learning site.

Previous years' work building and populating the institutional research repository was put to the test through the inaugural Excellence in Research Australia (ERA) exercise, and it was pleasing that ERA Assessors experienced no difficulties in accessing UWS research publications. An additional 2241 research outputs were indexed and added to the repository in 2011 representing a total of 10,481 publications.

Collection growth was again significant, with over 53,000 print monographs and 94,000 e-books acquired. Of the e-books, a single multi-disciplinary collection, *Ebrary Academic Complete*, represents 70,000 individual titles. Serial subscriptions were maintained in 2011, but individual agreements with suppliers to 'hold' pricing within lower institutional population banding may not be sustainable into 2012 and beyond.

Perhaps the most pleasing outcomes for 2012 lie within the quality arena. Again the library's ISO 9001 (2008) certification was unconditionally confirmed by two external audits, with assessors highly commending outstanding results. Also in 2012 the library again participated in the bi-annual sector wide Library Satisfaction Survey, achieving a ranking comfortably within the top decile of Australasian university libraries. UWS library ranks fourth overall across forty two university libraries. Across the eight large university libraries with which UWS benchmarks its performance, our library ranks one overall, and also across all five best practice categories. This is a remarkable achievement, and a testimony to the calibre and commitment of library staff.

## STUDENT SUPPORT SERVICES

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

### Demand for Services

Compared to an overall 3.8% increase in student numbers in 2011, the Counselling service saw an 8% increase in demand for individual services in 2011 compared with 2010. Consultations for mental health concerns increased to 21.5%, from 18% in 2010. This together with an increase in the average number of sessions from 2.5 to 3 per client, represents an increase in complexity of presenting problems.

The Disability Service saw a 10% increase in the number of Academic Integration Plans in 2011 with students presenting with increasingly complex issues and co-morbidity. The Student Welfare Service saw an 11.5% increase in the number of students seeking assistance. Generally student numbers attending workshops increased by 28% in 2011 and the number of Mental Health First Aid programs that were run doubled in 2011 over 2010.

# LEARNING AND TEACHING

## Achievements and Key Activities

### Staffing and structure:

Staff from the former student association were transferred into Student Support Services in late 2010 while the University worked toward a new model of student representation and participation during 2011. This model is a campus based student representation model which is currently being implemented.

### Resource and Online Developments:

Student Support Services continues to investigate and develop on line resources and services in response to the identified needs of different student cohorts and service accessibility.

The UWS eCounselling service was launched in September this year and received an average of four to five questions per week during teaching time. The service responded to 34 questions from 28 individual students. Over half of the questions were from first year students and 21% went on to a face-to-face session with a counsellor. Feedback from students was overwhelmingly positive and students expressed that this helped them to feel more comfortable about accessing the service.

NSW Population Health has contributed to the mental health & wellbeing website. The website will go live in January 2012. This website has information of interest to students and staff, including staff who may be concerned for another staff member.

*Campus Connection* continues to be used as a communication tool for students with a 5% increase in user sessions in Autumn 2011 compared to Autumn 2010.

Phase one of the online Orientation program has been completed and was launched in Spring Session 2011. The program is intended to value add to the face to face program. Analytics show the site was well utilised.

Counselling and Student Welfare Services are working with Cadre to develop online workshop modules for students on time management, study skills and financial planning. These on line modules will be available to all students in 2012.

The Disability Service has almost completed the development of an online training program for staff, on understanding student Academic Integration Plans.

The Disability Service provides a regular communications strategy via an on line list serve, to inform students with Academic Integration Plans about news, information and initiatives. Access News is available to students on a monthly basis.

The off-campus Accommodation website – UWS Living Local – was launched at the commencement of this year and provides students with the opportunity to search for affordable accommodation close to their campus of study.

Further online developments are currently being planned.

Mental Health and Wellbeing Resources packages were launched at a series of mental health and wellbeing lunchtime forums that took place on all campuses in late September. Around 100 staff attended these forums to hear about mental health initiatives and to give feedback on future directions for Mental Health and Wellbeing. Following the launch, 2800 packages were sent to all permanent staff and some casual staff across the University. In addition, 150 packages were modified and sent to UWSCollege staff. The resources are currently being modified so they can be provided to all Residential Advisors.

Continuing on from 2010, additional Peer Guides, which are written by students for students, continue to be developed. The 'Starting Out Guide' for all commencing students and the 'Mature Age Students Guide' have been reviewed. The 'First in Family Guide', has been completed and work on the 'University on a Budget' and 'Vocational Education Transition' Peer Guides are underway.

### Mental Health Strategy:

The UWS Mental Health and Wellbeing strategy for staff and students has continued to develop throughout 2011. This innovative strategy combines Mental Health and Wellbeing for both students and staff and provides a mechanism to guide and develop UWS priorities. The strategy includes five pillars as follows: wellbeing and prevention; mental health/ill health literacy, support, organisational response, and research and evaluation. The strategy will pull together the many activities that occur across the University to work towards sustainable mental health and wellbeing goals. The strategy has undergone a comprehensive consultation process and will be finalised in early 2012.

The Mental Health Coordinator continues to develop processes within the UWS community to better manage mental health issues, crises and concerns. This role also includes a proactive and preventative approach – working with Colleges, Divisions, Residential Colleges and outside mental health providers to develop policies and processes to assist students with mental health issues. The position conducts direct clinical work with students in crisis situations across all campuses and has been involved in mental health and wellbeing promotional activities such as Mental Health Month. An important facet of the Mental Health Coordinator role is building partnerships with external organisations such as NSW Population Health, Transcultural Mental Health, Mental Health Association and area mental health crisis teams.

NSW Population Health have been engaged in developing a Memorandum of Understanding with UWS to support the University with resources and expertise in developing targeted and sustainable health promotion initiatives for staff and students. Extensive consultation and several work streams have been developed in priority areas of healthy lifestyle promotion (nutrition and physical activity initiatives), tobacco, alcohol and other drugs, sexual health, and mental health issues.

The Mental Health Coordinator has been pivotal in assisting in the early identification of risk at an individual and University community level and is working closely with the UWS Behaviour Review and Risk Group (BRRG). As in 2010, the Mental Health Team continues to be supported by a sessional consultant psychiatrist position which provides a consultancy service to SSS staff. The Mental Health Team have conducted a number of training workshops with academic staff, professional staff and residential college staff on managing concerning behaviour. In addition to this support a consultancy service has been provided for all staff.

The impact of aggressive and concerning behaviour on staff is significant. In addition to making referrals to EAP, the Mental Health Coordinator and counsellors have spent considerable time allowing staff to debrief and manage their own reactions to these situations.

Mental Health and Wellbeing month was celebrated across six sites and five campuses in October and coordinated by Student Support Services staff with the theme 'Wellbeing: Invest in your life'. Over 1000 staff and students attended the events. Mental Health Month is an opportunity for the University community to celebrate positive mental health and well being. These events also help to promote early identification and to inform others of services and strategies for those who may be experiencing some area of need while also assisting to reduce stigma by discussing mental health openly and in a positive way. Feedback on the events was given by 389 participants, 93% of whom said they would recommend this event to friends next year. Many found the resources helpful for themselves or for family and friends. Warmly received were the 2000 healthy eating cookbooks NSW Population Health provided for distribution.

The *Mental Health First Aid (MHFA)* program, offered through the Counselling Service, is in its fourth year. There has been a total of nine programs conducted this year with 90 staff, 75 students and

50 participants from external agencies undertaking training. This is a 56% increase in participants compared with 2010. The program was conducted with Residential Advisors and was trialed and well received this year with the Bachelor of Nursing students.

*Supporting Staff Supporting Students and Suicide Awareness and Prevention* training were conducted through the Organisational Development Unit and facilitated by counselling staff with better attendances than in previous years due to increased promotion.

### Financial Assistance Package

Demand for Financial Assistance Packages continues to increase. In 2011, 124 students were assisted with emergency loans, emergency grants and text book grants. Textbook vouchers have increased from \$100 to \$200 and are matched dollar for dollar by UWSConnect. The Grocery Voucher limit has also increased, from \$50 to \$100.

Of the financial assistance provided, 87% was in the form of an emergency grant, 47% of the recipients were under 29 years of age and 53% were over 29. This differs markedly from the total UWS population where more than 80% of students are under 29 years of age. The retention rate for those students who received an emergency grant is 90% and students stated that they could not have continued their studies without the assistance received.

In 2011, the Education Costs Grants program was introduced, to assist students in financial need. As at 17 November, 18 students had been granted a total of \$39,000. Of the 18 students who were recipients of the Education Cost Grant, nine were willing to take part in an evaluation survey. Of those nine, eight students recognised that the assistance was very important in allowing them to continue with their studies. The financial assistance allowed some to continue with study without having to withdraw and return to the workforce full time, others

were able to secure housing for their family and purchase essential electrical items such as a fridge and washing machine.

Supporting the financial grants was an upgrade of the Dollars & Cents online resource. This resource provides online information in developing financial literacy, saving and budgeting as well as developing a resume to assist in sourcing part time employment.

### Inherent Requirements

In 2011, work was undertaken on the process mapping and commencement of identification of Inherent Requirements in courses. A working party of the Education Committee of Academic Senate, chaired by the Director Student Support, provided the overall UWS strategic leadership for the developments in this area and the *Inherent Requirements of Nursing Education (IRONE)* project was the leader in the development of a process, structure and model for use in all UWS courses. The structure of the Inherent Requirements of Nursing Education statements has been developed and endorsed by a reference group of internal and external senior Nursing and Disability experts. Extensive consultation and presentations were conducted both internally and externally. Inherent Requirement Statements (IRS) have now been articulated for the undergraduate Bachelor of Nursing course. A web portal has been established which includes a model of the process for developing IRS. Over 100 Resource Packs have been distributed within UWS, nationally and internationally, with very positive feedback.

Adoption of IRS has meant implementation of a wide consultation and information program, significant policy changes, specific IRS workshops, review and consultation on development of draft IRS for other UWS courses and development and distribution of the IRS resource pack. Additionally, there have been presentations by members of the IRONE team at five conferences and journal articles are being written about Inherent Requirements.

# LEARNING AND TEACHING

The Disability Service provides a regular communications strategy to inform students with AIPs about news, information and initiatives.

## Assistive Technology and Systems

Further upgrades and enhancements were made to the *Disability Professional Systems Management (DiPSM)* system during 2011. Enhancements included improved Academic Integration Plan (AIP) functionality, Educational Support Staff Matching, DEEWR reporting, and Ins & Outs & Roundabouts Workshop. The *Citrix Assistive Technology* project continued in 2011 and is now in the final testing phase. Once completed this project will enable 24/7 access to assistive technology from any connection to UWS servers.

UWS is currently investigating the benefits of joining the Liberated Learning consortium which will enable the use of speech to text software.

## Orientation and Transition:

A Commencing Student Transition Group has been established with across university representation to streamline processes related to the student experience at the commencement of the academic year. Processes have been established to ensure venue and information technology readiness for commencement of year transition activities and a review of student Academic Advising has taken place and outcomes are being implemented.

A new peer mentoring program was developed in 2011 called MATES@UWS. MATES (Mentoring And Transition Equals Success) was developed to provide commencing students with the opportunity to connect with UWS student mentors in later years of study. The aim of the program is to assist commencing students to develop social networks, acquire essential knowledge about university life, reduce isolation and raise awareness of the range of student services and resources available.

The pilot program was coordinated by the Student Welfare Service and ran on Bankstown campus for the first six weeks of Spring session with positive results for the 26 students who took part. Program evaluation highlighted that 100% of participants who hoped that MATES would help them to settle in to UWS life achieved their goal. All of the students involved agreed that the MATES@UWS program was beneficial for new students and as such the program will be rolled out to all campuses in 2012.

This program has a different focus to the highly successful Peer Assisted Study Sessions (PASS) run by the Student Learning Unit.

*Starting Out* workshops for mature age students were offered across all campuses with 182 participants, a 53% increase in attendance from the February 2010 program.

The *Transition Success @ UWS* program which was piloted in Spring session 2010 was implemented for each major transition period in 2011. The program aims to increase student retention, particularly for those students who are the first in their family to attend university and those from low socioeconomic backgrounds, through the provision of peer contact, and is intended to facilitate student engagement in a holistic and systematic way. Evaluation of the 18 month program shows that the program assists students in their transition to university study and enables problem solving, provides senior students with opportunities for employment on campus and to engage in community service, and positions UWS as a university that cares about its students.

## New Student Representation Model

Student consultation has occurred in relation to the development of a new model of student representation. The model is campus based and at its centre is the establishment of a Student Campus Council (SCC) for each of UWS's six campuses. Student elections were held in October and the SCC's on each campus have already met. Each SCC's will nominate three student representatives to the central Student Representative Council and a Student Clubs and Societies Forum and a Student Governance Forum will be established.

A successful student leaders induction weekend was held on 3 and 4 December. Those present included the newly elected campus student representatives, students elected to governance positions and presidents of UWS Clubs and Societies.

## STUDENT EQUITY

### Student Equity Performance

UWS continues with its strong performance in most equity groups. The access and participation rates for students from a low SES background have both increased slightly over the last year from 22.7% to 23.2% and 22.6% to 22.9% respectively. This is particularly important in light of the federal government's policy to increase the overall participation rate of low SES students. In this regard, UWS has a higher participation rate than the NSW average of 16.77% and the national rate of 16.2% and has also exceeded the benchmark participation rate set by the federal government of 20%. Even so, UWS continues to work toward further increasing the access and participation of this particular group, which is aligned with the University's mission and values. The retention rate for low SES students has increased by 0.5% to 82.4% and is 1.8% higher than the UWS retention rate for all students not in this group. While the progress/success rate for these students is 1.1% below that of the overall UWS student population, the success ratio of 0.99 is, however, better than the NSW and national ratios of 0.97.

The access and participation rates for all other equity groups, including Indigenous, Disability and NESB, has remained relatively stable, with Indigenous rates showing a 0.2% increase in both measures. Retention rates among Indigenous students have increased by 5.3% over the last year from 74.6% to 79.7%. While still below the UWS retention rate this is a significant increase. Meanwhile the retention rate for students with a disability has decreased by 1% to 76.2% but is still 2.2% higher than the 2008 retention rate, and is still above the state and national retention rates for this group of students. This is within the context of an unprecedented 34.4% increase in the number of students requiring Academic Integration Plans over the last two years.

The progress/success rates of Indigenous students and students with a disability have declined over the last year by 1.8% and 2.9% respectively. This may indicate that students from these equity groups remain at university but progress more slowly than those not within these equity groups. There continues to be a low correlation between those students who disclose a disability at the time of enrolment and those who register with the Disability Service. For both Indigenous students and students with a disability there is no compulsion to disclose at the time of enrolment and therefore the equity performance figures for these cohorts of students may be skewed by personal choice.

### Widening Participation

The University is committed to widening the participation in tertiary studies of people who would not traditionally consider or participate in higher education. The Fast Forward program, an aspiration building and outreach program, has expanded to include 42 Greater Western Sydney high schools in 2011 with further expansion planned in 2012. Of the 70 Year 12 students who graduated from the program in 2010 and were able to be contacted, 46 were studying at university, 12 were studying at TAFE and two at private colleges.

UWS also runs an Indigenous Mentoring Program with the aim of retaining Indigenous students in education and UWS has alternative entry pathways for access to degree courses. Within the Office of Public Affairs is the Indigenous Outreach Unit which conducts marketing activities/engagement into the schools and communities to increase the awareness of Indigenous people about higher education courses.

A number of other initiatives in the widening participation area are currently under development.

### Student Equity Programs

Mature age students were identified as a UWS equity group in 2009 and in response to this a number of strategies and resources were developed for this cohort of students. These strategies include shop fronts, IT cafes, Starting Out transition program, e buddies, the development of a peer guide and a list serve. The Mature Age Students Project continued in 2011 and a survey has been conducted. The outcomes of the survey and recommendations for future directions were scheduled for completion by the end of 2011.

*Further development of Educational Technology Online* – The need for more accessible and effective education and training in the use of the range of educational technology, such as vUWS, which are such an integral aspect of current university education. An online training package and a series of workshops were developed and implemented, with very positive evaluations and an apparent impact on the success, retention and GPA of participants, particularly mature aged students.

*Low Budget Healthy Cooking Workshops* – It was identified that many students lacked confidence and skills in preparing healthy meals within their limited budgets. As a joint project across areas of the University, Master Chef Jeff Huxley was contracted to provide Low Budget, Healthy Cooking workshops on each UWS campus. The workshops were videoed, placed on the Student Welfare Web site, and recipe cards printed. Of the students who attended the demonstrations, 195 requested electronic copies of the recipes.

*Peer Guide development* – A range of Peer Guides to provide tips, advice and assistance from successful students to new students is in the process of being developed. Guides for mature aged students and first in family have been completed and published in print and online. Guides for other groups such as low SES, Indigenous, CALD and students

# LEARNING AND TEACHING

with a disability are under development, to be completed in 2012.

A number of other equity initiatives have been implemented and have been explained elsewhere in the Annual Report. These include but are not limited to:

- inherent requirements
- disability technology trials
- eCounselling – particularly targeting young men, who were identified as an 'at risk' group
- CITRIX Assistive Technology Project – in order to facilitate more inclusive and flexible access to the range of Assistive Technology (AT) for students with disabilities
- financial hardship assistance for Students
- multimedia and on-line developments in response to students from low SES backgrounds
- Academic Preparation and other transition programs particularly targeting students from non traditional backgrounds
- Peer Assisted Study Sessions
- Indigenous Outreach and Engagement Programs

## EQUITY AND DIVERSITY

### Development of the UWS Equity and Diversity Strategic Plan

An Advisory Committee was appointed to oversee the development of the UWS Equity and Diversity Strategic Plan for 2012-17 and a draft report for comment was scheduled to be released in early 2012.

### Disability

Implementation of the UWS Disability Action Plan continued throughout 2011.

The Accessible Pathways Report on the audit of the University's physical spaces was completed and a committee established to assist Capital Works and Facilities prioritise works identified in the audit.

To broaden accessibility for staff and potential staff with disabilities the University altered its standard contract of employment form. A new more positive disability declaration clause informs staff of their rights to reasonable adjustments to help them fulfil the inherent requirements of their jobs.

A comprehensive data base was developed to assist in the operation of the University's Staff Workplace Adjustment Fund. The fund centralises the cost of providing equipment for making reasonable adjustments for staff with disabilities and the new data base assists in tracking and monitoring the finances, the equipment purchase process and management of the assets.

Equity and Diversity in collaboration with Student Support Services, Occupational Health and Safety, UWS College, UWS Residential Colleges and Student Governance initiated the UWS Mental

Health and Wellbeing Strategy. The Strategy encompasses promoting, educating and improving mental health and wellbeing and supporting those with mental health concerns. In 2011 the Mental Health and Wellbeing Strategy Group was awarded the Vice-Chancellor's Excellence Award for excellence in professional service.

### National Disability Coordination Officer Program

The Western Sydney National Disability Coordination Officer (WSNDCO) program, which is hosted by UWS, successfully obtained a DEEWR grant to produce a new resource for parents of young people with disability. This resource provides information for parents on how to assist their child to make a successful transition from school into further education, training and employment.

The program conducted seminars on post school options for young people with disabilities for school staff and seminars for university and TAFE students planning the transition into graduate employment.

WSNDCOs prepared a detailed submission and were invited to give evidence to a NSW government inquiry into transition support for students with additional or complex needs and their families.

## Gender Equality

### EOWA Employer of Choice 2011

UWS received the citation EOWA Employer of Choice for Women for 2011 for the eighth consecutive year. The University was able to meet rigorous criteria across seven different aspects of employment to demonstrate its commitment to gender equality in the workplace.



### Gender Pay Equity

The 2011 Gender Pay Audit found that a gender pay gap exists at UWS because of the lower representation of women at senior levels, particularly senior academic levels. UWS is strongly committed to reducing the pay equity gap and the audit findings will inform the development of additional gender equity strategies at UWS.

### International Women's Day 2011

UWS partnered with UN Women Australia to support the celebration of the 100th anniversary of International Women's Day (IWD) across Australia. The Vice-Chancellor hosted the annual Women of the West Awards and an IWD Breakfast for staff. These events focused attention on the achievements of women as well as the need to continue to promote women's rights.

### Child Care Centres on Campus

Child care centres on UWS campuses were brought together under the central entity UWS Early Learning Ltd. This will ensure the ongoing viability of the child care centres and provide staff and students with access to quality affordable child care.

### Ally Network

The UWS Ally Network continued to support sexual diversity and address homophobia on campus. The Network held quarterly meetings and organised two successful training sessions for staff and students. Members of the Network were involved in several activities, including hosting a lunch at the Hawkesbury campus, providing representation at Bankstown campus as part of the IDAHO campaign and participating in October Mental Health week events.

### Initiatives for 2012

The following initiatives are planned for 2012:

- launch of the Equity and Diversity Strategic Plan
- new gender equity strategies that include the development of KPIs for gender equity in Manager's Performance Agreements and establish a centralised recording system of requests for flexible and part time work
- a program to make the University fleet of buses wheelchair accessible
- the Ally Network will assist with the coordination and management of Queer Spaces at each campus.

## MULTICULTURAL POLICY AND SERVICES

UWS's Multicultural Policies and Services Program (MPSP) is guided by the Principles of Multiculturalism Act 2000 (NSW).

Highlights of the multicultural strategies and initiatives pursued by the University in 2011 were:

### Student Support Services

- The Fast Forward aspiration building and outreach program was expanded to include 42 Greater Western Sydney high schools.
- Provision of halal food services was extended to Penrith campus. Halal food is now available at three campuses: Penrith, Bankstown and Parramatta.
- A Culturally and Linguistically Diverse (CALD) Student Needs Identification project was established by the Counselling Service to identify the needs of CALD students and to recommend strategies to address these needs.
- A trial mentoring project for new students, MATES@UWS Mentoring, was conducted by the Student Welfare Service at Bankstown.
- A Multicultural Food Fair and Diversity Week was a joint initiative of Student Support Services, the Student Association and Equity and Diversity. The week provided an opportunity to highlight the range of cultural and linguistic backgrounds of the UWS student population and to interact with a very diverse range of people, food and cultural experiences, with the aim of promoting understanding, communication and acceptance.

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- A Teaching and Learning Strategies for Equity Group Students project was initiated by the College of Business and the Student Learning Unit. The project examined the impact of cultural differences, gender and age on learning styles among different student groups, in particular students from culturally and linguistically diverse backgrounds, international students, mature age students and students with disability. It targeted both undergraduate and postgraduate students with a focus on issues related to retention and learning success through strategic intervention to improve learning outcomes and satisfaction.
- Research was conducted into the changing student population at UWS with the purpose of developing strategies to assist the Chaplaincy to more effectively meet the spiritual needs of the diverse student body.
- Multifaith events were held on three campuses during the month of September.
- The School of Computing and Mathematics and Parramatta City Council introduced the 'ParraConnect Technology Challenge', an open competition to develop technology/software designs that will benefit the people who visit, live or work in Parramatta. The overall idea is to show how technology can help solve the problems faced by Parramatta city residents and visitors, a high percentage of whom come from CALD backgrounds. One of the competition themes was 'Embracing multiculturalism'. It encouraged entries to help all people in the local area to feel supported and safe in their daily lives and interactions, including with government services and local businesses.
- The School of Education's Refugee Action Support (RAS) tutoring program, a partnership program between UWS, the Australian Literacy and Numeracy Foundation and the NSW DEC, provided in-school and after-school literacy support to newly arrived refugee students in Greater Western Sydney high schools.

## Cultural awareness, community engagement and education initiatives

- An Equity and Diversity Open Forum was held at Parramatta campus on 'Multiculturalism, Terrorism and Peace – an Indian Experience.'
- A free event at UWS Parramatta campus in August celebrated Indian culture featuring Dhol players, Bollywood and Punjabi dancers, a Bhangra DJ, live music, free samosas and henna tattoos.
- The School of Social Sciences hosted a symposium, 'Facing the Challenges: Australian and European perspectives on 21st Century Migration and Multiculturalism' at Bankstown Campus exploring issues pertaining to multiculturalism and migration in Australia.
- The School of Education introduced Crossing Borders, an on-campus peer support program for international and overseas trained students. Seventy-five students are mentored in academic and cultural support by Professional Experience III students. Mentees receive six seminar workshops on topics that assist them make the transition from international learning environments to learning/teaching in Australian education.
- The Sydney Graduate School of Management (SGSM) organised an International Day for Tolerance event on Wednesday 16 November for staff and students at the Parramatta campus. Students enjoyed the 'Stick up for Tolerance Wall' and poster/picture competition, where they were able to express their own views on tolerance. SGSM also provided staff and students with a free sausage sizzle lunch.

## Key strategies for 2012

- Expansion of UWS College. The College, which provides students from diverse backgrounds an alternative pathway to higher education, will increase its enrolments to 5500 students and expand its facilities to Lithgow, Penrith and Bankstown
- addressing the recommendations arising from the outcomes of the CALD student survey
- production of a Peer Guide for students from culturally and linguistically diverse backgrounds
- roll out of the MATES mentoring program to all campuses
- further expansion of the Fast Forward Program
- continued provision of a range of cultural events and celebrations for staff and students
- monitoring of all UWS media to ensure a balanced representation of CALD staff and students.



# RESEARCH

## RESEARCH STRATEGY AND PERFORMANCE

2011 has been an exciting year for research at UWS in line with the *Making the Difference* strategy of increasing overall research quality, intensity and performance. During 2011, the Board of Trustees resolved to proceed with the establishment of Research Institutes. Each of the centres identified in the external *Research Landscape* review of 2008/2009 as having achieved high levels of performance became the basis for one of the four research institutes approved by the Board across 2011.

The first Institute, the Hawkesbury Institute for the Environment, was established in the first quarter of 2011. The Institute focuses its research activity on terrestrial ecosystems in the context of global environmental change.

Approval has been given to establish the following research institutes in 2012:

- Institute for Culture and Society
- MARCS Institute
- Institute for Infrastructure Engineering.

In the last decade UWS has pursued a consistent research strategy, delivering significant progress in concentrated research excellence and positioning the University for further research intensity in the future. As evidence of its intent to consolidate this achievement, the University has now gathered the majority of its separate research funding allocations into a Research Investment Fund so as to ensure the best strategic use of its resources.

## Excellence in Research Australia (ERA)

In January 2011 the outcomes of the inaugural Excellence in Research for Australia assessment were announced. In two of its key areas of research specialisation, UWS received the highest ranking for research quality in this first national quality assessment exercise.

Rated at 5 in the national rankings, being 'characterised by evidence of outstanding performance well above world standard', were:

- Cultural Studies
- Plant biology

Ranked above world standard (a rating of 4) were the UWS specialisations:

- Civil Engineering
- Performing Arts and Creative Writing
- Literary Studies

These latter two reflect the University's strength in music and literature as manifested in the research activity of the Writing and Society Research Group and the schools of Communication Arts and Humanities and Languages.

Areas that UWS is developing as fields of research activity were judged to be operating at world standard (a rating of 3), including:

- Pure Mathematics
- Physical Chemistry
- Microbiology
- Nursing
- Urban and Regional Planning
- Education Systems
- Specialist Studies in Education
- Human Geography
- Other Studies in Human Society
- Cognitive Sciences
- Film, Television and Digital Media

- Linguistics
- Historical Studies.

The ERA outcomes have confirmed the efficacy of UWS's strategy of investing in areas of strength and emerging strength. The Research Investment Strategy was initiated in 2006 by the Vice Chancellor and the Board of Trustees with a commitment to invest \$50 million over 10 years to boost overall research activity and quality.

## Competitive funding

### Australian Research Council

During 2011 the Australian Research Council awarded UWS researchers \$2.88 million of new monies for commencement in 2012, for a range of project grants. There was additional funding for two prestigious Future Fellowships and two Discovery Early Career Researcher Awards. Total funding for these fellowships amounted to an additional \$2.22 million, ensuring UWS maintained its top 20 position in these prestigious competitive grant schemes. The majority of these grants were awarded to designated UWS Institutes, Centres and Groups. This confirmed the strength of our selectivity and concentration strategy within the national innovation system.

### National Health and Medical Research Council

In November 2011, UWS was awarded four new NHMRC project grants totalling \$1.97 million. UWS also received one of the new NHMRC Partnership Projects grants totalling \$387,000. The rise in NHMRC grants to UWS has been spectacular, with audited data showing a zero return in 2006 rising to \$1.40 million in 2010 (latest available data).

## Collaborative research

UWS is a major participant in one of only four Cooperative Research Centres (CRCs) funded in the thirteenth round announced by the then Minister for Innovation, Industry, Science and Research, Senator the Hon Kim Carr in late 2010 for commencement in July 2011.

The Young and Well CRC fosters world-class collaborative research and innovation linking young people with researchers, practitioners and innovators from over 70 organisations from the not-for-profit, academic, government and corporate sectors. The CRC will promote mental health and wellbeing through three complementary research programs uniting the health sciences, humanities and social sciences with expertise in cyber safety, use of technologies for mental health promotion, prevention, early intervention and treatment, cultural research, e-research, youth culture, and innovation in research methodologies. The CRC also focuses on the development of tech-savvy tools to support the wellbeing of young Australians.

UWS co-leads two of the three CRC Programs. Dr Amanda Third, School of Humanities and Languages/Institute for Culture and Society is co-leading Program 2, 'Connected and Creative: technology as an enabler for young people who are vulnerable'. Dr Phillipa Collin, Institute for Culture and Society, is leading Program 1, 'Safe and Supportive: technologies as settings to promote cybersafety and strengthen the resilience, mental health and wellbeing of all young people'. In 2011, UWS program leaders have produced publications on social networking and cybersafety.

## Research training

In 2011, the University demonstrated growth in overall Higher Degree Research (HDR) load, building on the strong growth that had occurred in 2010. This is in line with the AUQA recommendation that UWS 'increase higher degree research (HDR) enrolments and completions, and ensure that all HDR students have appropriate facilities and support regardless of campus location'.

All UWS higher degree research graduands are invited to participate in the national Postgraduate Research Experience Questionnaire. UWS has again registered strong improvement almost across the board, achieving above sector average performance in many areas, including the quality of supervision, the conduct of the examination process and the goals and expectations of candidates being met.

In broad terms, UWS now registers an overall satisfaction rate of 86.5%, above the sector average of 84.8%, with, importantly, rising performance in 'Intellectual Climate' measurements.

## Awards and recognition

In 2011, Professor Edmund Fung was elected as Fellow of the Australian Academy of the Humanities at the annual meeting of fellows in Melbourne in November. This honour recognises Professor Fung's scholarly works and achievements over the years.

Associate Professor Hilary Bambrick from the School of Medicine was named a Young Tall Poppy in the annual prestigious science awards in November. Associate Professor Bambrick specialises in the health implications of climate change and has been recognised for her outstanding research and her ability to communicate the complexities of science to a broad audience.

UWS PhD candidate Zareen Shahid and UWS staff member Dr Awais Piracha have been selected as the winners of the International Award for Excellence in the area of Climate Change: Impacts and Responses. Their paper, *Climate Change Impacts in Pakistan: Awareness and Adaptation*, was selected by the editors for the award from the ten highest ranked papers emerging from the referee process and according to the selection criteria outlined in the referee guidelines.



# RESEARCH

## Appointments

Professor Peter Reich was appointed as the Foundation Director of the Hawkesbury Institute for the Environment (HIE). Professor Reich is well known internationally and in Australia as a leader in research in the fields of ecology and environmental science. He has published 325 scientific papers that have been cited over 18,000 times. Professor Reich will be jointly affiliated with UWS and the University of Minnesota where he retains prestigious academic positions. He will work to build bridges between the two universities, as well as link UWS to other leading institutions worldwide.

Professor Reich's contribution to research was recognised in 2011 by his election to the American Academy of Arts and Sciences and in 2010 by the award of the Frontiers of Knowledge Prize in Ecology and Conservation Biology. His outstanding research record is mirrored by his achievements in undergraduate teaching, supervision of higher degree research students and research training.

Professor Clive Smallman joined UWS as Professor of Management and Head, School of Management in April 2011. Professor Smallman is a Chartered Information Technology Professional with extensive experience leading change in both commercial and academic enterprises. As researcher, he has authored over 100 peer-reviewed papers or conference presentations, and a number of book chapters.

Professor Julia Howell joined the Centre for the Study of Contemporary Muslim Societies in February 2011 from Griffith University, Brisbane, where she taught Asian Studies.

Professor Howell is a specialist in the anthropology and sociology of religion. For over 30 years she has studied movements of religious reform in Indonesia, the world's largest Muslim majority society, and new religious movements both in Indonesia and the West.

Professor Sheree Smith returned to Australia from the United Kingdom to take up the role of Research Group Leader in the Family and Community Health Research Group. Professor Smith is an advocate for high quality research and the development of the next generation of nurse clinicians and academics. Prior to moving to academia she had extensive clinical expertise and leadership. In her last clinical position as a Thoracic Nurse Consultant she developed the first respiratory nurse consultant clinics in Australia with visiting rights to private hospitals.

Professor Andre Van Schaik came to UWS in February 2011 from the University of Sydney as a research professor in bioelectronics and neuroscience. His research focuses on three main areas: neuromorphic engineering, bioelectronics, and spatial audio. He was identified as a world leader in neuromorphic engineering research in May 2006 by an independent article in IEEE Spectrum, the IEEE (Institute of Electrical and Electronics Engineers) largest circulation magazine. He has authored more than 100 papers and is an inventor of more than 30 patents.

Professor Jonathan Tapson joined UWS in June 2011 from the University of Cape Town as professor in electrical and electronic engineering. Professor Tapson's research area is in electronic sensors and systems, and particularly bio-inspired sensors. He has published over 100 peer-reviewed articles and holds 11 patents. His research has led to the founding of three spin-off companies, and he remains very interested in start-up entrepreneurship. His current research activity focuses on networks which can learn to make decisions in the same way that the human brain performs this task.

# ENGAGEMENT

## OFFICE OF PARTNERSHIPS AND PUBLIC AFFAIRS

The UWS Office of Partnerships and Public Affairs brings together a wide range of university functions with mainly external focus, including public affairs, engagement, schools engagement, careers and co-operative education.

Engagement at UWS is viewed as partnership, for mutual benefit, between the University and its communities, be they regional, national or global. Through such activities, working in partnership with our many and varied communities, we aim to contribute to the development, wellbeing and prosperity of the communities and regions we serve, starting with Greater Western Sydney.

In 2011, the University's strategy in this area focused on a three-tier engagement strategy: institutional partnerships, schools and industry engagement, and targeted community engagement programs. The strategy will consolidate UWS's key strengths in schools engagement and will seek to expand the capacity of our careers and cooperative education program to provide more opportunities for students to pursue work integrated learning experiences. At an institutional level the plan will focus on developing key strategic partnerships with organisations that share the values and objectives of the University with the aim of increasing educational opportunities for the people of this region.

## Schools engagement

UWS has a strong commitment to working with schools to improve educational aspiration and attainment. This was articulated in its inaugural Schools Strategic Plan, *Building Better Relationships with Schools 2008-10*, which was developed in close consultation with the school sector and implemented through annual action plans. In 2011 the strategic plan was renewed for a further three years, following review towards the end of 2010 by the Schools Engagement Reference Group of senior administrators and school principals from the public, Catholic systemic and independent school sub-sectors. The group unanimously agreed that the plan's impact had been significant and of great benefit. It was based on genuine and equal partnerships between the University and the school sector, and was helping to make school-to-university a more logical and seamless transition in the minds of students, as well as increasing their higher education preparedness. The University was increasingly seen as a destination of first choice by students from all backgrounds and academic achievement levels.

The establishment of the Schools Engagement Reference Group and the senior internal Schools Engagement Steering Group greatly enhanced the effectiveness of the UWS schools engagement agenda and represented a new (and admired) approach by a university. The framework encapsulated by the schools plans has led to substantial and continuing growth in UWS/school sector partnerships and relationships, programs and positive impacts. Relationships range from high-level overarching strategic relationships to advanced educational outcomes to collaborations at individual school level. Programs include a diverse array of opportunities for school students (both high school and primary), professional development for school teachers and staff, research, information-sharing and access to university resources and expertise. In 2011 it is estimated that over 14,000

experiences of aspiration-building and/or academic enrichment activities were provided to school students, and many thousands more students were involved in research projects, marketing events, sponsored programs and on-campus sport. Around 1000 UWS students and 32 academic and non-academic areas of the University were involved in schools engagement. UWS had direct relationships with over 500 schools and regularly sent information on opportunities and events to 450 more.

The University also has extensive school visits and careers fair programs. In 2011 University staff visited over 200 high schools in the region and attended 50 careers markets and tertiary information days. UWS hosts three significant careers days on behalf of high schools in the region. The University also conducted campus tours and hosted a number of targeted information sessions for parents, Indigenous students and careers advisors.

## Fast Forward

Fast Forward is the University's main school student aspiration-building program and is designed for students who have academic and leadership potential but may not see post-school study as an option. During 2011, the number of high school partners increased from 25 to 42 with new schools added from the Penrith, Parramatta, Campbelltown, Bankstown and Liverpool areas. Catholic Education Office schools were also included in the program for the first time this year. There are now almost 1300 students (Years 9-12) involved in Fast Forward with further expansion planned for 2012. The majority of Fast Forward graduates from the past two years are now undertaking post-school study.

A major focus in future will be the implementation of a Fast Forward for Primary Schools program. A background report was commissioned in 2011 and the consultation process began. It is planned that Fast Forward for Primary

will be piloted in the first half of 2012 and developed further during that year and in 2013. The program will support the concept of earlier intervention to encourage educational aspirations and an interest in lifelong learning.

## Tracking and Improving Community Engagement (TICE)

UWS continues to collaborate with community partners throughout the Western Sydney Region. The University's Tracking and Improving Community Engagement (TICE) online system indicates that an additional 106 new partnerships were developed during 2011, while existing partnerships continue to work collaboratively on expanding student engaged learning programs and research opportunities. According to the quality-driven system, there are 149 academic partnerships and 156 public service activities currently active. In 2011, 33 new academic partnerships were formed and an additional 73 public service activities were undertaken. To date, the University has received qualitative feedback from 56 partnerships which assists to further develop, sustain and improve on the quality of service provided to both the student engaged learning environment and to the community partner.

## Alumni

UWS holds our Alumni in high esteem, taking pride in each graduate as they progress beyond their studies and into their chosen career.

The Alumni Relations Office encourages graduates to 'stay connected' with their university, UWS.

The University maintains contact with Alumni and community supporters by publicising a wide range of university news and events through our bi-annual GradLife magazine, e-newsletters, e-updates,

website and social media networks. The Alumni Relations Office currently has more than 40,000 active alumni mailing addresses and over 20,000 alumni emails.

The GradLife Benefits Program has seen significant growth since the relaunch in 2009, with alumni memberships increasing 37%, now close to 13,000 members. The list of benefits available to alumni members also continues to grow, with the most recent addition of health insurance packages through nib and MBF. The original discounted range of services also continues, including a 50% reduction in library fees with major electronic databases also available, student prices for UWS fitness facilities, an Alumni travel portal, 10% UWS bookshop discount, and 5-10% discount on magazine subscriptions through i-subscribe.

## Art Collection

The UWS Art Gallery based at Werrington North (Penrith) produced exhibitions which supported and profiled UWS staff and higher degree students and their research. The program also supported at least one exhibition that utilised the UWS art collection, which often highlights the history of UWS and the role it has played in cultural production within Australia. The exhibition program in 2011 featured six exhibitions.

The UWS Sculpture Award has been a strategic initiative of the University since it was launched on the Campbelltown Campus in 2004. It has since become a significant biennial cultural event within the region, keenly anticipated by the University's communities. The exhibition aims to showcase outdoor sculpture by Australian artists, designed specifically for the exhibition site at the University's Campbelltown campus.

This exhibition reflects the University's commitment to supporting public art that engages with spatial, social and environmental issues. In September 2011, the award received 78 entries, a 40 percent increase in entries from previous

years. Reflecting the award's growth in stature, 70% were first time entrants.

The Margot Hardy Gallery is dedicated to showcasing works by students in local primary and secondary schools, as well as projects by community groups. It hosted seven exhibitions in 2011. This exhibition program encourages community groups and schools to promote their own creativity and at times histories, as well as providing a focal point for issues of concern to these community groups and schools.

The Female Orphan School Gallery is predominantly dedicated to exhibiting national touring exhibitions from major cultural institutions. In 2011 it hosted three exhibitions. All of the projects relate back to the UWS Strategic Goal to excel in the development and application of scholarship and knowledge in regional and community contexts.

## Careers and Cooperative Education

The Careers and Cooperative Education (CCE) unit held three successful expos: Edfest (the largest higher education teaching careers fair in Australia), the Engineering and IT Expo, and a Business Expo with 82 exhibitors and 1800 student attendees. In addition a further 55 employers were brought on campus to present in workshops and programs, with a student attendance of 1171.

CCE continued 'Careers Coach', offering intensive career services at each campus. These services included workshops, consultations, resumé checking and meetings with major employers. 'Careers Coach' enabled CCE to provide career related resources to over 5500 students and face to face career advice to over 2000 students across four campuses. These services were in addition to career services that are routinely offered to UWS students.

# ENGAGEMENT

Over 2000 jobs were listed on CareerHub, the online jobs noticeboard for UWS students which resulted in the jobs being viewed by more than 430,000 students.

Approximately 200 students participated in the popular local and international Internship Programs. This year CCE also arranged work experience placements for the Skillmax Plus students, skilled migrants who completed a UWS College course.

Career vUWS (a set of 20 online career modules) was introduced to students in 2011, with students completing more than 3500 hours of online career education. Academic interest in utilising specific modules in courses is starting to grow.

## Student recruitment events

In 2011 the PR & Events team coordinated a record number of events. To start the year Course Decision Day attracted over 3200 prospective students and their families and friends to seek advice and information from over 300 academic staff in attendance. In June, Campbelltown campus hosted UWS Day. Fifteen hundred students attended from 45 high schools primarily from Greater Western Sydney region. There was an increase in the number of schools attending the event from outside the Region. In August, over 7000 people attended UWS Open Day. Over 500 academic and 200 professional staff supported the event. There were 112 presentations and seminars delivered on the day. UWS Day Penrith was the final student recruitment event for the year. The event attracted 1150 students from across the Greater Western Sydney region and there were over 45 workshops available.

## Brand initiatives

### UWS Sydney Morning Herald Supplement

Two special supplements were published in the Sydney Morning Herald in 2011. The first featured the University's research program and the second highlighted graduate and student achievements as well as profiling UWS courses and events.

### Mid Year Campaign

UWS's share of first preference in NSW for the midyear intake was 26%. The intake was supported by an integrated marketing strategy, which included radio, print and web advertisements as well as a very successful mature age information evening.

## Contact services

In 2011, the consistently high customer service performance of the University of Western Sydney's Contact Service Centre (CSC) was again acknowledged in an independent national survey, ranking first in the state in the tertiary sector in all three quarterly surveys. 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 240 large Australian businesses across different sectors including banks, airlines, telcos and utilities.

CSBA 'mystery shoppers' call between 23 and 29 tertiary education organisations over 10 weeks during the quarterly sessions. In 2011, the CSC consistently received results above the sector average. For the period of April to June 2011, the CSC delivered best-in-sector results across nine benchmarking criteria, with perfect scores achieved on six performance criteria. All communication and enquiry resolution skills were rated 80% and above, leading to this outstanding result. For the periods of January to March and April to June 2011, the UWS CSC was ranked first in the state and nationally within the tertiary sector out of 23 tertiary institutions.

The CSC is consistently placed in the top one or two tertiary call centres in the country and in the top fifteen call centres across all sectors. To achieve these results is extremely satisfying and is a testament to the hard work and dedication of the team.

## Scholarships

In 2011 UWS offered over 300 University funded scholarships to school leavers and mature age students from the Greater Western Sydney region.

The Scholarships and Student Advancement Unit continues to manage a number of programs aimed at academically able students from the region. This year more than 220 local students were nominated as the UWS Most Outstanding Year 11 recipient for their school, an award which entitles them to a \$20,000 scholarship and guaranteed course offer when they finish their HSC studies.

The Aspire program continues to help prepare high achieving UWS students with professional skills and enables our graduates to finish their degree with not only a strong education but also an understanding that leadership is a key to driving social, economic and cultural development. In 2011, UWS was able to support Aspire Scholars to participate in international opportunities such as the Talloires Network Leaders Conference in Madrid, the University Scholars Leadership Symposium in Thailand and the United Nations Framework Convention on Climate Change in South Africa.

## Design and publications

The iMedia and Design team completed over 1500 creative projects across a broad range of media, including brochures, websites, advertisements, TV commercials, posters, web and email campaigns.

## Strategic Goals and Plans for 2012

### Widening Participation

The Widening Participation program is currently directed and coordinated via the Office of the Deputy Vice-Chancellor (Corporate Strategy and Services). In 2012 the University expects to receive \$7 million in Higher Education Participation and Partnerships (HEPP) federal funding. This requires high-level management, coordination and monitoring. The reporting requirements are complex and the acquittal of funds against effective and targeted strategies is also critical.

A diversity of programs operating across many different parts of the University, including Fast Forward, Indigenous Outreach, and the Indigenous School Student Mentoring Program, will be brought together under the direction and management of an Office of Widening Participation, which is to be led by a director level position. This will ensure institutional coherence, focus and management of HEPP funds in an effective and strategic manner. The establishment of this Office is consistent with the University's plan to engage with the government's agenda but it also carries symbolic value, as it goes to the core of our mission.

## OFFICE OF THE PRO VICE-CHANCELLOR (STUDENTS)

The recent UWS leadership and management changes saw the establishment of the Pro Vice-Chancellor (Students) position.

The Office of the Pro Vice-Chancellor (Students) leads the development of an integrated student lifecycle management strategy. With a leading role in developing a positive student experience, the Office of the Pro Vice-Chancellor (Students) integrates the functions of student recruitment and engagement, student administration, student services, campus safety and security and residential services to deliver an environment where UWS students can achieve and fulfil their aspirations.

## Priorities for 2012

Priorities for 2012 include:

- development and implementation of a widening participation agenda, including the development of an on-line portal that will allow high school students to download educational support materials, provide access to tools that assist in their career selection and also engage with forums and discussions that are pertinent to aspiration building and the education journey
- development of a student engagement strategy
- enhancing the student experience through improvements in student system interfaces including (but not limited to) academic advising, tutorial registration, further development of the MySR platform
- continued development of the Mental Health Strategy and similar programs
- development of additional accommodation spaces in line with current student demands
- evaluation and benchmarking of services across a range of areas to ensure primacy of the student experience
- development of relationships within the new school structure to ensure a seamless provision of service to students
- development of an institutional social media engagement strategy targeting prospective, current and past students.
- development of the 'Horizons1000' concept, a program that will offer a range of training and development services to enhance graduates' employability. This project will allow UWS to differentiate itself in the market and improve the employment outcomes of its graduates.

# ENGAGEMENT



UWS Foundation Board, L-R Back Row: Professor Tong Wu, Professor Richard Bawden, Mr Mark Richardson, Ms Patricia Ruzzene, Mr Roy Medich. L-R Front Row: Ms Lindley Edwards, Mr John Phillips, Professor Janice Reid, Mr John Banks. Absent: Professor Peter Shergold.

## THE UWS FOUNDATION

The University of Western Sydney Foundation Limited, the charitable entity of UWS, endeavours to connect students, teachers and researchers with the resources required to achieve excellence. In partnership with individuals, business, industry, the professions and Greater Western Sydney local communities, the UWS Foundation delivers educational opportunities by fundraising for scholarships, prizes, research, academic programs, teaching facilities and other special projects.

The Foundation's objective is to raise funds and to effectively manage all donated funds held within the Foundation Trust account.

The current fundraising goal stated in the '50 in 5 Campaign' is for \$50 million in five years (2008–13).

During 2011 the Foundation Board met four times and regularly reported on its activities to the UWS Board of Trustees.

Changes in Board membership in 2011 included the retirement of two Directors: Mr John Phillips AO (Chairman) and Mr Mark Edwards (former Chairman). Other changes involved the transfer of the role of Company Secretary from Ms Kate Shane, Senior Administrative Officer to Mr Kerry O'Reilly, Company Secretary, Entities and the creation of a new position of Secretary to the Board to be filled by Ms Patricia Ruzzene, Director UWS Development.

## UWS Development

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

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

### Donated Funds Summary 2011 (as at 30 November 2011)

Gift and Donation Income	\$2,235,251
Number of donors	182
Scholarships funded	56 with a total value of \$235,236
Prizes awarded	150 with a total value of \$82,161

### 2011 Highlights

#### Major Gifts

#### The Jacka Foundation Chair in Complementary Medicine Endowment

The Jacka Foundation has donated \$2m towards the establishment of an endowed professorial chair in the National Institute of Complementary Medicine (NICM). This is the largest gift that the University has received and is the University's third professorial chair funded through philanthropic giving.

#### Enid Helen Hort and Family Scholarship Endowment

Mr Harold Hort, on behalf of his family and in honour of his wife Enid contributed \$600,000 to support scholarships for UWS students. This is the largest single gift that the University has received.

#### Bellberry Pty Ltd Research Donation – School of Medicine

Bellberry Pty Ltd donated \$300,000 to support important research projects in the School of Medicine.

#### Derek and Shirley Howes Prize Endowment

Mr and Mrs Howes donated \$50,000 in 2011 to establish an endowed prize in the School of Medicine.

#### The Peter Brennan Chair in General Practice Endowment

Bradcorp made further contributions towards their pledge, supporting the Peter Brennan Chair in General Practice in the Medical School.

#### Ingham Prostate Cancer Research

Inghams continues to support the Senior Research Fellow in Prostate Cancer in the School of Medicine.

#### Professor Yip Cho Memorial Scholarship Endowment

Mrs Angela Cho and family made an additional donation towards the Professor Kai Yip Cho Memorial Scholarship Endowment, College of Health and Science.

#### Silicon Valley Community Foundation to the Whitlam Institute

The Silicon Valley Community Foundation made a gift of \$US52,955 to support the 'Impact of External Testing on School Students and their Families' project at the Whitlam Institute, University of Western Sydney.

# ENGAGEMENT

## Bequests

Legacies were a key theme of 2011 with the University receiving confirmation of a number of bequests, including a commitment from 38-year-old UWS graduate, Lisa Giacomelli.

## Annual Giving

### Alumni, Staff and Student Giving

UWS Annual Giving was initiated in 2009 with the launch of Alumni and Staff Giving programs. In 2011 the Staff Giving Program was relaunched with the University agreeing to match staff funds committed to the UWS Scholarship program. 2011 saw a significant increase in gifts from staff to support our students.

A Student Giving Program was trialled through a Graduation Gift Appeal in 2011 and supported by many graduates, family and friends.

### Memorial Appeals

The Dani Gilroy Memorial Fund was established in memory of UWS Social Work student Dani Gilroy. The Fund was initiated by her family, friends, peers and teachers to perpetually fund a prize for Social Work.

### Scholarships and Prizes

Gifts from individuals, businesses and community organisations continued to be received in 2011 to support, inspire and recognise UWS students through scholarships and prizes.

## Sponsorships

### Blackmores, Soho Flordis and Catalent

In addition to the Jacka Foundation donation the National Institute of Complementary Medicine (NICM) has also received substantial sponsorship for its operations from these key industry partners.

### NSW Trustee & Guardian Fellow in Elder Law

The NSW Trustee & Guardian continue their sponsorship of this position.

## Events of 2011

### Oran Park Town (OPT), Landcom and UWS – Memorandum of Understanding (MOU)

The MOU was signed at a ceremony in February 2011. The first project under the agreement, the provision of health care services at OPT, has been scoped by the UWS Consulting Group and the School of Medicine.

### Supporter Recognition Event

In March the UWS Foundation Board and UWS held a recognition event to thank supporters and introduce them to the University's new Chancellor, Professor Peter Shergold.

### Enid Helen Hort and Family Scholarship Endowment Event

In April the Hort Family attended a 'thank you' luncheon hosted by the Chairman of the Foundation Board and the Vice-Chancellor.

### Vincent Fairfax Family Foundation (VFFF) Workshop

In May, the Vice-Chancellor hosted a meeting with the Chairman, Board members and CEO of the VFFF to explore ways of further collaboration. The VFFF funded the University's first professorial chair and both organisations will continue to work together to support agricultural development.

## AFL/GWS Giants Strategy Workshop

In June a workshop was held between the University, the AFL and the GWS Giants and identified five priority areas for collaboration, assigned key personnel responsibilities and agreed on a mechanism for managing the relationship.

### College Prize Ceremonies and the UWS Scholarship Award Ceremony

Three College Prize Ceremonies were held in June and July. Prize donors were invited to present their award to the successful student recipients. A separate prize ceremony was conducted for the School of Medicine in December.

The UWS Scholarship Award Ceremony took place in September.

### Exclusive Supporter Preview Blacktown/Mt Druitt Clinical School

Also in September over 50 UWS supporters gathered at the Blacktown/Mt Druitt Clinical School and Research Centre for an exclusive preview of this new state-of-the-art teaching and research facility based at Blacktown Hospital prior to the formal opening by the Prime Minister.

### The Jacka Foundation Chair in Complementary Medicine Endowment

In October agreements were signed with the Jacka Foundation and the NICM Corporate sponsors at a private function hosted by the Chairman of the Foundation Board and the Vice-Chancellor. An official announcement and launch of the partnerships took place in December.

# DONOR RECOGNITION

The University and the UWS Foundation acknowledge and thank the following individuals and organisations who have generously provided support throughout 2011. In addition a number of donors have chosen to remain anonymous.

Individual donors		
Dr Michael Armstrong	Mr Jess Arranz	Ms Colleen Arulappu
Ms Ellen Ash	Ms Pamela Bailey	Ms Naomi Barnard
Dr Andrew Bennie	Ms Aranzazu Blackburn	Mr Gerard Bohun
Professor Les Bokey	Mrs Christine Booth	Ms Angela Bouris
Mr Peter Brennan AM (Bradcorp)	Mr Dennis Brooks	Mr David Bruce-Smith
Mr Anthony Byrne	Mr Delvonta Carradine	Ms Polly Cevallos
Ms Janette Chisholm	Mrs Angela Cho	Mr Scott Christensen
Ms Joan Cifuentes	Mr James Nicholas Cowan	Mr Sam Cuccurullo
Professor Paul de Souza	Ms Theodora Dimos	Mrs Leanne Dobson
Ms Jeanette Dollin	Mr William Downes	Mr Peter Doyle
Professor Kevin Dunn	Mr Dong Duong	Mr Paul Falzon
Mrs Bronwyn Farlow	Dr Mithra Fernando	Mrs Lisa Field
Ms Helen Fleming	Ms Elissa Gale	Dr Fran Gale
Ms Dorothy Galvin	Mrs Margaret Gardner	Mrs Helen Geale
Ms Lisa Giacomelli	Mrs Thalia Goldspink	Ms Maria Gonzalez
Dr James Gourley	Ms Sunil Gunatillake	Mrs Doreen Hamilton
Father Paul Hanna	Ms Martha Hanna	Mr Jason Harris
Ms Susan Virginia Hayward	Mr Tony Helm	Mr Gordon Hendry
Mr Cong Tam Ho	Mr Scott Holz	Ms Tracy Hooker
Mr Harold Hort	Mr Derek Howes & Mrs Shirley Howes	Dr Julian Hu & Ms Caroline Hu
Dr Kerry Hudson	Ms Susan Hudson	Mr Richard Hunter
Ms Fatima Ismail	Mrs Rita Jaber Youseff	Mr Russell Jones
Mr Natic Kade	Mr Theodore Kalinderidis	Mrs Louise Kalkhoven
Mrs Shayami Karunaweera	Mr Paul Keighery	Mr Andrew Kelly
Mr Alan Khosh	Mrs Jennifer Kirkby	Ms Joy Kirkpatrick
Ms Saskia Kremer	Ms Jennifer Laffan	Mr Richard Laffan
Mrs Judi Lipp	Dr Sally Macarthur	Ms Kathleen MacDonald
Ms Michelle Macgregor Owen	Mrs Joan Mackisack	Dr Margaret Mackisack
Ms Ros Madden	Ms Rebecca Mahoney	Miss Amanda Mansour
Mrs Hivi Maroney	Mrs Lauren Marsh	Ms Nicola Marshall
Dr Amie Matthews	Mr Gavin Forbes McDonald	Miss Alisa McDonald
Associate Professor Andrew McDonald & Dr Jenny McDonald	Mrs Riia McKnight	Professor Jane Mears
Mr Anthony Medich	Mr Roy Medich OAM (Medich Corporation)	Professor Neil Merrett
Ms Sherryen Moussa	Ms Cheryl Murray	Ms Kaushal Kiran Nair

# DONOR RECOGNITION

Individual donors cont.		
Mr Minh Quoc Nguyen	Miss Katherine Orr	Ms Kelly Partington
Dr Anna Pham	Mr Michael Phelan	Ms Jean Pinch
Mr Neil Preston	The Honourable Roger Price MP	Ms Jennifer Purcell
Mrs Kaye Purnell	Dr Jayanthi Ramanathan	Professor Kathryn Refshauge
Professor Janice Reid AM	Mr Mark Richardson	Ms Danielle Rogerson
Ms Karen Rose	Ms Louise Rosenberg	Ms Tanya Rubin
Ms Patricia Ruzzene	The Honourable Susan Ryan AO	Mr Timothy Ryan
Mrs Carol Sakey	Mr Kuldip Sandhu	Ms Kate Shane
Mrs Maidee Smith	Miss Vanessa Smyth	Mrs H Stevenson
Ms Lynne Stonestreet	Ms Cathy Ta	Dr Chloe Taylor
Ms Edith Taylor	Ms Marguerite Tobin	Ms Irena Valjanova
Mr Simon Wee	Mr Robert Wendon	Ms Mary Anne Whiting
Ms Bronwyn Williams	Ms Linda Williams	Ms Elizabeth Williams
Emeritus Professor Chung-Tong Wu	Dr Dai Fei Yang	Professor Kenneth Yee Man
Mr Young Pil Yoon	Associate Professor Peter Zelas	Anonymous donors (10)

Organisational donors		
2/5 Australian General Hospital	ADCO Constructions Pty Ltd	Aon Valuation Services
APN Property Group Limited	Australian Property Institute	Australian Rotary Health Research Fund
Australian Taxation Office (Brisbane)	Bellberry Ltd	Beyond Medical Education
Blackmores Ltd	Blacktown City Council	Blacktown Medical Practitioners Association
Blue Mountains City Council	Cerebral Palsy Alliance	Coleman Greig Lawyers
CPA Australia	de Groot's Wills & Estate Lawyers	Diversional Therapy Australia
Eagle Consulting Group	Electric Energy Society of Australia Inc	Emerson Network Power Australia Pty Ltd
Financial Planning Association of Australia	Fragomen	Givaudan
GPT Group	Grosvenor Australia	Hawker Foundation
Hawkesbury City Council	Hawkesbury Nepean Catchment Management Authority	Inghams Enterprises Pty Ltd
Inner Wheel Club of Camden Inc	Institute Of General Practice Education Inc	Jacka Foundation of Natural Therapies Limited
John Wiley & Sons Australia Ltd	Karitane	Kell & Rigby
KU Children's Services	Lachlan Macquarie Chambers	Lamrocks Solicitors & Attorneys
LexisNexis	Macarthur Accountants Discussion Group	Marsdens Law Group (Campbelltown)
MatthewsFolbigg Lawyers	Moore Stephens	Narellan Town Centre
National Disability Services	NSW Bar Association	NSW Trustee and Guardian

**Organisational donors cont.**

Parramatta Bar Association	Parramatta Commerce & Industry Discussion Group	Penrith City Council
Presentation Sisters, Wagga Wagga	Railcorp	Richardson & Wrench – Campbelltown & Ingleburn
Rotary Club of Camden	Rotary Club of Narellan	Royal Australian and New Zealand College of Psychiatrists
School of Computing and Mathematics	School of Law	School of Management
Shoalhaven High School	Silicon Valley Community Foundation	Sir Owen Dixon Chambers
Soho Flordis International	St Hilliers Property Pty Ltd	Steel Reinforcement Institute of Australia
Sydney Urodynamic Centres	Sydney West Advanced Pelvic Surgery Unit	Tata Consulting Services
University of Western Sydney Hawkesbury Foundation Limited	Whiteley Corporation Pty Ltd	Wollondilly Shire Council
Woodville Community Services INC		

**Endowed and Long Term Funds**

Alan Duncan Prize Fund	Alison M Johnston Prize Fund	Ann D Clark Scholarship Fund
Australian Hospital Prize Fund	Betty and Neil Hunt Prize Fund	Charles and Alison Scott Memorial Prize Fund
Cisco Systems Fund	Cospak Scholarship Fund	Dani Gilroy Memorial Prize Fund
David Finlay Memorial Prize (Horticulture) Fund	Derek and Shirley Howes Prize Fund	Ellice Swinbourne Prize Fund
Emeritus Professor Jim McKnight Memorial Prize Fund	Engineers Australia Fund	Enid Helen Hort and Family Scholarship Endowment Fund
Evelyn Cullen Nursing Prize Fund	Golden Century Group Prize Fund	Great Irish Famine Commemoration Committee Prize Fund
Hawkesbury Benefactors Prize Fund	Heidi Hendriks Memorial Prize Fund	Helen Sham-Ho Prize Fund
Hunts Motel and Convention Centre Prize Fund	Inghams Prostate Cancer Research Fund	Jacka Foundation Chair in Complementary Medicine Fund
Joan Reid Scholarship Fund	John and Moya Phillips PhD Scholarship Endowment Fund	John Marsden Memorial Scholarship Fund
Joyce Fife Wylie Prize Fund	Lawrie Brooks Memorial Award Fund	Lynch and Mitchell Memorial Award Fund
Max Ruddock Memorial Prize Fund	MCAE Commemorative Award Fund	Michael Cusack Memorial Prize Fund
NSW Department of Sport and Recreation Scholarship Fund	NSW Food Authority Scholarship Fund	Peter Brennan Chair in General Practice Fund
Peter Donolley Memorial Prize Fund	Post Harvest Horticulture Prize Fund	Professor Yip Cho Memorial Scholarship Fund
Razeen and Carolyn Sappideen Prize Fund	Reuben Herbert Stillman Memorial Prize Fund	Sarah Hilton Memorial Prize Fund
Soroptimist International Award Fund	Sun Microsystems Fund	Sydney Mechanics School of Arts Prize Fund
Tata Consultancy Services Scholarship Fund	W S Pender Memorial Prize Fund	



## THE WHITLAM INSTITUTE

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

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

# ENGAGEMENT

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

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

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

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

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

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

The Whitlam Prime Ministerial Collection can already lay claim to being the most comprehensive collection on Gough Whitlam's education and his parliamentary

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

At the same time the Whitlam Institute, Program has put down firm roots having embarked upon a period of renewal since 2007. The 2011 highlights that follow are indicative of the strength of what is still but a young Program:

- continuing expansion and development of the Whitlam Prime Ministerial Collection with further digitisation, new material donations and growing success in promoting access to the Collection to students, scholars and members of the public. A new occasional paper series, *The Whitlam Legacy*, was established
- Prime Minister Gillard delivers the inaugural Whitlam Institute 2011 Gough Whitlam Oration *Walking the Reform Road* with some 1000 guests attending
- new policy essay in the *Perspectives* series *Rethinking Australia's Employment Services* (Lisa Fowkes). Lisa's paper was short-listed for the John Button Prize for quality public policy writing. The Institute also hosted its first forum in Melbourne with Barry Jones presenting his paper in the *Perspectives* series *Democratic Challenges in Addressing Climate Change*.
- *What Matters?* writing competition attracting 1800 entries from students in NSW and ACT – finalists acknowledged at Awards Ceremony

- work on education reform continues into its second year with the collaborative project on the 'Impact of Federalism on Quality and Equity in Australian schooling', including a high profile seminar series, and the commencement of a new project looking at the impact of external testing on Australian students
- co-hosting of the *Behind the Lines* exhibition of the year's best political cartoons with Riverside Theatres, Parramatta. This initiative expanded in 2011 to include several associated events such as Julian Morrow's interviews with Bruce Petty and Bill Leak
- NSW Premier O'Farrell and former SA Premier Rann address the 2011 economy symposium, co-hosted with the UWS School of Economics & Finance, on *Labour Market Evolution – the Challenges and Options for a 21st Century Economy*
- Institute hosts National Archives of Australia travelling exhibition *Shelled Shocked: Australia after Armistice* in the historic Female Orphan School at UWS Parramatta – open to the public and school groups.

The Whitlam Institute is being developed as a permanent Institute of national significance. Our eyes remain fixed on quality, measured growth and on steadily expanding our organisational base. This is not to say that we cannot or should not be creative and bold; on the contrary, our planning presumes that the room for such creativity will develop as our policy-based research and public standing grow.

# ENGAGEMENT

## UWS INNOVATION & CONSULTING

In the nine month period to September 2011, before the UWS leadership and management changes, the University engaged commercially with the business community through the UWS Innovation & Consulting (I&C) unit. The I&C unit comprised two teams under the leadership of a Director and Associate Director:

- Innovation, with prime responsibility for the management of the University's intellectual property (IP), commercialisation and specialised equipment access; and
- Consulting, with prime responsibility for commercial tender preparation, business proposals, project management and new business development utilising UWS academic expertise.

### Innovation

During 2011, the groundwork laid over three years of operations meant UWS Innovation was starting to reap the rewards from its strong focus on IP risk management, stringent IP quality control processes, and targeted, early business development activities.

IP risk management is critical, particularly where IP disputes or losses might arise from collaborative research agreements or unclear rights of IP ownership in projects where students are involved. Raising awareness of IP with researchers is also vital to avoid losses that may result from missed opportunities and patent infringements. In the recent past, the Innovation team has resolved many legacy IP issues and has partnered with the UWS Colleges, Schools and Research Centres for support. With dedicated team members allocated to each research group, UWS Innovation has established sound relationships with both internal and external stakeholders. The personal relationships established through this process have been particularly useful in raising awareness and appreciation of IP issues. The team has also continued to deliver regular IP and commercialisation training to UWS staff and students.

Enhanced IP awareness has resulted in the submission of high quality invention disclosures in 2011. These new opportunities were tested on application to the IP Evaluation Panel which is comprised of UWS staff, external industry experts and a patent attorney. The panel was convened twice in 2011, and has continued to attract top echelon business and entrepreneurial members of the community. It has provided a robust forum for academic staff and research students to develop and present a business case for support of their innovations and inventions.

The current UWS IP portfolio consists of 22 patent families comprising a total of 60 applications, with 10 provisional patent applications in progress. While

some legacy projects continue to generate licensing income, the majority of IP projects are in early stage development. The strong emphasis on innovation, novelty and market need has resulted in the development of a high quality IP portfolio with potentially valuable commercialisation opportunities.

UWS Innovation has engaged with local and international companies and public institutions, including those from within the agriculture, food-processing, construction and scientific equipment sectors. Regular and strategically targeted commercial engagements are critical to the commercialisation process and have resulted in the signing of two licensing agreements, with two others currently under discussion. The commercialisation agreement with an American company has been finalised and will bring in significant research funding for our *Chromatography* project in 2012, with royalties anticipated from 2013 onwards. A licensing agreement with an Australian construction company has also been signed. This agreement will enable the commercialisation of *Relok* metal decking technology in the rapidly growing Asian market.

Our growing relationship with government has also begun to yield positive results, with the NSW Government awarding a substantial feasibility study grant for our *Membrane Juice Concentration* project resulting in the second licence under discussion. These successes clearly highlight the importance of early stage, market oriented engagement with external partners.

To further promote and develop UWS's innovative capabilities, the team has established effective relationships with the food and agriculture industry. The UWS Food Industry Advisory group established this year comprises UWS academics, food industry leaders and government representatives. In direct response to the group's recommendations, UWS Innovation initiated a project to gauge interest in the UWS Food Pilot Plant from both local small businesses and large scale

industry. Both Enterprise Connect and Industry & Investment NSW are partnering with UWS in this investigative stage. The food industry and agriculture relationship building activities have also resulted in two tender projects for UWS Consulting.

A significant part of our engagement strategy, the specialist scientific equipment access project, has provided a path for both research and industry clients who would not otherwise have had the opportunity to partner with UWS. New on-line booking software was rolled out late in 2011 to support the growing usage levels and to enable the relevant schools to effectively manage equipment internally and for clients. The flagship secondary ion mass spectrometer (SIMS) was fully upgraded in 2010 and operational in 2011. UWS Innovation organised a specialist workshop to be held in November, to market the instrument to the research and industry communities.

Initiated by UWS Innovation, the S7 Group has also continued to gain traction in 2011. The S7 is the group of seven universities in the Sydney basin with a common interest in the development of the intellectual assets generated or held by each of them. The partnership provides an opportunity for each member to improve their opportunities through joint engagement with external parties including state, federal and industry bodies.

## Consulting

In 2011, the Consulting team made six submissions, with a 50% success rate including the successful bid for the 'NSW Energy Efficiency Training project'. Two expressions of interest (EOI) were submitted for short courses under AusAID's 'Australia Awards for Africa' initiative and one will proceed to the next bid phase.

The Consulting team has built on successful 2010 bids for UWS membership on joint panels of pre-qualified consultants for certain key Commonwealth Government departments. In 2011 these panels have resulted in several 'quick-turnaround' requests for tender opportunities, predominantly from panels of the Department of Health and Ageing (Health Services Evaluation Panel) and Department of Families, Housing, Community Services and Indigenous Affairs (Gender Experts Panel). UWS has also been short listed in the panel of suppliers of Engineers Australia in the field of Water Resources Management.

Consulting activity in 2011 fell into four strategic areas:

- medium to small consultancy projects up to \$100,000 often brought to the Consulting team by academics for business packaging (e.g. scoping, project costing and proposal/contract development)
- tenders – which typically involve bids in the \$100,000 – \$500,000 bracket and are managed out by the Consulting team
- large projects of strategic importance to UWS
- expert witness, a small but important component of the repertoire.

As at the end of September 2011, the Consulting unit for UWS had facilitated funds to UWS from two successful tender/requests for quotation and eleven medium to small projects. Establishing opportunities and relationships for repeat business was seen as a key strategy for future income growth.

The 'Water harvesting and small-scale irrigation' EOI for the Australia Award for Africa (AUSAID) has been short listed for the next phase in the selection process. If successful, UWS could secure significant funds during 2012 and 2013, and has the prospect of other opportunities under the AusAID Africa program.

Consistent with the strategy to become involved in large scale projects, the Consulting team led a successful bid by the School of Medicine to Landcom to undertake a study for provision of an integrated primary health care business model in the Oran Park Town Development in south western Sydney. This project will be managed by UWS I&C and delivered in May 2012.

## Other activities

Other activities undertaken by UWS I&C during 2011 included:

- 2010 annual IP Audit Report including the listing and status of all current UWS patents
- proposal of an Invention Competition sponsored by Intellectual Ventures
- signing of an IP agreement with ThermoScientific for research funds and royalties
- gaining support for pharmaceutical industry involvement in a gene research project
- engaging with key external project partners for the NSW Energy Efficiency Training project and securing their commitment. The project partners in this UWS-led consortium are:
  - Moore Stephens
  - Western Sydney Business Connection
  - Institute of Public Accountants
  - NSW Business Chamber
  - Energetics, as energy consultant
  - Cadre, for the eLearning component.

As part of a larger UWS restructure, on 1 October 2011 UWS I&C separated into UWS Innovation and UWS Consulting with separate reporting lines to the Pro Vice-Chancellors Research and Campus Development respectively.

# MANAGEMENT AND RESOURCES

## ACADEMIC REGISTRAR'S OFFICE

Following the Board of Trustees' approval of the Vice-Chancellor's Leadership Change proposal in July 2011, the Registrar's Office (as it was known at the beginning of 2011) was divided into the Office of the Pro Vice-Chancellor Students (Student Support Services and Campus Safety and Security), the Office of Governance Services (Academic Secretariat and Complaints Resolution Unit) and the Academic Registrar's Office (Student Administration). The Academic Registrar's Office is now a stand-alone portfolio reporting directly to the PVC (Pro Vice-Chancellor) Students.

In 2011, the Academic Registrar's Office aimed to enhance the student experience by providing a proactive, seamless administrative service to both students and the academic community. With a view to building a sense of community throughout the portfolio and enhancing the student experience, a number of internal organisational change proposals have been implemented to streamline processes and centrally locate the Academic Registrar's Office on Kingswood campus.

In 2011 the Academic Registrar's Office adopted the University's Green Office Program and included implementation of the full suite of recycling programs. Complementary to this program was the implementation of our fourth smart e-form, this one to manage the Advanced Standing process. The whole workflow process is managed electronically, from student admission to end result. During 2011, 21,339 e-forms were processed through the e-forms system, which represents the saving of 10 trees, 27,932 of litres of water and 907 kg CO<sub>2</sub> emissions.

In 2011 the Academic Registrar's office processed:

- over 93,581 applications
- 17,533 commencing student enrolments
- 257,080 unit enrolments.

Following the 2010 launch of the Student Central service, Student Central provided face to face assistance to 194,513 students (year to date September 2011, an increase of 32,317 visits based on October 2010 figures) and answered 84,269 telephone calls to the Student Central Information Line (YTD September 2011, an increase of 3883 calls based on October 2010 figures). As well, Student Central responded to 7891 student emails (YTD September 2011, an increase of 692 emails).

In response to student feedback, Student Central provided Saturday services on Parramatta campus during peak periods throughout the year. Additionally, hours were extended throughout the week, to support evening postgraduate students.

A total of 50,739 students sat for exams across five campuses. There were 133,896 main exam sittings with approximately 5000 deferred exams, 2162 individual exams and 368 external exams. This process was enhanced in 2011 with the introduction of the Exam Scheduler software and improved training sessions for exam invigilators.

The trial of December graduation in 2010 was successful and December ceremonies are scheduled again for 2011. A total of 43 graduation ceremonies were scheduled for 2011, with a total of 6725 students graduating in April and September ceremonies, and a further 1400 students expected to graduate in December. Additionally, 468 UWS College students were graduated in February, June and October.

The Australian Higher Education Graduation Statement (AHEGS) was implemented in 2010. The first students to receive an AHEGS statement were the UWS College students who graduated in February 2011, with the first UWS round of AHEGS statements being provided to UWS students in April 2011. The major system supporting AHEGS is Callista. Under the direction of a project manager, both Student Systems and Student Services contributed to development and implementation of AHEGS.

The beginning of 2011 saw a record number of major capital works being carried out with

significant impact on the timetable for the first few weeks of Autumn session. The Courses and Timetabling unit was able to minimise impact on students by working closely with Capital Works and academic areas.

Courses and Timetabling experienced pressure to amend the Handbook before re-enrolment commenced in October 2011 to reflect the Board of Trustees approved 2012 UWS structure. Due to strong working relationships with Student Systems and Information Technology Services, these significant amendments were successfully implemented with no impact on re-enrolling students.

The pilot for the Curriculum Approvals and Publications System (CAPS) commenced in February 2011. Three schools participated in the pilot: Engineering, Humanities and Languages, and Law. CAPS approved 384 unit proposals between 1 February and 30 September. Areas of the University involved with CAPS are: College Education, Assessment and Progression committees, Course Data Management, Timetabling, Library, Information Technology Services, Teaching Development Unit and Capital Works and Facilities. CAPS is another online, fully integrated system, developed by the Academic Registrar's Office, which supports the University's green agenda. Following the pilot a comprehensive pilot close-out analysis (questionnaires and focus groups) was carried out to gather feedback and develop enhancements to the process. Student Systems and the CAPS Project Manager have ensured those who manage the Callista software system have been made aware of the refinements required as well as the re-configuration of the system required by the changes to the UWS governance structure. This work will continue into 2012.

Callista is the student management system underpinning all systems within the Academic Registrar's Office. Maintenance, enhancement, support and development of the Callista system are provided by the Student Systems area of the Academic Registrar's Office. During 2011 there has been a number of interim release upgrades. A major upgrade, Callista V.14 is planned for the end of November 2011.

## OFFICE OF PEOPLE AND CULTURE

### Our staff

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

There were 2315.21 full-time equivalent staff in ongoing and fixed term positions as at 31 March 2011.

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

The Office of People and Culture continues to work with the school and divisional staff and management to achieve the University's strategic goals through effective people management.

Following the divisional cyclical review of the Office of Human Resources late 2010, a new strategic focus and structure was implemented. The office, now called Office of People and Culture (OPC), is led by an Executive Director and comprises the Office of Organisational Development, Office of Aboriginal and Torres Strait Islander Employment and Engagement, UWS Recruitment, Office of Workplace Relations and Organisational Design and the Office of Human Resources Strategy and Services.

An intensive campaign has continued to substantially reduce excessive accumulation of leave, which enhances the University's financial strength, as well as reinforcing our commitment to a balanced work/life approach. Building on the 'RU OK' campaign focusing on mental health, OPC is a foundation member of a working party addressing areas of mental health and wellbeing.

OPC has continued to build on the *Our People* 2015 staffing strategy, hosting a very successful *Academia: A Scholarly Life* conference in July. Other *Our People* initiatives included an academic mentoring program, an enhanced Vice-Chancellor's Excellence Award program and a suite of reward and recognition programs and initiatives for staff. As the culmination of the work completed towards the branding, attraction and recruitment initiative, the University was a finalist in the national Fairfax Employment Media Awards.

# MANAGEMENT AND RESOURCES

## Our People 2015

The *Our People* 2015 staffing strategy continued to be implemented across the University in a range of inclusive and rewarding ways. The UWS Professional Staff conference was held again in 2011 attracting over 300 staff as delegates and receiving a high praise from participants.

Academic attraction and reward initiatives introduced in 2011 included the inaugural Professoriate dinner, attended by over 100 of the UWS professoriate with the address provided by the Chancellor, the 'Academia: A Scholarly Life' conference attracted VIP speakers including Professor Margaret Sheil, Professor Denise Bradley and Dr Charles Teo, with over 250 delegates from across Australia representing the early academic career at varying stages from Higher Degree Research student to post doctorate staff. Conference feedback indicated an exceptionally high approval of the content and management of the conference. The University continued offering a range of rewarding opportunities for staff to further their career development with Staff postgraduate study scholarships and Vice-Chancellor professional development scholarships. It was also pleasing to see an increase in the number of nominations for the Vice-Chancellor's Excellence awards in 2011.

## Human Resources Information Systems (HRIS)

In January 2011, a major upgrade to the Alesco (HRIS) database was undertaken. This upgrade was required to ensure the University meets legislative compliance and to progress UWS to the latest version of Alesco.

Utilising MyCareer Online (Cornerstone), annual performance management reviews were rolled out to all staff across the university. Quarterly upgrades to the application were also applied.

Work continues on the interfacing between Alesco and the NGA e-recruitment platform to streamline the employee recruitment process.

## Occupational Health and Safety

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

Usage of the Employee Assistance Program during 2011 has been in line with the previous three years usage and indicates good support for the service.

Further focus on employee welfare included establishing a working party addressing Mental Health and Wellbeing, supporting and raising awareness of Mental Health during the 'RU OK' campaign.

The University has also established a Tobacco Working Group (TWG) in partnership with Population Health NSW to consider new initiatives regarding smoking on campus. The TWG conducted a survey of all staff and students which received over 6000 responses. An analysis of the responses is being performed and will help form the basis of recommendations for the executive to consider in 2012.

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

Throughout 2011 various other initiatives were implemented preparing the University for changes to Occupational Health and Safety (OHS) legislation which comes into effect on 1 January 2012.

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

# COMPARATIVE INCIDENT/ACCIDENT AND CLAIMS AT UWS

	2005	2006	2007	2008	2009	2010	2011
Incidents/Accidents	364	215	347	391	397	422	370
Claims	72	53	60	64	65	50	37
Frequency Rate	10.33	6.53	8.83	9.07	8.38	7.77	3.87
Incident Rate	1.31	.65	.66	.75	.80	.69	.33
Average Lost Time (hrs)	10.79	12.87	15.12	11.22	14.14	13.39	16.55

# ACADEMIC PROMOTIONS

The 2011 round of academic promotions attracted 72 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 40 applicants gaining promotion.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	7	3	4	3	0	3
C	35	18	17	25	12	13
D	21	8	13	6	2	4
E	9	7	2	6	6	0
Total	72	36	36	40	20	20

# MANAGEMENT AND RESOURCES

## Office of Aboriginal and Torres Strait Islander Employment and Engagement

The Office of Aboriginal and Torres Strait Islander Employment and Engagement is one of the main areas of focus within the University for Aboriginal and Torres Strait Islander representation. The Office is a voice for Aboriginal and Torres Strait Islander employees and potential employees at all levels as well as for rising stars and alumni at UWS including undergraduate Cadets, Trainees, Professionals, Academics and Researchers. The Office seeks to:

- maximise employment opportunities for Aboriginal and Torres Strait Islander peoples at UWS and beyond
- enhance both the staff and student experience at UWS
- build collaborative networks and commercial partnerships within the Greater Western Sydney (GWS) region
- listen and give voice to the issues being raised by the communities in GWS where these impact on the University and future service delivery.

The strategies are focused on initiatives which improve social, cultural and economic outcomes for Aboriginal and Torres Strait Islander employees. The Office is a mechanism facilitating engagement to address disparities, providing the tools and opportunities to compete in both cultural and mainstream environments. There is widespread cultural endorsement among First Australians, Elders and Aboriginal and Torres Strait Islander organisations in GWS for the Office to support, advocate for and when appropriate, represent Aboriginal and Torres Strait Islander employees in cultural matters which pertain to the strategy and goals.

Central to the Indigenous Employment and Engagement strategy is the community engagement agenda, which features:

1. the founding of the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, the first such Board in the tertiary education sector, membership of which includes a majority of Aboriginal and Torres Strait Islander Elders, leaders and cultural advisors from the GWS region, who volunteer their expertise and time to provide advice and assistance to the Office
2. the creation of an Elders on Campus program to support cultural and workplace relations across the University
3. being one of the principal contact points and nexus between the multiple communities of GWS and the many UWS Work Units for occasions such as arranging University-sponsored 'Welcome to Country' addresses, celebratory and ceremonial events and collaborating with and/or supporting community-driven initiatives arising from local Aboriginal and Torres Strait Islander organisations and groups.

The Traineeship and Cadetship Program which was established in 2008 has maintained 98% retention, and contributed to the Office winning the 2010 Australian Human Resources Institutes Fons Trompenaars Award for Diversity and Cross Cultural Management.

A pilot program has also been established for early career academics and researchers, which involves placing postgraduate students into schools and colleges based on the merit of their proposed areas of further study. The Office also launched Vice-Chancellor's scholarships and professional development opportunities.

All these programs are innovative yet sustainable. Local legends and success stories have started in both the oral and visible traditions. Besides acknowledging the importance of culture (and giving it due respect) the initiatives of the Office have also embraced the past. Honouring the traditions of the culture will create a sustainable future for all Australians through a proven model leading to success.

To this end, the Office of Aboriginal and Torres Strait Islander Employment and Engagement continues to provide innovative programs across the University that have seen the number of Aboriginal and Torres Strait Islander staff more than double from 15 to 42 in just three years. The University remains on track to achieve its target of 2.5% Aboriginal and Torres Strait Islander staff by 2012.

The Aboriginal and Torres Strait Islander Employment and Engagement Action Plan has been endorsed in principle by the University Executive.

## Organisational Development

The Office of Organisational Development (OD) provides strategic advice and support for university wide initiatives, activities and programs that support organisational growth, strengthen leadership and professional capabilities, enhance career development, and foster a collaborative learning culture. OD aims to provide career development opportunities and build organisational capacity through its staff to achieve the University's strategic goals. OD provides a suite of highly relevant training, seminars and programs on professional and career development, team development and performance planning, leadership and management development, mentoring and coaching, and provides an internal consultancy service to School and Divisional Units.

In 2011, several key programs and initiatives were launched or delivered:

### Academic Mentoring Program

The Academic Mentoring Program is an initiative of *Our People 2015 – Academic Life Cycle* project. A pilot program was conducted in 2010 with 26 academic staff. This year, 94 academic staff members are participating in the academic mentoring program. This includes 22 mentoring pairs (44 staff) in the early career academic mentoring program and 25 mentoring pairs (50 staff) in the Research Lecturer's Mentoring Program (an initiative in collaboration with the PVC (Research)).

One of the mentees commented:

'Being selected to take part in this program has made me feel valued as an employee of the University and that the University is interested in my longer term development.'

### Inspire Leadership Program

The **Inspire Leadership Program** is our first integrated leadership development program, an initiative of the *Our People 2015* staffing strategy (Goal 5: Organisational and Leadership Culture). The Inspire Leadership Program extends over 10 months and is designed for staff demonstrating high potential as emerging leaders at UWS. The blended learning program is unique in the sector and involves a 360° feedback survey, online learning modules (Harvard ManageMentor), peer mentoring, guest speakers, workshops, reflective learning, presentations and a work-based action learning project. Projects have contributed to improving curriculum development, student and staff retention, workplace systems and processes, team development and stakeholder relationships, and personal and professional development as a leader. In 2011, there are five groups with 77 participants (35 academics and 42 professional staff).

A participant in the program has commented:

'I want to sincerely thank you for the opportunity to participate in such an innovative leadership program. It has given me the opportunity to learn a great deal about myself and how to work successfully with others. As a result I come to the end of the year with more confidence in my ability and the desire to continually learn to be the very best leader that I can be. As Rhonda said yesterday, at UWS we have a real opportunity to 'make a difference'. I want to be one of those people who really makes a positive difference at UWS. Thank you for your guidance, support and advice throughout 2011. You have had a bigger impact on my career than you imagine! I look forward to working with you both again next year.'

Associated with the Inspire Leadership Program, the Office of Organisational Development coordinates three nationally accredited management development programs. The Certificate IV and Diploma in Management and Certificate IV in Training and Assessment are nationally accredited programs that have made a difference to raising the management qualifications of staff at UWS. Since 2007, 16 Certificate IV and Diploma programs have been held with 272 participants. For eligible staff, UWS and business units receive a government incentive grant. For many staff it is their first qualification. Participants are required to complete work based projects and activities throughout the program.

Participants in the program have commented:

'Participating in this program enabled me to learn about and understand my responsibilities as a manager and provided me with skills and confidence to effectively manage and lead a team.'

'It has really boosted my work [and] I have gone onto uni to complete a Grad Cert in Operational Management. I have just started my Masters in Business and Commerce!!!!'

# MANAGEMENT AND RESOURCES

## Compass Program

The Compass Program has been established to provide direction and support to staff to navigate career development opportunities and to help plan work and set performance objectives aligned to the UWS strategy and goals. The Compass Program uses *MyCareer Online*, an enterprise Learning Management System to enable access by over 2600 staff to training and development and to record and monitor performance objectives. To November 2011, there have been 3018 attendances at over 308 professional development sessions over 1320 training hours. From less than six online modules there are now 69 online modules available to staff who have completed a total of 3279 online modules.

In 2011, the online performance management module of the system was introduced. This is the first time the University have been able to report on organisation-wide compliance with performance reviews. To date, 62% of staff have completed self-reviews of their performance.

## MyVoice Staff Engagement Survey

Preparatory work is being undertaken for the University's first university-wide staff engagement survey, to be held in March 2012. This is an initiative of *Our People 2015: Goal 5 – Organisational and Leadership Culture*. The Staff Engagement Survey will help the University identify the drivers that engage and retain staff, provide a mechanism for staff to have a voice, identify areas for improvement, and provide benchmarking with other universities. The survey will cover a range of areas including staff engagement; leadership, teamwork, job satisfaction and organisational effectiveness.

## UWS Recruitment

UWS Recruitment was created in April 2011 with the amalgamation of the previous recruitment area and the academic search function.

### Team structure

UWS Recruitment consists of three distinct portfolio teams dedicated to the School and research centre structure of UWS. Each portfolio team comprises a Recruitment Consultant, Search Consultant and a Recruitment Support person. To preserve continuity of relationships, client service and knowledge, and the sharing of strategic and operational information of clients, the teams are closely aligned with the client areas of the current HR Business Partners.

### Function

The primary function of each portfolio team within UWS Recruitment is to support the delivery of academic and professional recruitment across the University, thereby directly contributing to the *Our People 2015* strategy of community engagement, excellence in research, learning and teaching and our aggressive academic growth strategy over the next five years. We research and source academic and professional talent nationally and internationally to support the University's future workforce planning initiatives. The search component of the team also sources candidates for 'hard to fill' niche roles and proactively maps the market for emerging leaders in their areas of expertise, utilising online research tools and techniques to source and cultivate candidates to fill immediate vacancies and create UWS talent pools for the future.

## Visa and Relocation Assistance

UWS Recruitment also has a dedicated Relocations Consultant whose role is to work across all the portfolio teams assisting in the relocations function for each national or international candidate. This includes, but is not limited to, assisting with visa procedures, removals and relocation, taxation and banking information, accommodation and transport arrangements, information on our health and education systems and the dedicated personal touch which is required when candidates are faced with the complexities of relocating themselves and their families from one side of the world to the other.

## 100 Academics Campaign

One of the strategies used to service UWS's ambitious academic growth plan has included a national and international academic recruitment campaign known as the *100 Academics* campaign. This commenced in October 2010 with a goal of recruiting one hundred academics per year for the next five years. Round 2 was held in February 2011 and Round 3 was staged in October 2011. To date these campaigns have delivered in excess of 79 academic appointments.

## Strategies for 2012

UWS Recruitment plans to lead the search for academics and be responsible for staging its own international recruitment events in 2012. Round 4 of the next *100 Academics* campaign is currently planned for the USA in the first quarter of 2012.

## INFORMATION TECHNOLOGY SERVICES

Early in 2011, a major study was undertaken on the total cost and quality of UWS Information Technology services. The strategic framework resulting from that work identified six key areas of reform: applications, infrastructure, service management, governance, risk management, leadership and culture.

In 2011 the delivery of new and improved Information technology services across the existing portfolio was achieved. These included:

- an extensive Disaster Recovery Test for our most critical applications and services
- major upgrades to the Student Management System (Callista) and Oracle Financials
- application changes in support of the new organisational structure at UWS
- major refresh of the servers supporting our mission-critical platforms
- further upgrades and improvements to the wireless network
- commenced a major refresh of the storage area network following a tender process
- continued the upgrade of audio-visual equipment across all campuses
- supported the Capital Works program including the CCTV project
- completed assessments of Service and Identity Management maturity for 2012 planning
- initiated the upgrade to Windows7 for Lab PCs and started the planning for staff migrations
- established regular reporting through a quarterly IT Operations Report.

Throughout 2011 the high levels of service on our existing portfolio continued, including:

- 50,799 Service Desk calls, 80% of which were resolved on first contact
- 2853 new PCs or Laptops deployed out of a fleet of 5821
- exceeded 500 terabytes of internet traffic, 40% higher than the previous year
- managed 951 mobile telephones of which 462 are smart phones
- closed over 1000 registered work and incident requests across the applications portfolio.

Following the retirement of the incumbent, Kerry Holling was appointed as the Director of ITS in July 2011. Since that time he has been engaging with a broad cross-section of internal and external stakeholders, preparing a new Information Technology Strategic Plan, and establishing a wide-ranging portfolio of improvement programs for 2012.

The next two years will see major reform in the delivery and management of Information Technology services at UWS. Information technology is a vital enabler of learning, research and engagement and it has become increasingly clear that improved capabilities are needed to support the achievement of our objectives.

The key themes that will characterise the reform program over the next two years are:

- any device, anywhere, anytime access model
- improved eLearning standards and support
- research capability-on-demand
- enhanced collaboration services
- integrated application portfolio management
- data centre services transformation
- improved corporate governance
- industry-standard best practices.

## FINANCIAL RESOURCES AND BUDGET OUTCOMES

The University ended the 2011 financial year with a consolidated operating surplus of \$12.5m compared to \$65.6m in 2010 and a budget of \$23.1m. The result was \$10.5m (45.7%) under budget due to the under achievement of revenue targets.

Total revenue from continuing operations reduced by \$1.7m (0.3%) to \$561.6m in 2011 compared to 2010. Federal government financial assistance decreased by \$4.3m (1.1%) to \$401.0m incorporating a fall in Capital Grants of \$28.8m. International student fees decreased by \$0.8m (1.3%) to \$60.7m and other course fees decreased by \$4.6m (30.6%) to \$10.4m.

Expenses from continuing operations rose by \$49.0m (9.9%) to \$545.7m with employee related expenses increasing by \$30.7m (10.0%) to \$338.7m.

The University's overall net worth has decreased by \$21.7m (0.2%) to \$1,234.4m primarily driven by the devaluation of land assets (\$27.4m) in line with market conditions.

In 2011 the funding pressures of recent years continued as the sector moves towards an uncapped demand-driven funding system. In this context the University will continue its growth strategy to capitalise on the full funding of students from 2012. Despite these financial pressures, the University continues to focus on a growth strategy supported by continued funding for capital development, strategic initiatives and research investment.

# MANAGEMENT AND RESOURCES

## UWS ENTITIES

### uwsconnect Ltd

uwsconnect is responsible for providing food and beverage, retail (including bookshops), sporting and campus life facilities and services across the six UWS campuses. The facilities and services are utilised by the UWS community, including students, staff and alumni, and by residents of Greater Western Sydney. As a key provider of student services uwsconnect receives some ongoing financial support from the University.

During 2011 uwsconnect continued its strong revenue growth across all areas of trading, reflecting increased student community and improved facilities. Benefits of revenue growth continued to be invested in resourcing for the development of the Campus Life program provided to the UWS

### CADRE design Pty Ltd

The principal objectives of CADRE are to design and develop eLearning content and software for the corporate and government sectors and to develop online interactive educational content and tools for the education sector.

The principal activities of the company during the period were the development of major eLearning projects for mining, financial services and health sectors.

CADRE has continued to develop strong partnerships in the health sector and now develops and hosts both the national Mental Health online curriculum (MHPOD) and the national Mental Health Clearinghouse.

### UWSCollege Pty Ltd

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

During 2011, UWSCollege continued its strong growth trajectory in Academic Pathways Programs. Other significant achievements include:

- roll out of the technology enabled learning strategy in teaching and learning spaces on both College campuses
- introduction of dedicated first year coordinators in support of academic attainment
- development of two new Associate Degrees to be offered from 2012
- maintenance of high levels of student satisfaction as evidenced by the annual UWS student survey
- development of an extensive curriculum licence product for native Arabic speakers to enable them to develop high level English competency before studying in Australia (ECLAS)
- implementation of benchmarking with various institutional partners
- refinement of the UWSCollege performance portfolio in preparation for the cycle 2 AUQA audit
- development of College compliance and student reporting frameworks to inform management decision making
- expansion of the HSC Preparatory Program to 600 students from UWS schools
- launch of the College phone 'App' as part of innovative student support services.

### Whitlam Institute

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

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

The Whitlam Institute works as an educator, policy influencer and research institute. We are 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 on-line access to papers held both at the Institute and in the National Archives. We maintain an active public education program.

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

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



## The University of Western Sydney Foundation Ltd and Trust

The University of Western Sydney Foundation, the charitable entity of UWS, endeavours to connect our students, teachers and researchers with the resources required to achieve excellence. In partnership with the local community and the business world, the UWS Foundation delivers educational opportunities by fundraising for scholarships, prizes, research, academic programs, teaching facilities and other special projects.

The Foundation's objective is to raise funds in support of the University, and the effective management control of all Trust funds held within the Foundation Trust account. The current fundraising goal is the '50 in 5 Campaign'. This campaign goal is to raise \$50 million in five years (2008-13). The UWS Foundation Board of Directors has continued to work closely with UWS Development and key UWS staff to support the campaign through the development of relationships with people, businesses and organisations in the Greater Western Sydney area and beyond during 2011. The company's primary activity throughout 2011 has been to manage the UWS Foundation Trust and act as the Trustee of the Trust.

## Television Sydney Ltd (TVS Ltd)

Television Sydney (TVS) is a not-for-profit company formed in 2003. It was awarded Sydney's Community Television licence in 2004, with the official launching of the channel in February 2006. TVS is licensed to broadcast under the provisions of the Broadcasting Services Act 1992. TVS receives no government funding, however it accepts commercial sponsorships and is allowed to run up to seven minutes per hour of paid sponsorship airtime.

The channel transmits across the Sydney region on digital simulcasting and UHF channel 31, with the UHF channel to continue until analogue switch-off for all Sydney TV stations at the end of 2013. TVS is also 'streamed' live on the internet and from 2011 is the first station to stream all programs live on an iPhone 'App'.

TVS operates twenty-four hours a day, seven days a week from a fully automated broadcast operations centre on the Werrington South campus of the University of Western Sydney.

TVS has secured a growing and loyal audience which will continue to increase with digital simulcasting.

TVS has significant connection with UWS, through a TVS/UWS Liaison Committee, active engagement with UWS students in the Communications and Media Program, and through TVS enhancing UWS efforts in community engagement and educational aspiration-building in the region.

## UWS Early Learning Inc

On 1 July 2011 the following incorporated Associations amalgamated to form UWS Early Learning Inc:

- Djalaringi Child Care Inc
- Unique Kids Early Childhood Centre Inc
- Nirimba Community Children's Centre Inc
- UWS Hawkesbury Child Care Inc.

The new entity is responsible for the provision of all children's services in early learning for 0-5 year old children of students, staff and the broader community. The initial focus for the new entity is to consolidate the activities of each centre in line with regulatory licensing requirements, incorporating best practice in the provision of early learning activities and standardising financial operations and reporting in line with NSW Government requirements.

In order to enhance overall Governance of the new entity under the control of the University, the entity is in the process of incorporating with ASIC as a company limited by Guarantee. Once this process is completed the new company will prepare its first consolidated financial report for the period commencing 1 July 2011 and ending 31 December 2012 for amalgamation into the overall financial report of the University and its controlled entities.

# MANAGEMENT AND RESOURCES

## CAMPUS DEVELOPMENT

A number of important milestones were achieved within the campus development program during 2011.

The campus development program involves:

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

The following is a summary of activities for 2011:

### Westmead Site Redevelopment

The University has prepared a planning proposal to secure a rezoning for its Westmead site to permit mixed use development. The planning proposal was lodged in October and provides for development of up to 120,000 sqm of residential, retail, commercial, research and educational uses. The proposal allows for the University to retain a continuing presence on the site. Development feasibility and options analysis work is also in progress and will allow a decision of the University's preferred development option.

### Campbelltown Residential Lands Project

Plans for the redevelopment of approximately 103 hectares of University land at the Campbelltown campus and 19 hectares of adjoining Landcom land under an executed Project Delivery Agreement with Landcom have advanced. It is anticipated that a Stage 1 Development Application will be submitted to Campbelltown City Council in April 2012 with works due to commence in the third quarter of 2012.

### Penrith WELL Precinct Centre

As part of a feasibility assessment, concept design options for the development of up to 10,000 square metres of mixed use retail and commercial space on the former 'drive-in' site on the Werrington South campus have been prepared. Outcomes of the assessment have identified future demand for a facility following delivery of adjoining residential developments. Next steps include consideration of the benefits in securing a development approval for the site, continuing to refine development costs and securing major tenant pre-commitment.

### Ten Year Estate Development Plan

A Ten Year Estate Development Plan has been prepared over 2011 and incorporates key concerns associated with the treatment of commercial projects and activities. The Plan provides a structured framework around which the University's land assets will be leveraged as the University's Endowment. The Plan includes current estimates of expenditure and income from existing and proposed property projects and activities to be updated annually and will be considered in the University's budget 10 year forecasting.

### Hawkesbury Commercial Greenhouse

A concept study for a commercial greenhouse facility on the Hawkesbury campus, as part of an integrated education, research and industry greenhouse precinct has confirmed that a facility would be commercially viable. Detailed modelling and scenario analysis for development and further consideration of partnerships between the proposed facility and academic programs will commence in 2012.

## Hawkesbury University Based Retirement Community

The feasibility of a proposal to establish a University Based Retirement Community on the Hawkesbury campus was examined in 2011. The assessment identified that the proposal would be commercially beneficial, while also generating a range of educational, research and engagement opportunities. The development would involve up to 11 hectares of land and be delivered in stages. Detailed financial modelling will be initiated in 2012 to enable a decision on a preferred development approach.

## Hawkesbury Master Planning

A master plan for the Hawkesbury campus initiated in late 2010 was completed in 2011. The plan has been shaped through engagement with staff and students of the campus and the process guided by a project steering committee. The plan establishes a strong framework to guide development of campus precincts, infrastructure and buildings over the short, medium and longer term. A detailed Conservation Management Plan assessing the heritage significance of campus buildings and landscapes has also been developed and will guide capital projects and campus developments.

## Nirimba Education Precinct Planning

A range of planning activities for the Nirimba Education Precinct has been undertaken in collaboration with the Precinct Partners. Activities include a detailed submission to the Department of Planning and Infrastructure, plans for a major new residential land release adjacent to the Precinct as part of the North West Growth Centre and a review of the 1996 master plan for the site.

## Transport Planning

Transport is a significant challenge to the University both in terms of operating from multiple sites and across a large and growing region. A Travel Plan for UWS was finalised over 2011 and establishes a framework for transport related initiatives. An annual transport survey is being developed for 2012 to understand student and staff travel modes. Regular contact has been maintained with Transport for NSW on UWS priorities for public transport infrastructure and services. In 2011 there will be particular focus on the Parramatta campus to inform the development of a Parramatta Regional Transport Study.

## Commercial Property

A number of structural adjustments to the management of the commercial property portfolio have been implemented over 2011 and measures to improve quality of tenancy management services introduced. In 2012 focus will be on effective management of current tenancy arrangements, undertaking an annual rental review and providing due diligence for prospective new tenants.

## Land disposals

No income from land disposals was received in 2011.

## CAMPUS SAFETY AND SECURITY

In 2011 Campus Safety and Security continued with the implementation of a campus wide security help point and monitoring system. This is a substantial program of works and has included capital works as well as governance and procedures designed to manage and automate CCTV and alarm response and to meet the research protection requirements of our researchers across the university footprint.

Campus Safety and Security was awarded funding from the Sustainable UWS Rolling Fund for the introduction of bike patrols across the University. With equipment purchased and training undertaken, this bike unit will commence operation in Semester 1, 2012.

The work being undertaken by Campus Safety and Security continues to attract the attention of university security teams nationally. In 2011 the director was invited to chair a National Tertiary Education Security conference. From this conference TER-SEC has been formed. It is a national tertiary education security forum, established to define a standard charter of aims for university security in terms of training, procedures and response protocols.

# MANAGEMENT AND RESOURCES

## CAPITAL WORKS AND FACILITIES

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

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

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

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

The Directorate, based in building R1 on Hawkesbury campus, employs a mix of permanent staff, contract staff and outsourced services within six functional areas comprising:

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

To maintain the visual appeal of our campuses and extend the life of campus facilities, all campus developments are supported by a comprehensive program that includes preventative maintenance, cleaning and grounds presentation and maintenance. With a focus on the primacy of the student experience, CW&F has targeted and developed an aggressive roll-out program for the renewal of flat floor teaching spaces and lecture theatres. Research and teaching laboratories have been the focus of renewal for the past three years as part of individual campus upgrades based on priority and growth.

In support of the University's plan to develop focused, relevant and world-class engaged research, CW&F has collaborated with local and international researchers and industry leaders on the ongoing delivery of the Climate Change and Energy Research Facility (CCERF). A number of elements of this project have proven challenging from a design, budget and construction perspective. The Free Air Carbon Experiment is progressing well with commissioning of the First Plot scheduled for February 2012, and practical completion scheduled for the end of March 2012. Completion of this project will mark the end of the CCERF group of projects.

During 2011, the Capital Plan consisted of over 350 individual projects, each of which were managed in line with the CW&F Governance process, resulting in the delivery of world class facilities for students, academics, staff and the greater UWS community.

The Directorate has three main functional areas: Capital Plan, Overheads and Operations. During 2011 the total allocated budget for CW&F was \$176.52 million, as follows:

- Capital Plan = \$142.21 million
- Overheads = \$26.66 million
- Operations = \$7.65 million.

## Capital plan

### Overview

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

Strategic activities completed in 2011 included the delivery of the Clinical School at Blacktown Hospital, the Student Precinct at Parramatta campus, the reconfiguration of building EB for the consolidation of Nursing on Parramatta campus, the Link Bridge rectification at Penrith campus, as well as the construction of student accommodation at Bathurst and Lismore for the Rural Clinical School program.

However, the most significant existing initiative is the Climate Change and Energy Research Facility located on the Hawkesbury campus. This project, with a budget in excess of \$50m, has revitalised the Hawkesbury campus. It will reach completion in 2012 though a significant proportion of the buildings and research facilities are already in use.

Another critical initiative which continued in 2011 was the CCTV and Research Protection project. Extensive planning, through a series of workshops, planning sessions, and advisory groups, was carried out in 2009/2010. Delivery on Hawkesbury campus is reaching completion and work has commenced on the other campuses. This initiative will continue into 2012.

The Backlog Capital Works program was developed as a part of the Capital Plan to support the Operational Maintenance works, and will continue to be enhanced

for 2011-13, with the major focus on teaching and learning spaces. Examples of backlog works undertaken in 2011 are: the lecture theatre in building 23 at Bankstown campus, the lecture theatre in building 4 at Campbelltown campus, the PC2 laboratories in building 17 at Campbelltown campus, the upgrade of the lecture theatre, computer centre and IT laboratories in building G6 at Hawkesbury campus, and the refurbishment of building L2 at Hawkesbury campus.

During the period 2009 to 2012 the Infrastructure Renewal budget includes various capital improvements, including air-conditioning upgrades, roof replacements, external lighting upgrades, an OH&S program to ensure regulatory compliance and new fire services and water supply ring main for Penrith campus.

### Capital Projects (including government funded projects)

The Capital Projects budget includes approved refurbishment and construction projects. The refurbishment of building XA at Penrith campus as part of the establishment of the Engineering Precinct was completed in 2011. As mentioned earlier the completion of the Blacktown Clinical School at Blacktown/Mt Druiitt Hospital was completed in 2011, as were the student accommodation projects at Lismore and Bathurst. The reconfiguration of building 18 to provide a gym facility and the adaptive reuse of building 20 to accommodate an expansion of course offerings were both completed at Bankstown campus.

The works to the Student Precinct, including restoration of the Boiler House, were also completed in 2011 and have assisted in the creation of an informal student space on the Parramatta campus.

On Hawkesbury campus, significant works were undertaken to convert building M8 into a Solar Energy Building and to building L9 to create the Climate Change Ingress as part of the CCERF funding. Both are fully operational and in use.

## Infrastructure renewal and backlog maintenance programs

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

The Backlog Maintenance Program budget is allocated to backlog capital works. A detailed audit of the University's above ground assets was undertaken by CW&F in 2008/2009, to determine the extent of backlog maintenance and develop a remediation program. A priority list was developed with teaching spaces, classrooms, laboratories and libraries given highest priority. During 2011 a desk top audit of the current backlog liability commenced and will be completed in 2012. This will assist in the future planning of projects and programs in the Capital Plan.

## Relocations program

The Relocation Projects budget is allocated to the internal refurbishment of buildings in response to changes to organisational and functional structures as required. The 2011 program funded works such as the various consolidation projects on Parramatta campus and the relocation of the Office of the Academic Registrar into building U at Penrith campus.

## Environment and risk management

Strategic alignment continued to be a focus of operational, capital and overhead initiatives in 2011. Environmental operations included: oversight by the UWS Environmental Management Committee initiating mandatory National Greenhouse and Energy Reporting; development and submission of funding partnerships associated with Cumberland Plain remnants, water resource infrastructure, and stormwater harvesting; and environmental risk initiatives addressing rabbits, bush regeneration and woody weeds, bushfire mitigation, and water recycling. Contractor safety management included the continued roll out of inductions and induction packs. Event management and logistics included a substantial number of staff relocations, and events including the Whitlam Oration and opening of the Blacktown Clinical School. Capital projects were coordinated with CW&F building works, including landscaping the precincts of Building 20 at Bankstown, the library and G precinct at Hawkesbury, and student residences and playing fields at Campbelltown. Supporting environmental projects focused on integration with landscaping and student amenity, including an energy smart metering pilot at Hawkesbury, increased irrigation of landscaping with harvested stormwater, and installation of outdoor waste recycling units and water bottle filling stations. Common teaching furniture projects included the establishment of a pilot centralised storage facility and the streamlining of reuse, donation or disposal of furniture. Campus presentation and associated services were streamlined, with substantive reductions in waste expenditure and increasing recycling, and a consolidation of grounds maintenance. Continuing efforts were made to link overheads, utility use by UWS entities, and environmental and financial performance.

# MANAGEMENT AND RESOURCES

## Overheads

Initiatives in 2011 relating to UWS Overheads included those relating to cleaning and waste and recycling services, grounds maintenance, alignment of overheads budgets relating to campus presentation, and environmental risk management. Cleaning, waste and recycling initiatives included a successful waste reduction strategy, and the development of a comprehensive tender for the provision of waste services.

Strategic plans and actions were developed for environmental risk management, including a Bushfire Mitigation Plan for Hawkesbury campus with substantive actions implemented across the campus grounds to protect critical research and community assets, rabbit control and removal of African olives. A smart metering pilot was established on Hawkesbury campus in order to increase energy efficiency.

## Operations

Significant changes in the Operations budget include an increase of 4% allowed per division to reflect the 4% salary increase in May 2011 and funding for the licence and management of a Quality Management System (which will be completed in 2012), and the development of Archibus software to improve the capability of auditing against duplication and alignment to the Basware electronic invoicing system.

## RISK MANAGEMENT

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

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

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

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

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

Key outcomes of the 2011 risk management program include:

- maintenance of a cyclical risk assessment program and operational risk databases across both administrative and academic operations
- update of crisis management plans including business resilience checks of web, call centre and security services operations
- the further development of business continuity plans using a campus based approach (rather than plans with a divisional/departmental focus)
- the use of fraud risk assessments utilising anonymous voting technology to better direct corruption prevention efforts
- the attendance of senior staff at Audit and Risk Management Committee meetings in order to report on the management of strategic risk in key areas of University operations.

# UWS RISK MANAGEMENT FRAMEWORK

Policy

People



Planning

Performance

# MANAGEMENT AND RESOURCES

## CHANGES IN ACTS OR SUBORDINATE LEGISLATION/ SIGNIFICANT JUDICIAL DECISIONS

Following the passage of the Universities Governing Bodies Act 2011 amendments to the University of Western Sydney Act 1997 came into effect in October. These related to provisions to deal with the possible removal of a Chancellor or Deputy Chancellor, the use of technology to conduct meetings, and the possibility of providing remuneration to University governing body members.

In addition the Act provided the option for universities to change the size and composition of their governing bodies by way of adopting a set of 'standard governing body provisions' contained in Schedule 1 of the Act. In this way governing bodies are able to determine the overall number of members of the governing body (minimum 11, maximum 22) and the numbers of members in the various categories of membership (staff, students, graduates, appointed, Minister appointed). Universities were at liberty to decide whether or not to adopt the new provisions and as at end 2011 the UWS Board of Trustees' position was that it wished to leave its current Act and the composition of the Board unchanged.

The Board of Trustees approved a new Rule under the University of Western Sydney Act 1997 – the Governance (Pro Chancellor) Rule. This Rule establishes an office of Pro Chancellor and outlines the functions and responsibilities for this position.

The Public Interest Disclosures Amendment Act 2011 received Royal assent in September bringing in a range of changes to the Protected Disclosures legislation that affords protection to whistleblowers. As a consequence the University reviewed and revised its policy and procedures for the handling of what are now termed 'public interest disclosures'.

At the federal level amendments to the Higher Education Support Act 2003 gave effect to two significant policy decisions by the Commonwealth Government. The first provided for the introduction by higher education providers of an annual capped compulsory student services and amenities fee. The second gave effect to the Government's decision to move to a demand driven funding system for public universities from 2012, and for mission based compacts between the Commonwealth and institutions.

## PRIVACY

The University is subject to NSW legislation related to privacy, the Privacy and Personal Information Protection Act, 1998 and the Health Records and Information Protection Act 2002. The University's Privacy Officer is the Director Governance Services who provides advice to operational units, staff and students on a range of privacy issues. The University has an online privacy training module and formal privacy training is incorporated into the Statutory Obligations – Management Essentials course.

Two Internal Review applications were received in 2011. Of these one was discontinued at the request of the complainant and the other was declined on the basis that more than six months had elapsed since the action that gave rise to the complaint.

## CODE OF CONDUCT

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

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

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

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

## 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 2011, the CRU managed 80 complaints and advised on a further 84 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/processes, as a result of issues arising from complaints. Staff of the Unit presented at various workshops and symposia during the year, sharing their expertise in complaints handling.

## RIGHT TO INFORMATION – SUMMARY OF ACTIVITY

Please see Appendix 9 on page 95 for Right to Information.

## PUBLIC INTEREST DISCLOSURES

In 2011 the University received two public interest disclosures from two staff members.

The categorisation of the disclosures as received was as follows:

Corrupt conduct – 1

Maladministration – 1

Serious and substantial waste of public money – 0

Government information contravention – 0

One of these matters was being finalised at year's end while the other was ongoing. There were no matters brought forward from the previous year.

The University revised its Policy in line with the legislative changes and this was published in the Policy directory and communicated to staff. A dedicated web page was updated to provide information to employees and others about Public Interest Disclosures and the University's processes. It also contains direct links to the new fact sheets published by the NSW Ombudsman.

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

# APPENDICES

## APPENDIX 1: BOARD OF TRUSTEES MEMBERS

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### 3 OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor  
Professor Janice Reid AM, Vice-Chancellor  
Associate Professor Paul Wormell, Chair Academic Senate

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### 6 APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks  
Ms Emma Stein  
Ms Vivienne James  
Mr Glen Sanford (Deputy Chancellor)  
Mr Ian Stone  
The Hon Kim Yeadon (Deputy Chancellor)

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### 4 APPOINTED MEMBERS (BOARD)

Mr Michael Antrum (until 6 May 2011)  
Mr Christopher Brown (from 1 July 2011)  
Ms Gillian Shadwick (Pro Chancellor role from 13 April 2011)  
Vacancy x 2

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### 5 ELECTED MEMBERS

Dr Ken Langford, Graduate  
Professor Carolyn Sappideen, Academic Staff  
Mrs Lorraine Fordham, General Staff  
Mr David Holmes, Undergraduate Student (until 5 August 2011)  
Mr David Lenton, Postgraduate Student (until 30 June 2011)  
Ms Linda Ayache, Postgraduate Student (from 1 July 2011)

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## APPENDIX 2: BOARD OF TRUSTEES MEETINGS

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

# In 2011 the Board held five regular meetings and one Strategy Day meeting.

# APPENDICES

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

### Committees and other bodies established by the Board of Trustees

#### BOARD OF TRUSTEES COMMITTEES

#### CHAIR

AUDIT AND RISK MANAGEMENT	Mr Alan Zammit
STRATEGY AND PLANNING	Ms Emma Stein
FINANCE AND INVESTMENT	Mr Glen Sanford
BOARD STANDING	Professor Peter Shergold AC
REMUNERATION AND NOMINATIONS	Professor Peter Shergold AC
CAMPUS DEVELOPMENT	The Hon Kim Yeadon
ACADEMIC SENATE	Associate Professor Paul Wormell

#### UNIVERSITY BODIES

INDIGENOUS ADVISORY COUNCIL
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## APPENDIX 4: ACADEMIC SENATE MEMBERSHIP (AS AT 31 DECEMBER 2011)

### Official and Appointed Members

Name	Position
<b>Official Members</b>	
Professor Janice Reid AM	Vice-Chancellor
Professor Wayne McKenna	Deputy Vice-Chancellor, Academic and Research
Professor Kerri-Lee Krause	Pro Vice-Chancellor, Education
Professor Andrew Cheetham	Pro Vice-Chancellor, Research
Professor Gary Smith	Pro Vice-Chancellor, Engagement and International
Mr Angelo Kourtis	Pro Vice-Chancellor, Students
Professor Gary Smith	Executive Dean, College of Arts
Professor Clive Smallman	Acting Executive Dean, College of Business and Law
Vacant	Executive Dean, College of Health and Science
Dr Bronwyn Cole	Acting Associate Dean, Academic, College of Arts
Dr Sara Denize	Acting Associate Dean, Academic, College of Business and Law
Dr Betty Gill	Associate Dean, Academic, College of Health and Science
Associate Professor Hart Cohen	Acting Associate Dean, Research, College of Arts
Professor Suzan Burton	Acting Associate Dean, Research, College of Business and Law
Professor Deborah Sweeney	Director, Research, College of Health and Science
Associate Professor Berice Anning	Dean, Indigenous Education
Vacant	Dean, Research Studies
Ms Shaneen McGlinchey	Academic Registrar
Ms Liz Curach	University Librarian
Professor Kevin Dunn	3 Heads of School, College of Arts
Dr Adelma Hills	
Professor Lynette Sheridan Burns	
Professor John Lodewijks	3 Heads of School, College of Business
Dr Meg Smith	
Dr John Stanton	
Professor John Bartlett	3 Heads of School, College of Health and Science
Professor Rhonda Griffiths	
Professor Annemarie Hennessy	
<b>Appointed members</b>	
Vacant	

# APPENDICES

## Elected Members

Name	Position
<b>Elected Members</b>	
Associate Professor Paul Wormell	Chair, Academic Senate
Professor Gabriel Donleavy	Deputy Chair, Academic Senate
Vacant	Academic staff member from School of Communication Arts
Dr Loshini Naidoo	Academic staff member from School of Education
Vacant	Academic staff member from School of Humanities and Languages
Associate Professor Mary Hawkins	Academic staff member from School of Social Sciences
Dr Michael Tyler	Academic staff member from School of Psychology
Professor Gabriel Donleavy	Academic staff member from School of Accounting
Vacant	Academic staff member from School of Economics and Finance
Dr Stephen Janes	Academic staff member from School of Law
Dr Meg Smith	Academic staff member from School of Management
Mr Ned Doyle	Academic staff member from School of Marketing
Dr Trevor Bailey	Academic staff member from School of Biomedical and Health Sciences
Dr Carmel Coady	Academic staff member from School of Computing and Mathematics
Dr Swapan Saha	Academic staff member from School of Engineering
Vacant	Academic staff member from School of Medicine
Vacant	Academic staff member from School of Natural Sciences
Vacant	Academic staff member from School of Nursing and Midwifery
Mr Terry Mason	Academic staff member from Badanami Centre for Indigenous Education
Dr Loshini Naidoo	1 of 2 Academic staff members from College of Arts
Vacant	2 of 2 Academic staff members from College of Arts
Professor Margaret Heather Vickers	1 of 2 Academic staff members from College of Business and Law
Vacant	2 of 2 Academic staff members from College of Business and Law
Associate Professor Andrew Francis	1 of 2 Academic staff members from College of Health and Science
Ms Robyn Moroney	2 of 2 Academic staff members from College of Health and Science
Mr Elie Hammam	Postgraduate Student
Vacant	Postgraduate Student
Ms Soumaya Alaouie	Undergraduate Student
Mr Robert Coluccio	Undergraduate Student

## APPENDIX 5: PRINCIPAL OFFICERS OF THE UNIVERSITY

**Chancellor**

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

**Vice-Chancellor**

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

**Chair, Academic Senate**

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

**Deputy Vice-Chancellor  
(International and Development)**

Professor John Ingleson  
BA, MA, *UWA*, PhD *Monash*  
To: 30 Sep 2011

**Pro Vice-Chancellor  
(Engagement and International)**

Professor Gary Smith  
PhD *Monash*, MA *La Trobe*,  
BA (Hons) *Monash*  
Start Date: 1 August 2011

**Deputy Vice-Chancellor  
(Corporate Strategy and Services)**

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

**Deputy Vice-Chancellor  
(Academic and Research)**

Professor Wayne McKenna  
BA(Hons) PhD *Leeds*

**Executive Dean,  
College of Arts**

Professor Gary Smith  
PhD *Monash*, MA *La Trobe*,  
BA (Hons) *Monash*  
To: 1 October 2011

**Executive Dean,  
College of Business (Acting)**

Associate Professor Craig Ellis  
PhD *UWS*, BComm (Hons) *UWS*,  
BBus *UWS*  
To: 1 October 2011

**Executive Dean,  
College of Health and Science**

Professor Branko Celler  
PhD *UNSW*, BElect Eng *UNSW*,  
BSc *UNSW*  
To: 21 Aug 2011

**Pro Vice-Chancellor  
(Learning and Teaching)**

Professor Stuart Campbell  
BA *CentLondPoly*, DipLing *Lond*,  
DipEd *SydTC*, MA *ANU*, PhD *Syd*

**Pro Vice-Chancellor (Education)**

Kerri-Lee Krause  
PhD Ed *Macquarie*, M Ed *Macquarie*,  
BA Ed AC  
Start Date: 17 October 2011

**Pro Vice-Chancellor (Students)**

Angelo Kourtis  
BA *UWS*  
Start Date: 10 October 2011

**Pro Vice-Chancellor (Quality)**

Professor Geoff Scott  
BA, Dip Ed *Syd*, M Ed,  
Ed D *Toronto* FACE  
To: 30 June 2011

**Pro Vice-Chancellor (Research)**

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

**Registrar**

Ms Thea Seabrook  
BA *UNSW*, MA *Syd*,  
MEdAdmin (Hons) *UNSW*  
To: 19 June 2011

**University Librarian**

Ms Liz Curach  
Dip Teach *Wgtn NZ*, BA *KCAE*, MA *Syd*,  
GDipER *UTS*, AALIA

**Director, Finance and Chief Financial  
Officer (from 1 August 2011)**

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

**Executive Director,  
People and Culture**

Ann Tout  
BA *ANU*, GradDip AppSc *Syd*  
Start Date: 1 August 2011

# APPENDICES

## APPENDIX 6: EXECUTIVE REMUNERATION AND PERFORMANCE DATA

### PROFESSOR JANICE REID

POSITION	Vice-Chancellor
SALARY	\$727,700*
EMPLOYER SUPERANNUATION	\$32,300
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

### MS RHONDA HAWKINS

POSITION	Deputy Vice-Chancellor, Corporate Strategy and Services
SALARY	\$452,378
EMPLOYER SUPERANNUATION	\$63,730
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

### PROFESSOR WAYNE MCKENNA

POSITION	Deputy Vice-Chancellor, Academic and Research
SALARY	\$402,612
EMPLOYER SUPERANNUATION	\$66,577
PERFORMANCE PAY	Nil
PERIOD IN POSITION	Full year
RESULTS	Met all performance objectives

### PROFESSOR JOHN INGLESON

POSITION	Deputy Vice-Chancellor, International and Development
SALARY	\$366,197
EMPLOYER SUPERANNUATION	\$60,338
PERFORMANCE PAY	Nil
PERIOD IN POSITION	1/1/2011 – 30/9/2011
RESULTS	Retired part way through the year; performance was not evaluated

### PROFESSOR GARY SMITH

POSITION	Executive Dean, College of Arts
SALARY	\$311,519
EMPLOYER SUPERANNUATION	\$32,929
PERFORMANCE PAY	Nil
PERIOD IN POSITION	1/1/2011 – 31/7/2011
RESULTS	Did not complete full year in role due to a restructure; performance was not evaluated

### ASSOCIATE PROFESSOR CRAIG ELLIS

POSITION	Executive Dean, College of Business and Law
SALARY	\$251,768
EMPLOYER SUPERANNUATION	\$31,940
PERFORMANCE PAY	Nil
PERIOD IN POSITION	1/1/2011 – 10/11/2011
RESULTS	Did not complete full year in role due to a restructure; performance was not evaluated

### PROFESSOR BRANKO CELLER

POSITION	Executive Dean, College of Health and Science
SALARY	\$365,881
EMPLOYER SUPERANNUATION	\$32,930
PERFORMANCE PAY	Nil
PERIOD IN POSITION	1/1/2011 – 1/9/2011
RESULTS	Resigned part way through the year; performance was not evaluated

\* The Vice-Chancellor's total remuneration included paid salary, PAYG withholding tax, expense-of office allowance, employee and employer superannuation contributions, a salary-sacrificed motor vehicle, Fringe Benefits Tax and housing allowance. No additional bonus is payable.

## APPENDIX 7: CONSULTANCIES

<b>Consultancies commissioned in 2011 amounting to \$30,000 or more, included:</b>		
<b>Consultant</b>	<b>Cost \$</b>	<b>Title/Nature of Consultancy</b>
<b>Finance and Accounting/Tax</b>		
Aust Universities Quality Agency Ltd	\$74,700	Auqa Audit Fee
Basware Pty Ltd	\$130,120	Basware Implementation
Global Valuation Services	\$45,650	Valuation for Land, Building and Infrastructure
IBM Aust	\$495,973	TM1 Implementation
Red Rock Consulting Pty Ltd	\$657,426	Oracle Upgrade
Unisuper	\$125,000	Consultancy Fees
<b>Subtotal</b>	<b>\$1,528,869</b>	
<b>Information Technology</b>		
Avoka Technologies Pty Ltd	\$144,897	E-Forms Prepaid Support And Maintenance
Callista	\$56,247	Workflow Market Scan
Cool Resources Pty Ltd	\$204,504	Dbas Resources For Callista Upgrade 14.0
Fedtec Pty Ltd	\$150,400	Callista Upgrade and MYSR And Eforms
Icad Consultants Pty Ltd	\$225,900	HW Site Archibus Support
Quinticon Pty Ltd	\$80,763	Backup And Recovery Consulting
<b>Subtotal</b>	<b>\$862,711</b>	
<b>Management Services</b>		
Access Programs Aust Ltd	\$168,875	Employee Assistance Program For 2011
Alphawest Services Pty Ltd	\$117,112	Consulting Services
App Corp Pty Ltd	\$114,840	Westmead Campus Redevelopment Project Management
Arup	\$43,095	Parramatta Campus Concept Plan
Assetbiz Consulting Pty Ltd	\$138,300	Specialist Consulting Services – Minor Works
Capital Insight Pty Ltd	\$149,150	CDU Consulting
City Plan Strategy	\$44,283	Parramatta Campus Concept Plan
Cliff Reece & Associates	\$34,000	Business Continuity Training and Testing Exercise
Colliers International	\$40,000	Market Valuations for Government Land Swap
Jackson Teece	\$246,253	Analysis of 1996 Nirimba Masterplan Report
Khalil Gihan	\$79,688	Consultancy – Student Demographic
Landsburys Property	\$45,000	Parramatta Campus Concept Plan
LFA Pacific Pty Ltd	\$88,930	Well Precinct Centre – Design Workshop
ORC International Pty Ltd	\$167,201	Fee for Cati Services
Perrett Laver	\$327,794	Management Consultancy Services
Pettigrew Alan	\$42,885	Development of Blueprint for Potential Institute
Technical And Further Education Commission	\$50,000	Curriculum Development and Certification for BBB Project
Tim Earnshaw & Partners	\$41,295	Consultancy Fee
Unique World Pty Ltd	\$46,190	Bi Solution Architect
Voice Project Pty Ltd	\$64,680	Voice Project Survey
<b>Subtotal</b>	<b>\$2,049,571</b>	
<b>Total Consultancies equal to or greater than \$30,000</b>	<b>\$4,441,151</b>	

# APPENDICES

## APPENDIX 8: UWS BOARD OF TRUSTEES REPORT

### Members

The members of the Board of Trustees of the University are detailed in Appendix 1 on page 86 of this annual report.

### Meetings of Members

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 87 of this report.

### Principal Activities

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

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of the entities are contained in pages 76–77 of this annual report.

### Review of Operations

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

### Significant Changes in State of Affairs

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

### Matters Subsequent to the End of the Financial Year

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

### Likely Developments and Expected Results of Operations

Following changes to the Higher Education Support Act 2003, the University will introduce a compulsory Student Services and Amenities Fee from 2012. The maximum allowable fee next year for a full time student is \$263. Students are able to defer payment of the fee under the HELP scheme. The income from the fee is required to be spent on student services as defined in the legislation and will result in improved services and facilities for UWS students. The estimated income from the fee in 2012 for the University is \$7.5m.

### 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 81 of this annual report.

### Insurance of Officers

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

### Proceedings on Behalf of the University

In 2011 there were no significant proceedings on behalf of the University.

This report is made in accordance with a resolution of the Board of Trustees on 11 April 2012.

### Professor Peter Shergold AC Chancellor

Dated: 11 April 2012 at Penrith, NSW

## APPENDIX 9: GOVERNMENT INFORMATION (PUBLIC ACCESS)

### GIPA Annual Report: 1 January to 31 December, 2011

#### *cl.7(a) of the GIPA Act Regulation 2010*

##### **Review of the University's Publication Guide and Information**

In accordance with cl.7 of Government Information (Public Access) Regulation 2010, the University reviewed 'its program for the release of government information'.

In 2011, a *Publication Guide and Information Review Committee* was established and this undertook two reviews, one in March and one in November as follows:

##### **Inaugural review meeting – 22 March 2011**

This meeting established the Publication Guide and Information Review Committee and its brief to review the position of the University in relation to public access to its information, and comprised staff representatives from:

1. Office of Marketing and Communication
2. Human Resources
3. Office of the PVC Research
4. Records and Archives Management
5. Office of Strategy and Quality.

The broad spectrum of the University's position on the accessibility of its information was discussed by this committee. Among a number of mostly minor recommendations was a decision to include questions in a forthcoming student survey to get some indication of the confidence that students have to search for relevant information held by the University. The survey to contain these

questions was to be conducted in the second half of the year.

The findings of this exercise were presented at the follow up review meeting. Overall, the committee was satisfied that the current level of information access was satisfactory and it would continue to look for ways to improve public access to the University's information.

##### **Follow up review – 24 November 2011**

The Committee admitted a new member from the Web Services Unit and focused on the University's proactive release of information via its website.

The findings of the student survey showed that students had a generally high level of confidence to locate relevant information. Students showed the highest confidence (nearly 100%) in accessing their own enrolment and the lowest confidence (52%) in accessing UWS Services and facilities. This lowest figure was offset by the fact that nearly one third of students had not tried to access this information. Had the known confidence levels been applied to the group who had not tried, it would have resulted in an estimated 62.5% of students being confident, which the Committee regarded as satisfactory.

Good examples of GIPA strategies used by other agencies were circulated to the committee for consideration at UWS.

The next project for the Committee is to consider the quantitative statistics related to the public's use of the University's web pages.

#### *cl.7(b) of the GIPA Act Regulation 2010*

##### **Total number of access applications received in 2011**

3

Note: Case 03/2011 received in December 2011 was not decided within that year.

#### *cl.7(c) of the GIPA Act Regulation 2010*

##### **Total number of access applications received that were wholly or partly refused**

0

#### *cl.7(d) of the GIPA Act Regulation 2010*

Table D, Schedule 2 of the GIPA Act Regulation 2010.

Schedule 2 Statistical information about access applications to be included in annual report.

# APPENDICES

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	1	0	0	0	0	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not-for-profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	1	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*	0	0	0	0	0	0	0	0
Access applications (other than personal information applications)	0	0	0	0	0	0	0	0
Access applications that are partly personal information applications and partly other	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).

Table C: Invalid applications

Reason for invalidity	No. 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
<b>Total number of invalid applications received</b>	<b>0</b>
Invalid applications that subsequently became valid applications	0

Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 to the Act

	No. 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

	No. 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

# APPENDICES

## Table F: Timeliness

	No. of applications
Decided within the statutory timeframe (20 days plus any extensions)	2
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
<b>Total</b>	<b>2</b>

## 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	0	0	0
Review by ADT	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* The Information Commissioner does not have the authority to vary decisions, but can make recommendations to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made by the Information Commissioner.

## Table H: Applications for review under Part 5 of the Act (by type of applicant)

	No. 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)	0

## APPENDIX 10: EQUITY AND DIVERSITY STATISTICS

Table A.1 Trends in the Representation of EEO Groups – Academic staff

EEO Groups: Academic staff	Benchmark or target	2008	2009	2010	2011
Women	50%	49%	49%	49%	50%
Aboriginal and Torres Strait Islander people	2%	1%	1%	1%	2%
People whose language first spoken as a child was not English	19%	26%	27%	26%	26%
People with a disability	N/A	7%	8%	8%	7%
People with a disability requiring adjustment at work	1.1%	2%	2%	2%	2%

Table A.2 Trends in the Representation of EEO Groups – General staff

EEO Groups: General staff	Benchmark or target	2008	2009	2010	2011
Women	50%	66%	66%	66%	68%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	3%
People whose language first spoken as a child was not English	19%	16%	17%	17%	17%
People with a disability	N/A	9%	9%	10%	10%
People with a disability requiring adjustment at work	1.1%	3%	3%	3%	3%

# APPENDICES

Table B.1. Trends in the Distribution of EEO Groups – Academic staff Distribution Index

EEO Groups: Academic staff	Benchmark or target	2008	2009	2010	2011
Women	100	88	85	85	83
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	n/a
People whose language first spoken as a child was not English	100	94	95	95	97
People with a disability	100	92	91	90	87
People with a disability requiring adjustment at work	100	n/a	n/a	n/a	n/a

Table B.2. Trends in the Distribution of EEO Groups – General staff Distribution Index

EEO Groups: General staff	Benchmark or target	2008	2009	2010	2011
Women	100	90	90	90	89
Aboriginal and Torres Strait Islander people	100	n/a	104	103	97
People whose language first spoken as a child was not English	100	98	97	97	99
People with a disability	100	100	103	101	98
People with a disability requiring adjustment at work	100	105	104	101	104

## Explanatory Notes

1. Information is provided on the actual number of all permanent, probationary and fixed-term contract full-time and part-time staff. Casual staff are not included.
2. A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. The distribution index is not calculated where numbers are statistically small.

## APPENDIX 11: STUDENT ENROLMENT DATA

Table 1: Student Headcount by Residency Status, On and Off Shore, 2007-2011 (includes UWSCollege from 2008)

Residency Status	2007	2008	2009	2010	2011
Domestic	29,164	29,555	31,070	33,280	35,086
International - On Shore	3,370	3,649	4,036	4,184	4,026
International - Off Shore	435	346	355	431	451
<b>Total</b>	<b>32,969</b>	<b>33,550</b>	<b>35,461</b>	<b>37,895</b>	<b>39,563</b>

(Source: Annual DEEWR Submissions)

Table 2: Commencing Student Headcount by Residency Status, On and Off Shore, 2007-2011 (includes UWSCollege from 2008)

Residency Status	2007	2008	2009	2010	2011
Domestic	10,786	12,128	12,454	13,429	13,388
International - On Shore	1,638	1,911	2,193	2,167	1,929
International - Off Shore	65	222	183	160	163
<b>Total</b>	<b>12,489</b>	<b>14,261</b>	<b>14,830</b>	<b>15,756</b>	<b>15,480</b>

(Source: Annual DEEWR Submissions)

Table 3: Student Headcount by Gender, 2007-2011 (includes UWSCollege from 2008)

Gender	2007	2008	2009	2010	2011
Females	18,825	19,180	20,163	21,142	21,918
Males	14,144	14,370	15,298	16,753	17,645
<b>Total</b>	<b>32,969</b>	<b>33,550</b>	<b>35,461</b>	<b>37,895</b>	<b>39,563</b>

(Source: Annual DEEWR Submissions)

Table 4: Student Headcount by Course Level, 2009-2011 (includes UWSCollege)

Course Level	2009	%	2010	%	2011	%
Undergraduate	27,708	78.2%	30,052	79.3%	31,829	80.4%
Higher Degree by Coursework	5,969	16.8%	6,136	16.2%	5,976	15.1%
Higher Degree by Research	684	1.9%	812	2.1%	906	2.3%
Other*	1,100	3.1%	895	2.4%	852	2.2%
<b>Total</b>	<b>35,461</b>	<b>100.0%</b>	<b>37,895</b>	<b>100.0%</b>	<b>39,563</b>	<b>100.0%</b>

\*Other includes enabling, non award and cross institutional

(Source: Annual DEEWR Submissions)

# APPENDICES

**Table 5: Student Headcount by Broad Field of Education, 2009-2011 (includes UWSCollege)**

Broad Field of Education	2009	%	2010	%	2011 (p)	%
Management and Commerce	10,848	30.6%	11,198	29.6%	10,906	27.6%
Society and Culture	8,566	24.1%	9,204	24.3%	9,931	25.1%
Health	5,057	14.3%	5,758	15.2%	6,256	15.8%
Natural and Physical Sciences	2,197	6.2%	2,665	7.0%	2,815	7.1%
Education	2,481	7.0%	2,522	6.7%	2,746	6.9%
Creative Arts	2,141	6.0%	2,225	5.9%	2,204	5.6%
Engineering and Related Technologies	1,146	3.2%	1,316	3.5%	1,457	3.7%
Information Technology	922	2.6%	1,130	3.0%	1,302	3.3%
Architecture and Building	705	2.0%	774	2.0%	917	2.3%
Agriculture, Environmental and Related Studies	390	1.1%	283	0.7%	250	0.6%
Mixed Field Programs	305	0.9%	349	0.9%	340	0.9%
Other	703	2.0%	471	1.2%	439	1.1%
<b>Total</b>	<b>35,461</b>	<b>100.0%</b>	<b>37,895</b>	<b>100.0%</b>	<b>39,563</b>	<b>100.0%</b>

(Source: Annual DEEWR Submissions)

**Table 6: Student Headcount by Campus, 2009-2011 (includes UWSCollege)**

Campus	2009	%	2010	%	2011 (p)	%
Bankstown	6,694	18.9%	6,438	17.0%	6,709	17.0%
Blacktown (Nirimba)	1,136	3.2%	1,023	2.7%	1,120	2.8%
Campbelltown	4,846	13.6%	5,582	14.7%	6,057	15.3%
Hawkesbury	2,106	5.9%	2,274	6.0%	2,401	6.1%
Parramatta	12,475	35.2%	13,571	35.8%	13,734	34.7%
Penrith	7,715	21.8%	8,322	22.0%	8,865	22.4%
Off campus, Off shore and Other	489	1.4%	685	1.8%	677	1.7%
<b>Total</b>	<b>35,461</b>	<b>100.0%</b>	<b>37,895</b>	<b>100.0%</b>	<b>39,563</b>	<b>100.0%</b>

(Source: Annual DEEWR Submissions)

Table 7: Student Low SES\* Participation Rate 2007-2011  
(includes UWSCollege from 2008)

Year	UWS	Sector
2007	21.0%	15.0%
2008	21.3%	15.1%
2009	22.1%	15.3%
2010	22.6%	15.6%
2011 (p)	22.9%	n.a

(Source: Annual DEEWR Statistical Publications) (p) - provisional figures

\* Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 SEIFA Education and Occupation Index for postal areas.

Table 8: Student Load (EFTSL) by Funding Source, 2009-2011 (includes UWSCollege)

Funding Source	2009	%	2010	%	2011	%
Commonwealth Grants Scheme	21,544	82.4%	23,553	82.9%	25,223	84.5%
Research Training Scheme	355	1.4%	459	1.6%	522	1.7%
Sub-Total Commonwealth Funded	21,899	83.8%	24,012	84.6%	25,745	86.3%
Domestic Fee-Paying Postgraduate	959	3.7%	937	3.3%	855	2.9%
International On Shore	2,893	11.1%	3,111	11.0%	2,960	9.9%
International Off Shore	116	0.4%	141	0.5%	102	0.3%
Non Award	265	1.0%	195	0.7%	182	0.6%
Sub-Total Fee-Paying Load	4,233	16.2%	4,384	15.4%	4,099	13.7%
UWS Total	26,132	100.0%	28,396	100.0%	29,844	100.0%

EFTSL = Equivalent Full Time Student Load

(Source: Annual DEEWR Submissions)

Table 9: Explicit Graduate Satisfaction, 2007-2011

Year - % of Explicit Satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2007	65.6%	71.0%	45.6%	52.4%	63.5%	65.8%
2008	65.5%	69.7%	46.3%	51.9%	64.6%	64.6%
2009	69.2%	69.0%	51.9%	52.1%	66.5%	63.9%
2010*	84.4%	81.2%	70.1%	63.0%	82.0%	74.7%
2011*	84.1%	n.a	70.8%	n.a	81.4%	n.a

(Source: 2007-2011 Course Experience Questionnaire)

\* Please note that due to a change in the questionnaire used in 2010 this has seen a positive upward shift in CEQ response ratings across all universities in the sector.

# APPENDICES

Table 10: Commencing Bachelor Student Retention, 2006-07 – 2010-11 (p)

Year	UWS	Sector
2006-07	81.3%	82.7%
2007-08	79.9%	82.7%
2008-09	81.4%	84.0%
2009-10	80.6%	84.0%
2010-11 (p)	80.1%	n.a

(Source: Annual DEEWR Statistical Publications) (p) - provisional figures

Table 11: UWS Market Share of Preferences, NSW/ACT, 2008-2011

UWS Market Share of Preferences	First Preferences				First to Third Preferences			
	2008	2009	2010	2011	2008	2009	2010	2011
Current School Leavers	12.3%	12.5%	12.3%	12.2%	13.0%	13.2%	13.7%	13.4%
Non Current School Leavers	15.8%	15.4%	15.5%	15.1%	16.1%	15.9%	16.4%	15.9%
Total	13.8%	13.8%	13.7%	13.4%	14.2%	14.2%	14.8%	14.3%

Number of Preferences to UWS	First Preferences				First to Third Preferences			
	2008	2009	2010	2011	2008	2009	2010	2011
Current School Leavers	5,173	5,553	5,549	5,767	15,945	16,906	18,006	18,263
Non Current School Leavers	5,170	5,174	5,426	5,245	12,245	12,213	13,451	12,943
Total	10,343	10,727	10,975	11,012	28,190	29,119	31,457	31,206

Table 12: UWS Market Share of Greater Western Sydney (GWS) Preferences, NSW/ACT, 2008-2011

UWS Market Share of Preferences from GWS	First Preferences				First to Third Preferences			
	2008	2009	2010	2011	2008	2009	2010	2011
Current School Leavers	33.4%	34.9%	33.9%	34.1%	32.7%	33.6%	34.4%	33.4%
Non Current School Leavers	41.6%	42.0%	42.2%	40.6%	38.9%	38.7%	39.0%	38.1%
Total	37.1%	38.0%	37.7%	36.9%	35.2%	35.6%	36.2%	35.2%

Number of Preferences from GWS to UWS	First Preferences				First to Third Preferences			
	2008	2009	2010	2011	2008	2009	2010	2011
Current School Leavers	3,746	4,175	4,180	4,424	10,770	11,793	12,478	12,775
Non Current School Leavers	3,760	3,941	4,238	4,035	8,571	8,709	9,626	9,273
Total	7,506	8,116	8,418	8,459	19,341	20,502	22,104	22,048

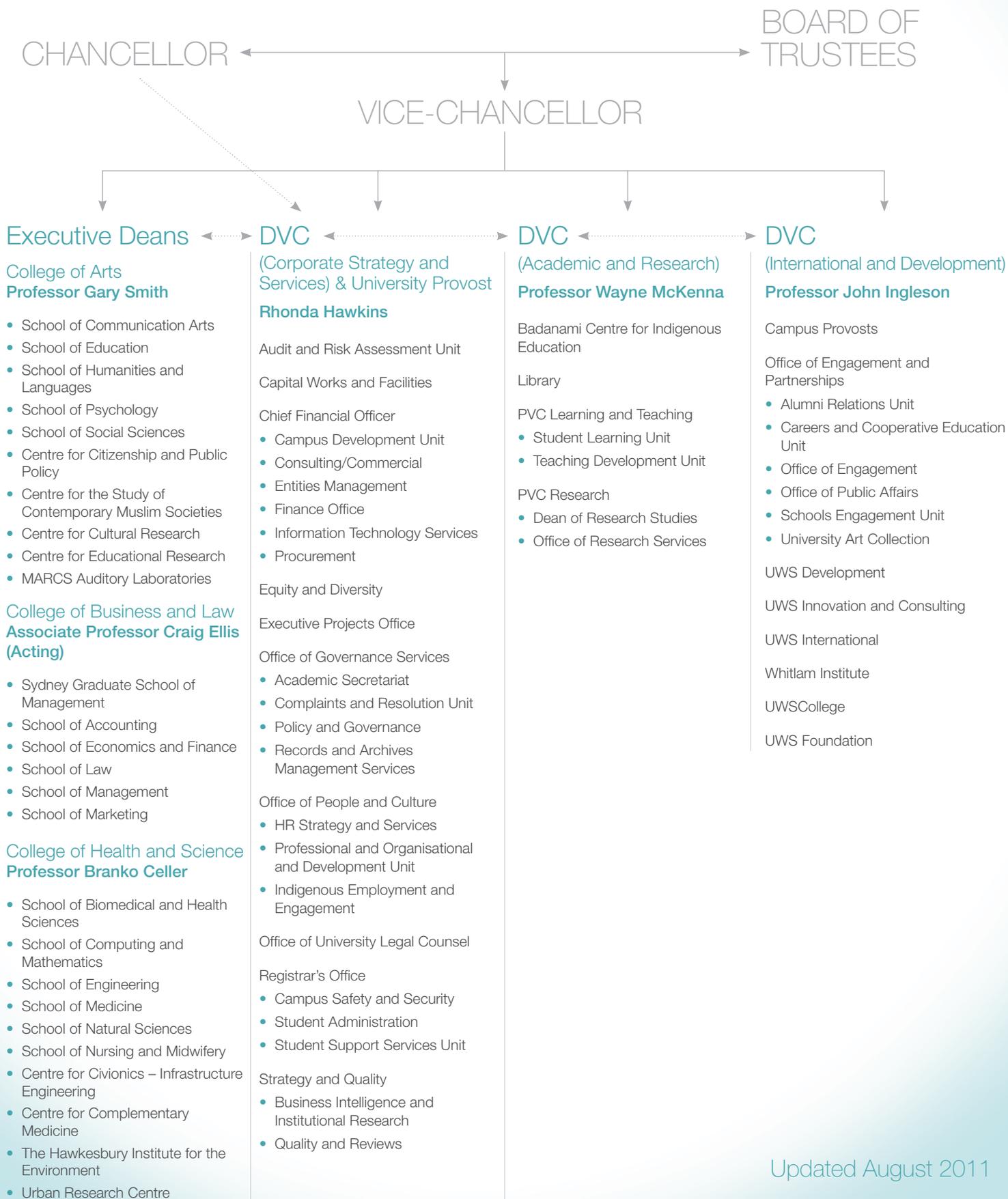
(Source: UAC Main Round)

# UWS GOVERNANCE STRUCTURE

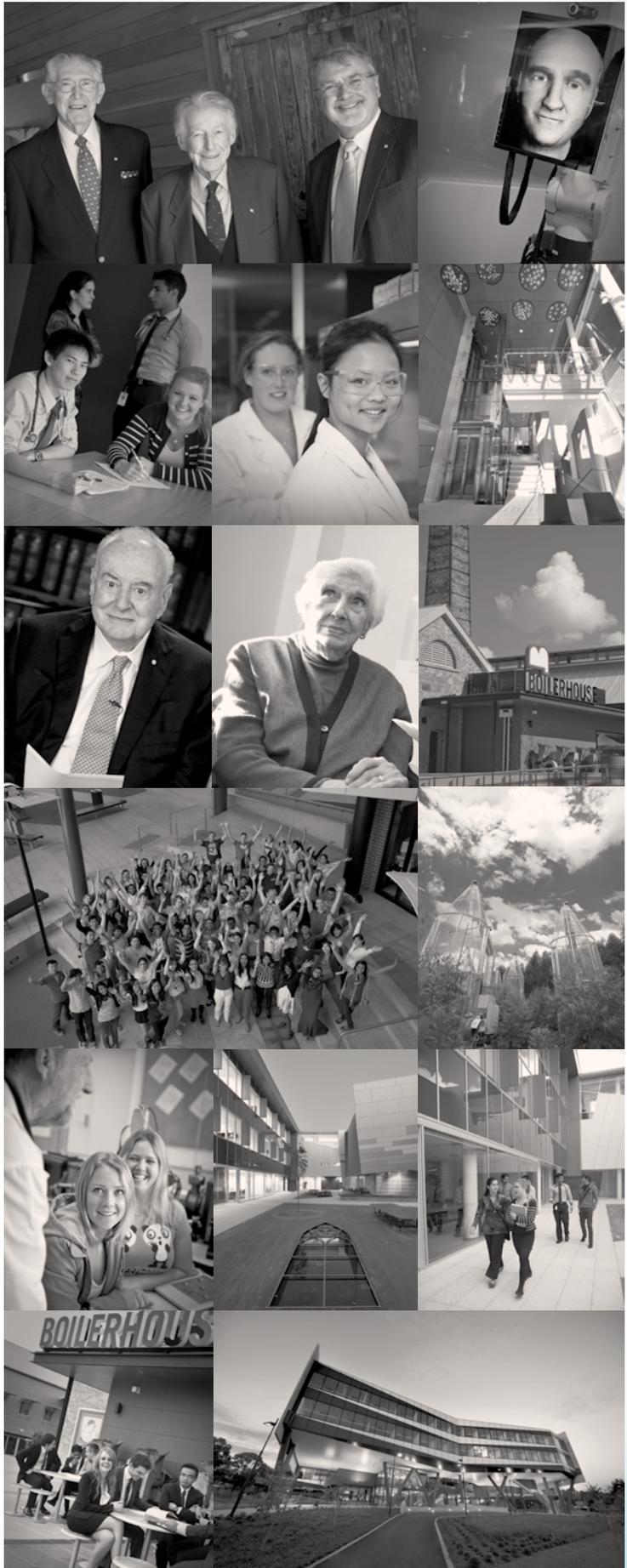
## Board of Trustees



# UWS MANAGEMENT STRUCTURE







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