

**WESTERN SYDNEY
UNIVERSITY**



ANNUAL REPORT
2015



The Year in Review

Volume 1

ANNUAL REPORT 2015

Western Sydney University's Annual Report 2015 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 of the Annual Report 2015 is \$12,500.

The University Annual Reports are also available via the Internet and can be found on our website at westernsydney.edu.au

WESTERN SYDNEY UNIVERSITY ACKNOWLEDGES THE TRADITIONAL OWNERS

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

LETTER OF SUBMISSION

7 April 2016

Dear Minister,

The Board of Trustees of Western Sydney University is pleased to submit the Annual Report of the proceedings of the University and its audited Financial Statements for the year ended 31 December 2015, for your presentation to the New South Wales Parliament.

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

Yours sincerely,

Professor Peter Shergold, AC
Chancellor

Professor Barney Glover
Vice-Chancellor and President

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The Year in Review



Professor Peter Shergold AC, Chancellor

A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR

In 2015, Western Sydney University established a clear, compelling and resolute vision for the future with the release of the *Securing Success: 2015–2020* strategic plan, following endorsement by the Board of Trustees in February. *Securing Success* encapsulates the rationale and provides the framework for the strategic imperatives that will shape the University for a competitive and successful future. Importantly, it strengthens the University's reputation for resilience and flexibility, and cements a student-centred and research-led culture.

Plans are also in place to support the new strategies, notably *Research and Development 2015–2017* and *Global Futures: Internationalising WSU 2015–2020*. Another significant achievement in 2015 was the University's rebrand, which reaffirms its position as a world-class university with international reach, a reputation for academic excellence, a track record in delivering impact-driven research and one that is proudly anchored in Western Sydney. The new brand emphasises the University's unique geographical position in Australia's third-largest and fastest growing economy, and helps students, staff and communities tap into a global perspective with unlimited opportunity.

Planning and construction continued on creating an iconic vertical campus in the heart of the Parramatta CBD that connects to business and the community. Construction began in February 2015 and the new campus should be ready in 2017. It will be a showpiece for collaborative and blended learning pedagogy in a focused, diverse and student-centric environment.

The University is committed to expanding the academic program for postgraduate and undergraduate courses, with 26 new courses approved for teaching in 2016. In addition, the University launched the Women in Science and Engineering (WiSE) project to give career assistance to women studying in non-traditional areas. The program has engaged

more than 160 students, providing mentoring, career advice and opportunities for relevant work experience. In 2015, the University also launched Western Sydney University Online, which offers fully online degrees.

A key priority in 2015 was enhancing and promoting the impact of the University's research to expand our research capacity through financial and non-financial collaborations with external partners. Following its establishment in mid-2014, the Research Engagement, Development and Innovation (REDI) Business Development team has created more than 90 projects valued at \$2.75 million. The creation of the new Graduate Research School, which began operating in February, allowed us to consolidate the oversight of research training.

Another milestone in early 2015 was the establishment of Launch Pad in partnership with the State Government and a range of corporate sponsors. Launch Pad aims to drive innovation in Western Sydney and establish the region as a globally competitive technology and innovation hub. A particular highlight was a visit to the facility in October by Prime Minister, the Hon. Malcolm Turnbull.

Our *Global Futures: 2015–2020* strategy will increase focus on internationalising the University. The strategy highlights signing new agreements and strengthening existing agreements with international organisations to facilitate student recruitment and research projects. Scholarships for international students were also offered for the first time, assisting seven students. Another important development was a new partnership with Navitas to establish a pathway college for international students in Parramatta.

The University has continued to perform well financially in a challenging environment. Ongoing investment is improving the University's key financial systems and enhancing financial capabilities and efficiencies for better financial management and sustainability.

Professor Peter Shergold, AC
Chancellor

Professor Barney Glover
Vice-Chancellor and President

FIVE YEARS – KEY STATISTICS

CATEGORY	2011	2012	2013	2014	2015	% CHANGE 2014-15	▼ ▲
NUMBER OF STUDENTS							
Total	39,461	40,257	41,923	43,783	44,934	2.6%	▲
Female %	55.4%	55.6%	55.1%	55.0%	54.8%	-0.2%	▼
Commencing	15,430	15,156	16,349	17,144	18,098	5.6%	▲
Female %	55.4%	55.4%	55.0%	54.5%	54.2%	-0.3%	▼
STUDENT LOAD							
Total	29,730	30,194	31,351	32,723	33,673	2.9%	▲
Undergraduate	24,931	25,631	26,474	27,205	28,646	5.3%	▲
Postgraduate	4,200	4,038	4,177	4,353	4,108	-5.6%	▼
Other*	599	526	700	1,166	919	-21.2%	▼
* Other includes enabling, cross institutional and non award							
STUDENT LOAD BY FUNDING SOURCE							
Commonwealth Supported Places	25,124	25,748	27,039	28,217	29,158	3.3%	▲
Commonwealth Research Training Scheme	519	526	526	493	494	0.3%	▲
Domestic fee-paying (award and non award)	1,028	928	822	727	704	-3.2%	▼
International fee-paying	3,059	2,992	2,965	3,286	3,317	0.9%	▲
AWARD COMPLETIONS							
Total	8,503	8,322	9,202	9,029	n.a	-1.9%	▼
Undergraduate	5,646	5,652	6,564	6,387	n.a	-2.7%	▼
Postgraduate	2,857	2,670	2,638	2,642	n.a	0.2%	▲
% Change based on 2013-14							
STAFF (FULL-TIME EQUIVALENT)							
Total	2,946	2,978	3,043	3,350	3,356	0.2%	▲
Academic	1,396	1,430	1,420	1,532	1,544	0.8%	▲
Teaching Only	517	502	513	585	577	-1.2%	▼
Teaching and Research	722	736	699	706	843	19.4%	▲
Research only	49	45	51	73	95	29.0%	▲
Other	109	147	158	167	29	-83.0%	▼
Professional	1,550	1,549	1,623	1,818	1,813	-0.3%	▼
2015 includes estimated casual based on 2014							
RESEARCH FUNDING (\$'000)							
Australian Competitive Grant Income (Category 1) includes ARC, NHMRC & Other	10,017	12,542	12,041	14,997	n.a		
Collaborative Income (Category 2, 3 and 4)	7,694	8,733	10,258	11,238	n.a		
Total HERDC Income	17,711	21,275	22,300	26,230	n.a		
% Change based on 2013-14							
TOTAL OPERATING REVENUE (\$'000)	561,602	662,820	684,199	729,665	755,617	3.6%	
TOTAL NET ASSETS (\$'000)	1,234,397	1,321,023	1,366,871	1,454,991	1,607,353	10.5%	

(n.a) - not available

BOARD OF TRUSTEES MEMBERS

OFFICIAL MEMBERS



Professor Peter Shergold
AC, Chancellor



Professor Barney Glover,
Vice-Chancellor



Associate Professor
Paul Wormell, Chair
of Academic Senate

APPOINTED MEMBERS (MINISTERIAL)



Mr John Banks



Ms Elizabeth Dibbs,
Pro Chancellor



Ms Genevieve Gregor



Ms Vivienne James



Mr Paul Newman



Mr Ian Stone

APPOINTED MEMBERS (BOARD)



Mr Christopher Brown, AM



Mr Michael Pratt,
Deputy Chancellor



Ms Gillian Shadwick,
Deputy Chancellor



Ms Gabrielle Trainor

ELECTED MEMBERS



Mr Tim Ferraro,
Graduate



Mr Elie Hammam,
Postgraduate Student



Ms Sophie Kobuch,
Postgraduate Student



Dr George Morgan,
Academic Staff



Ms Taylor Macdonald,
Undergraduate Student



Ms Jenny Purcell,
General Staff

The Organisation

CHARTER, PURPOSE AND LEGISLATION

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

The Act constitutes the University and prescribes its functions and the authority of its governing body, the Board of Trustees. Section 8(1) of 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."

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

BOARD OF TRUSTEES

BOARD CHARTER

The Board of Trustees is the governing authority of the University, with functions prescribed under the *University of Western Sydney Act 1997*. The Board acts for and on behalf of the University. Its key functions are to develop broad policies and strategic plans with respect to the University, to manage the University's resources and to monitor the University's performance. The members – official, appointed and elected – meet approximately six times each year including for a strategic planning day. The Board is supported in its work by a number of specialist committees and two advisory councils.

Details about the Board, including summaries and minutes of meetings, are published on the University's website: westernsydney.edu.au/about_uws/leadership/board_of_trustees

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

SUMMARY OF KEY BOARD DELIBERATIONS IN 2015

The Board approved the final version of the University's strategic plan, *Securing Success: 2015–2020*, following a lengthy and extensive consultation period with staff, students and external stakeholders during 2014. The Board also endorsed the proposed measures for *Securing Success*, and the proposed targets for 2017 and 2020.

The Board approved the establishment of the Western Sydney Institute for Population and Community Health (later renamed the Translational Health Research Institute) and the Australia–China Institute for Arts and Culture. The Board approved the University entering into a joint venture agreement with Navitas Ltd to establish the UWS International College as a key enabler for the University's international strategy. The Board also approved the establishment of the Campbelltown Clinical School, jointly funded by the University and the Health Administration Corporation, which owns the land on which the facility will be built.

The Board approved a significant marketing investment to launch the new University brand, emphasising how the University's unique geographical position in Australia's third-largest and fastest growing economy helps students, staff and communities tap into a global perspective and unlimited opportunity. In line with the branding strategy, the Board approved a proposal to change the name of the University to Western Sydney University. This will require a change to the *University of Western Sydney Act 1997*, which is expected to occur during 2016.

The Board engaged a consultant to undertake an external review of the performance of the governing body and its committees. The review affirmed the effectiveness of the Board and its committees, and provided recommendations for further improvements. The Board approved the review report, and the recommendations are to be implemented in accordance with an implementation plan provided to the Board.

At its annual strategy day, the Board considered the importance of the digital environment in higher education, and

the University's response to the digital environment. The Board also endorsed the rebranding strategy for the University and considered plans to reconceptualise the University's campus network.

The Board approved the strategy for developing the Westmead campus and, following a tender process, approved the sale of the residential lots on the Westmead campus to DeiCorp.

The Board approved the 2016 budget. In the context of continuing policy and funding uncertainty facing the higher education sector, the budget for 2016–2018 was developed according to a conservative approach. The Board also approved the establishment of a scholarship fund for students from refugee backgrounds, contributing \$500,000 in seed funding.

Throughout the year, the Board noted the University's deliberations about course and unit review, and received reports from the Academic Senate about:

- School academic course reports
- streamlining curriculum approval processes
- developing guidelines, processes and communication to staff and students around the Student Misconduct Rule
- academic forums co-sponsored by the Vice-Chancellor and Chair of the Academic Senate
- proposed amendments to the Higher Education Standards Framework
- the regulatory activities of the Tertiary Education Quality and Standards Agency
- the Australian Qualifications Framework.

The Board also approved changes to the membership of the Academic Senate to reflect changes in senior positions.

BOARD MEMBERSHIP

The Board reappointed Mr Christopher Brown, AM for his second term on the Board, and appointed Ms Elizabeth Dibbs as Pro-Chancellor. Ms Sophie Kobuch replaced Mr Elie Hammam as the elected postgraduate student member. At the year's end, the Board

The Organisation

provided a submission to the Minister in relation to a Ministerial appointment to replace Mr Paul Newman following his resignation from the Board.

The Board also appointed new external members to its University Infrastructure Committee, Audit and Risk Management Committee, and Finance and Investment Committee.

HONORARY AWARDS AND TITLES

In 2015, the Board conferred honorary awards of the University on:

- Mr Peter FitzSimons AM – Honorary Doctor of Letters
- Dr Kerry Schott AO – Honorary Doctor of Letters
- Dr Melissa Chiu – Honorary Doctor of Creative Arts
- Dr Jamal Rifi – Honorary Doctor of Letters.

The Board conferred the title of Emeritus Professor of the University on Professor Margaret Helen Vickers.

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:

- promoting and monitoring academic standards, values and quality assurance
- advising on the development of, and performance against, academic plans
- monitoring academic collaborations and partnerships
- advising the Board and Vice-Chancellor as appropriate
- determining academic policies 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 formulating academic policies and making a range of academic decisions to the Academic Senate, which is supported by specialist and School standing committees. The Chair of Senate reports regularly to the Board, and advises on managing academic risk.

The Academic Senate's Work Plan aligns with the University's *Securing Success* strategic plan and strategic risk register, and sets out the main priorities for the Senate's activities, taking account of the Senate's role and terms of reference.

ACTIVITIES IN 2015

During 2015, the Academic Senate's priorities have addressed the regulatory environment for Australian universities, the University's *Securing Success* strategic priorities, and the Senate's legislated roles as the 'peak forum of the University for academic debate and discourse', and the 'primary custodian of academic values and standards for the University'. These priorities were:

- the student experience – coursework and higher degree research
- student academic honesty and integrity
- external referencing of academic standards and assessment
- further development of Western Sydney Online and broader aspects of digitally supported learning
- supporting the delivery of the academic components of *Securing Success*
- further development of academic courses and pathways.

Academic honesty and integrity was a particular area of focus during 2015. The Senate refined and endorsed a new *Student Misconduct Rule*, which was subsequently approved by the Board of Trustees, and a set of *Inappropriate Behaviour Guidelines* for matters that are more appropriately dealt with through educative and/or remedial interventions. The Senate's Academic Integrity Working Party is drawing together a range of existing programs, informed by external

benchmarking, to produce a comprehensive Academic Honesty and Integrity Framework. Following a review of some aspects of the University's *Assessment Policy*, the University has commissioned a comprehensive review of assessment to be conducted in the first half of 2016, which will also consider the role of new technologies in challenging and protecting the integrity of the University's assessment processes.

Throughout the year, the Senate received briefings and gave advice about a range of University priorities and activities, including the development of the new *Learning and Teaching Plan*; English language and literacy support; research ethics; rebranding of the University; development of the new One Parramatta Square campus; the internationalisation of the curriculum; progress with the Red Tape Task Force project; and development of new learning and staff spaces. The Senate has also monitored the development of the new national Higher Education Standards Framework, now approved for implementation by 1 January 2017, and begun the work of ensuring that its policies and processes meet the new standards and provide a sound basis for the University's re-accreditation as a higher education provider in 2018.

Following the recent performance review of the Board of Trustees and its standing committees, the Academic Senate is reviewing its activities to identify areas of good practice and opportunities for improvement. A survey of members was circulated in November 2015. An Academic Governance Working Party has been established to advise the Senate on its processes and performance in relation to the new Higher Education Standards Framework for academic governance and TEQSA's guidance notes on academic governance.

During 2015, the Senate's standing committees at the School and University level continued developing, approving and reviewing courses, units and articulation agreements with other organisations; determining and monitoring academic standards; reviewing and approving marks and grades; managing and examining

bachelor (honours) and higher degree research candidatures; approving students for graduation; developing and monitoring academic policies; and shaping and promoting the University's academic culture, values and standards.

HIGHLIGHTS IN 2015

During the year, the Senate worked closely with the Office of the Vice-Chancellor to hold four academic forums to enhance communication with the University community. The topics for these forums were 'Enhancing the Student Experience', 'Barriers to Research', 'An Internationalised Curriculum' and 'Aboriginal and Torres Strait Islander Education'. Each forum included academic and professional staff members from a range of disciplines and organisational units within the University, as well as a number of student representatives. This resulted in robust and valuable discussions, with reports that included collated outcomes and proposed actions. This program of forums will continue in 2016.

The Senate has reviewed the membership, terms of reference and reporting arrangements for its standing committees to identify any changes that would improve their operation and the flow of information between the committees and the Senate. The review commenced with the research-focused committees, followed by the curriculum approval committees, to implement some recommendations from the Red Tape Task Force and make a range of other improvements to the course and unit approval processes, including comprehensively updating the relevant academic delegations and documentation.

In 2014, a core Academic Policy Advisory Group was established under the Senate's Education Committee, to ensure alignment between the reviews of various policies. The Senate agreed on a set of prioritised policies for review in 2015. Significant achievements included approving the first stage of revisions to the *Assessment Policy* and the *Award Courses and Units Approvals Policy*, with further revisions to occur in conjunction with

a new and consolidated *Course Design Policy*. A draft of a new *Disruption to Studies Policy*, to replace the complex *Special Consideration Policy*, was provided to Senate members in December for comment. Considerable progress was also made on reviewing the *Progression and Unsatisfactory Academic Progress Policy*. Several other academic and research policies were also updated, and work has begun on ensuring that all policies are aligned with the new Higher Education Standards Framework.

The University's PhD Pathways project commenced operations in 2015, with the first intake of students to the Master of Research course under the oversight of the newly established Graduate Research School. The Academic Senate's Research Studies Committee continued to promote good academic governance and quality assurance for higher degree research across the University, with a focus on examination processes and standards, and scrutiny of autonomous sanctions requirements.

The Office of the General Counsel reviewed current policies relating to student misconduct (academic, non-academic and higher degree research), in consultation with the Academic Integrity Working Party of the Academic Senate, and the Deputy Vice-Chancellors. The Senate and its relevant standing committees discussed draft versions of the new *Student Misconduct Rule* and associated guidelines throughout 2015. As reported above, the new *Student Misconduct Rule* and associated guidelines will be implemented from 1 January 2016. A comprehensive Academic Honesty and Integrity Framework is under development and is expected to be completed by the middle of 2016.

Other highlights of the year included the approval of new undergraduate and postgraduate courses including double degrees; an expanded range of pathway courses taught by The College; new Bachelor of Business and Bachelor of Accounting courses; a Bachelor of Data Science designed to be taken in combination with a range of other degrees; and a range of other strategically important courses, including

a Bachelor of Sustainable Agriculture and Food Security, Bachelor of Humanitarian and Development Studies, Bachelor of Screen Media, Master of Epidemiology, Master of Psychotherapy and Counselling, Master of Nursing (Professional Studies), and Graduate Diploma in Cardiac Sonography.

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

Quality and Consumer Response

QUALITY AND PERFORMANCE

The Office of Quality and Performance (OQP) played a key role in developing the metrics and targets for monitoring implementation of the strategic goals and objectives set in *Securing Success*. These include tracking performance across the University against key performance indicators (KPIs) and reporting on initiatives that support *Securing Success* to the Board of Trustees. A new dashboard was also developed to track performance against targets and this will be included in the Vice-Chancellor, Professor Barney Glover's, annual end-of-year report to the Board of Trustees.

In 2015, the University continued working to ensure that quality management processes align with the Tertiary Education Quality and Standards Agency (TEQSA) higher education standards framework, in particular ensuring that the University has robust processes to fulfil its self-accrediting obligations.

Quality management is embedded in strategic and operational planning, accreditation, reporting and review processes across the

University. The University has well-developed processes to track student performance and for students to provide feedback on their experience, which is benchmarked nationally and internationally. The University uses standardised surveys to gather student feedback on teaching, their learning experience in units of study, their overall course experience, and their whole experience at the University.

The University has continued collaborating with the University of Tasmania, Deakin University, Swinburne University, Murdoch University, University of Queensland, Macquarie University and Victoria University on the inter-university peer review of teaching and learning standards. Schools have been providing and receiving peer feedback on teaching standards and moderating assessments of capstone units. Schools oversee the outcomes and report emerging themes to the Senate Education Committee.

The University has introduced a more rigorous process for developing and approving new course offerings. Schools must now complete a standardised course concept proposal

and associated business case, which is assessed for approval by the Business and Infrastructure Development Committee, the Executive and the Academic Planning and Courses Approvals Committee. The course concept proposal and business case require schools to address key strategic and financial imperatives of any new proposal. These include providing evidence of student and market demand, alignment with the University's strategic plan, and showing that the course satisfies the Australian Qualifications Framework requirements.

The University's cyclical review process means all Schools are reviewed every five years. The review includes a self-assessment report, which an independent review panel considers for recommendations. The University also conducts cross-institutional reviews of key thematic areas, which are central to realising the University's mission. The School of Medicine and the School of Social Sciences and Psychology will be reviewed in 2016.

The University also requires all schools to review undergraduate and postgraduate course performance data annually. This

2015 RANKING RESULTS

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS		QUACQUARELLI SYMONDS RANKINGS				CWTS LEIDEN RANKINGS	
World rankings	Top 100 under 50	World rankings	Subject rankings			Faculty rankings	Impact rankings
			Top 200	Top 300	Top 400	Top 300	10th in Australia
401-500	56	651-700	Agriculture / Forestry Education Psychology/ Sociology	English Language/ Literature	Medicine	Arts Humanities/Social Science Management	259th Globally

process identifies course-related issues and reports on quality improvement initiatives introduced at the school and the program level to improve KPIs. The DVCA oversees the annual review process and reports to the Senate Education Committee.

In addition to supporting the above activities, the OQP is responsible for student load planning, strategic information analysis and advice, business intelligence and institutional survey services for the University. The student load-planning model – a key input to the University’s budgeting, forecasting and planning processes – is being migrated to a statistical modelling software tool to improve the predictability of student load data and enhance scenario analysis.

In 2015, the University began integrating student learning data from its ‘Views’ learning management system into its enterprise data warehouse. With further development, the project could give the University key insights into the student experience, learning outcomes and student retention.

The University has increased its focus on global rankings performance indicators as shown by the appointment of a Lead Dean for Global Rankings, Professor Kevin Dunn, in late 2014. In 2015, the OQP advised Professor Dunn on ranking outcomes, standing and quality of rankings, opportunities to improve performance and the effect the University’s rebranding campaign had on rankings. The OQP communicated with staff across the University about the importance of rankings and the relevance to their disciplines. In addition, the OQP enhanced the University’s data collection and submission processes to the various rankings organisations.

OFFICE OF HIGHER EDUCATION POLICY AND PROJECTS

It was a critical year for the higher education sector and higher education policy in Australia. The Australian Government’s higher education reforms – which were introduced in the 2014–15 Budget and included the most significant proposed changes to Australia’s higher education sector in more than 25 years – were defeated for a second time in the Senate. A number of national reviews and inquiries that explored fundamental changes to the future direction of Australia’s higher education sector were also completed in 2015.

In 2015, the Office of Higher Education Policy and Projects (OHEPP) continued to provide analysis and advice on key higher education issues to the University’s Board of Trustees and Executive Group. The Office also contributed to national policy debates through media commentary and submissions to national inquiries, most notably Senate inquiries into the Higher Education and Research Reform Amendment Bill 2014 and the Principles of the Higher Education and Research Reform Bill 2014. The Office played a key role in analysing higher education policy proposals to ensure the University was well positioned to assess and respond to their likely effects. The Office was also represented at a Universities Australia policy analysts meeting, and participated in a working group responsible for input into developing a key Universities Australia data publication.

In May 2015, Western Sydney University’s Vice-Chancellor, Professor Barney Glover, was elected Chair of Universities Australia, the peak body representing the university sector. An OHEPP representative was appointed to give Professor Glover policy and analytical support in this new role. Since his appointment, Professor Glover’s notable achievements include a National Press Club address in October, the launch of Universities Australia’s *Keep it Clever* policy statement, meetings with federal ministers and senators, conference addresses and participation in numerous media events.

OHEPP continued to oversee the implementation of nine projects worth \$3.6 million, funded by the Higher Education Participation and Partnerships Programme. This included submitting an interim report to the Australian Government, which was well received. All projects met their key performance indicators for 2015 and funding will finish at the end of 2016. The Office also organised several networking lunches for staff and key external stakeholders working in the area of pathways to university for the Aboriginal and Torres Strait Islander community.

The Office prepared both the *Indigenous Education Statement* and the *Indigenous Advancement Strategy*, and successfully secured funding for the Indigenous Tutorial Assistance Scheme. The Office was also involved in transitioning and integrating key OHEPP functions into the Office of Aboriginal and Torres Strait Islander Employment and Engagement, to bring together and strengthen opportunities for Aboriginal and Torres Strait Islander students and community.

CODE OF CONDUCT

The University is committed to maintaining high standards of personal and professional conduct in all 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 guides students, visitors and contractors on the ethical standards we expect they will also uphold when engaging with the University. It outlines what is required of members of the University community, and recognises that the University and its policies operate in the context of state and federal laws. The Code of Conduct can be accessed online at: policies.uws.edu.au/view.current.php?id=00072

All of the University’s policies are published in an online database, available at: policies.uws.edu.au

Review of Activities

SCHOOL OF BUSINESS

OVERVIEW

In 2015, the School of Business initiated wide-ranging changes to its leadership, degree offerings and financial sustainability, repositioning it to be in line with the University's new brand and capitalise on the opportunities this will bring.

Leadership

The Deputy Vice-Chancellor and Vice-President (Research and Development), Professor Scott Holmes, accepted a dual appointment as Dean of the School of Business in mid-2015. He has since been changing the School's focus to 'enterprise futures', connecting it with businesses and the community to ensure that students gain relevant knowledge and experience across a range of existing and future business models.

The School's leadership has supported this shift in focus, providing quality student support to achieve the shared vision of improved research and teaching results.

New offerings

In the 2016 autumn semester, the School is offering two new undergraduate degrees, the Bachelor of Business and Bachelor of Accounting. These degrees replace the Bachelor of Business and Commerce degree.

The School spent a long time in 2015 preparing these innovative degrees to ensure they are attractive to the market. In addition to simplifying the course structure and enhancing the relevance of courses offered within these degrees, the School ran an advertising campaign under the tagline 'Change Maker'. Early market impressions of the degrees' structure are very positive.

Financial sustainability

The School's reliance on the CGS and HECS-HELP undergraduate model makes the School vulnerable to changes in domestic demand. The new degree programs and repositioning of the School's brand will assist in increasing the CGS and HECS-HELP load and prepare the School for any developments in the currently

stalled higher education reform package. In addition to these activities, the School is using strategies to build postgraduate student numbers, focusing on the international market.

The School is developing alternative entry pathways to a masters degree, including a 'qualifying' program, to increase demand for the course. Similarly, the School has preliminary approval to institute a fee scholarship in selected, highly competitive international markets to increase student intake and match other universities' offerings.

Staff

The School of Business staff members continue to thrive in changing circumstances.

Relocations of staff members in 2015 at both the Parramatta and Campbelltown campuses caused minimal disruption to the School's activities. The School's move to One Parramatta Square, scheduled for 2017, is being handled in a professional and consultative manner. Preparation is underway on the teaching and learning design for the new facilities, as well as on process and practice reviews for academic and professional staff members.

The results of the 2015 My Voice survey were positive, showing improvements from 2012. The survey identified areas that need attention, and action will be taken.

The School continues to emphasise the importance of cultivating leadership, giving priority to developing research and governance leaders internally. In 2015, professional leadership coaching continued for staff members new to the roles of Director of Academic Program and other similar leadership positions.

The School's professional staff members have once again completed an external audit through SAI Global and have maintained ISO 9001:2008 *Quality management systems – Requirements* certification. This recognises that the systems and processes our professional staff members follow are meeting the demands of the School, the academic staff and students.

TEACHING AND LEARNING

The development of the Bachelor of Business and Bachelor of Accounting degrees is a major undertaking. Current school leavers and industry partners alike have shown considerable interest in these highly innovative programs. It is also encouraging that international partners, particularly in the Chinese market, have responded positively to the new Postgraduate Qualifying Program.

In 2015, the School continued developing the pedagogy to support blended delivery, and consolidated work on blending undergraduate units. The School has shifted the emphasis to providing one-on-one, just-in-time training to build professional capacity and support specific educational technologies and tools such as vodcasting, online marking and the functionalities available in vUWS. In 2015, a key focus was designing and developing fully online units for three programs: the Master of Commerce (Financial Planning), the online EMBA, and the Bachelor of Business Administration (BBA). Thirteen fully online units were developed and offered in 2015, and more are being developed for 2016.

Teaching and learning innovation were high on the agenda in 2015. The Blended Learning team identified the need for specialised support resources for online postgraduate students, and designed and built the state-of-the-art Online Student Orientation website.

Another innovative project launched in 2015 was the Sport Management program to improve student engagement and academic readiness. Further programs include an online interactive resources package to help prepare students for work in individual units, which has received positive feedback. Similar resources can be developed for other programs in the School.

The School's work has been showcased in a variety of different channels, including the Financial Planning Association (FPA) and the Western Sydney University Designing for Learning Showcase in December 2015, where staff members presented learning innovations.

The School has also participated in the University-wide Pathways to Success project, as well as *Max Potential* and a dedicated

program of connecting with high schools in the Western Sydney catchment to showcase the new brand and discuss the new degrees.

ACCREDITATION

During 2015, the Bachelor of Business and Bachelor of Accounting courses were approved. Each course required accreditation by the relevant professional bodies. CPA Australia, Chartered Accountants Australia and New Zealand (CAANZ) and the Institute of Public Accountants (IPA) all accredited the Bachelor of Business with an Accounting major; the Australian Property Institute accredited the degree with a Property major; and the Australian Human Resources Institute's (AHRI's) National Accreditation Council will make its decision on a Human Resource and Management major in June 2016. CPA Australia, CAANZ, the IPA and the Financial Planning Education Council all accredited the Bachelor of Accounting. Confirmation of these accreditations before the launch of the courses in autumn 2016 is a great achievement and a positive enticement to potential new students.

In February, the School became eligible to proceed towards accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The next stage towards accreditation is to submit the Initial Self Evaluation Report (iSER), and a mentor has been allocated to assist the School through this next stage. The School had a successful meeting with this mentor in October, gaining positive feedback about the School's progress towards the standards alignment, particularly the work towards the Assurance of Learning process, our student-centred focus and industry engagement. The mentor believes that the School is in a good position to be approved to proceed towards accreditation after the iSER submission.

RESEARCH

It was a year of change and The School looked closely at its research position and areas of expertise and considered the future shape and direction of research. A whole of School Research Forum was held to mark the beginning of a shift towards an alternative model of research to supersede the Business

Sustainability, Business Networks and Supply Chain Research Node and Business Education Research Node.

Based on a more organic and flexible approach, the new model emphasises staff members' strengths, interests and expertise. As such, it encourages self-organising research clusters, constituted by academics with similar and/or complementary research interests or skills. The model encourages collaborative scholarship within or across disciplines that will reward academics and increase research productivity at the School.

In 2015, the School continued to use six Research Liaison Officers (RLOs). The RLOs provide support for visitors and assist with grant applications, as well as networking for applied research and engagement projects. The positions are unpaid and the roles are appointed from expressions of interest made from within the School.

In October 2015, we had 109 higher-degree students. Many students graduated in the previous 12 months. The Higher Degree Research Forum was held in October, with 18 students showcasing their work and progress.

The School of Business had a lively year of guest speakers and visitors, including:

- Professor Peter Naudé, Manchester Business School, discussing his paper 'Making the "Qualitative" in fuzzy set Qualitative Comparative Analysis Work: The Example of Relational Attractiveness of the Customer'
- Professor Russell Belk, York University, presenting his paper 'Qualitative Research Methods in Consumer Psychology – Ethnography and Culture'
- Linda Hollebeek, Senior Lecturer, Auckland University of Technology, presented 'Consumer Community Engagement Practices in a Virtual Brand Community – A Typology'
- Professor Ted Miller, Pacific Institute for Research & Evaluation, Maryland, US and Adjunct Professor at Western Australia Curtin University's Centre for Population Health Research, ran a seminar titled 'Prevention versus Cure: Costs of US

Residential Fire Injury and Savings from Prevention'

- Dr Neal Arthur, University of New South Wales, delivered a seminar titled 'Capital Expenditure and Its Impact on Future Profitability: An Empirical Study of Australian Firms'
- Professor Cristina Chaminade, Lund University, conducted a seminar titled 'Changing Knowledge Dynamics and Globalisation of Innovation'
- Professor Robert Faff, University of Queensland, presented an informal seminar on publishing tips.

Eight women were awarded grants from the Women's Research Fellowship, a University initiative.

ENGAGEMENT

The School increased engagement activities in a range of areas in 2015. In addition to continuing to support programs such as the Western Sydney Awards for Business Excellence, the Lucy Mentoring Program and *Max Potential* in the Hills and Parramatta regions, the School held one-on-one meetings with business organisations across the Western Sydney region and wider Sydney. A number of these visits were at the organisations' request, but increasingly the School is targeting organisations where there is have an existing relationship or there is mutual benefit in making contact.

Several organisations have requested assistance with their intern programs and see the School as a valuable source of future staff members. The School has worked with organisations including a major retailer, large government organisations, local councils, two of the 'Big Four' accounting firms and a large automotive retailer. The School assisted some of these organisations with promoting their intern programs; and held on-campus information sessions for students close to graduating. The School also worked with the University's Careers unit, holding information nights that focused on specific industries or professional areas of work.

In other projects, members of the School met a number of organisations to discuss potential

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research or consultancy work and gave some of these organisations information about courses their staff members may wish to study at Western Sydney University. The School sees real opportunities for Executive and Professional Education and is in discussions with a major professional body and a training organisation to train or jointly train their members. At this stage, the School anticipates launching Executive Education courses early in 2016, subject to approval.

The School has continued to focus on identifying projects in organisations where postgraduate and undergraduate students may be able to work as a part of an assessment item, often in groups and sometimes individually. This gives students hands-on business experience, enabling them to apply what they are learning to real situations.

The School retains close links with local and national business organisations, attending functions where staff members often speak, and taking the opportunity to promote the School. This provides support for those organisations, keeps the School in touch with local business issues and delivers business contacts for the School's programs.

SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

The School of Computing, Engineering and Mathematics (SCEM) at Western Sydney University is a driver of academic entrepreneurship, creative experimentation, innovation and disruption. In 2015, the School focused on developing and implementing student-centred initiatives, including:

- shaping new, distinct academic programs that offer engaged learning experiences, integrating high-impact research, tangible development and entrepreneurial opportunities
- establishing new integrated research and development projects with measurable impacts and extensive student involvement
- further extending the national and international presence of the School

through its academic and professional outreach, and a broad range of partnerships and community involvement

- leading the university-wide development of data science and analytics strength, with the aim of underpinning all four research themes.

“In popular culture, the entrepreneur is the rogue genius who succeeds without – or in spite of – education. And it would be extremely convenient if that were true.”
Entrepreneurship “is a human endeavour, requiring attention to the way that our attitudes are shaped, our skills developed, our networks formed. And so it is inseparable from education – not independent of it.”

This quote from Professor Ian Chubb, AC's introduction to the Office of the Chief Scientist's report *Boosting high-impact entrepreneurship in Australia – A role for universities* (Spike Innovation, October 2015), summarises the role of entrepreneurship in the contemporary world and the need to change our mindsets to encourage entrepreneurialism through the student learning experience and grow future professionals with the entrepreneurial skills to disrupt and transform industries.

Together with the Australian Government's National Innovation and Science Agenda, this report has been an essential beacon in guiding SCEM activities in 2015. The School is pivotal to the Western Sydney innovation ecosystem. SCEM entered 2015 with established academic systems and structures to support innovation, agility and academic entrepreneurship. The year saw substantially improved interaction between the disciplines, with steady enrolments in the School's programs.

LEARNING, TEACHING AND ACADEMIC ENTREPRENEURSHIP

In 2015, the activities in this area were underpinned by the School's philosophy, which promotes four student success clusters: 'computational thinking', 'systems

thinking', 'design thinking' and 'data-driven, analytical thinking'. The School has developed multidisciplinary learning scenarios and supporting mechanisms, which integrate these competencies with the acquisition of entrepreneurial skills.

In alignment with this approach and to meet evolving industry requirements, the industrial design program has been overhauled.

The School expanded opportunities for work-integrated and interdisciplinary learning. The multidisciplinary engineering and product design project 'Sustainable Electric Scooter' provided a hands-on, research-led and work-integrated learning experience for students from the undergraduate design and engineering programs.

The Formula SAE-A Project has been officially opened and embedded into curricula for both the undergraduate and postgraduate programs in mechanical engineering, and robotic and mechatronic engineering.

The students in the Information Systems program have been participating in a work-integrated learning project involving real-life small to medium-sized enterprises in Picton, studying and identifying the most appropriate technology solutions to improve the companies' business operations.

The School continues to build its capacity for the agile and rapid design of academic programs in collaboration across the University, so it can thrive in the highly dynamic and competitive higher education environment. In addition to the modularised and flexible curriculum structures created as part of the reshaping of the existing academic programs, the School focused on developing markedly different interdisciplinary academic programs and double degrees.

Strategic priority has been given to developing the undergraduate and postgraduate data science academic programs that start in 2016. The trans-disciplinary undergraduate degree (which is undertaken as a double degree with another discipline) aims to equip graduates with the capabilities to embark on data-driven investigations in their study areas. The program recognises that data science needs

to be embedded into specialty programs to enable graduates to become professionals who are competitively positioned to succeed in today's data-rich business environments. The postgraduate degree addresses the rapidly growing demand across almost all domains of human endeavour for specialists with in-depth knowledge and practical skills for making sense of vast quantities of data and information.

The School continued to enhance the nomenclature of its double degrees. Together with the School of Business, SCEM finalised double degrees in engineering and business, and with the School of Law it delivered degrees in construction management and law.

In 2015, the School offered substantially redesigned two-year masters programs in ICT, engineering, building surveying, fire safety engineering and bushfire protection. It laid the foundations for creating specialised technology streams in postgraduate programs across the University. In particular, it offers the ICT specialisation in the University's Master of Business Administration program. Specialisations in data science, project management and other areas are in preparation.

The School contributed extensively to The Academy, in the development and delivery of the novel double-degree Bachelor in Applied Leadership and Critical Thinking.

Flexibility and convenience in learning, and access to staff expertise are essential parts of student centricity. In 2015, the School continued to enhance blended learning methodologies in all its courses. Priority was also given to developing blended learning curricula in areas with significant staffing pressures – such as construction management, where the anticipated efficiency dividend offered by blended learning will be most useful in the short and medium term.

SCEM leadership in digital disruption in education has been well recognised. Dr Anton Bogdanovych won the ICT Higher Education Educator of the Year 2015 award at the Australian Computer Society Digital Disruptors Awards, and Dr Tomas Trescak received a Gold award in the same category.

In 2015, the School increased its international enrolments, notably in the Bachelor of Information and Communications Technology, Bachelor of Information Systems, Bachelor of Engineering and Bachelor of Construction Management undergraduate degrees. Among the postgraduate degrees, the new Master of Engineering was the leader in attracting international students. In 2016, the School is working on increasing its international student numbers in the areas of industrial design and data science.

An essential feature of the School's strategy for maintaining academic standards is achieving professional accreditation for all its programs. During 2015, the School completed accreditation for the undergraduate and masters coursework academic programs in computing, engineering and construction management. The four-year Bachelor of Engineering programs in Mechanical Engineering have been granted full accreditation from Engineers Australia at the level of Professional Engineer. The new two-year Master of Engineering courses, which commenced in 2015, have obtained provisional accreditation from Engineers Australia at the level of Professional Engineer. The School has also ensured the Australian Qualifications Framework Level 8 compliance of its revised Bachelor of Engineering (Honours) program.

The 2015 Widevision Plus exhibition of student work in the areas of industrial design, engineering and ICT showcases the entrepreneurial aspects of the student learning experience. For the first time, the exhibition was held in the Launch Pad space in Werrington Park Corporate Centre. The exhibition gave the business community a view of student innovation and entrepreneurial potential in high-tech product areas. In future, the exhibition will be enhanced to incorporate a broader base of student research, design and development outcomes. To enrich students' entrepreneurial experience, SCEM will work more closely with entrepreneurship support teams in the region, including the Launch Pad and the Oran Park Smart Work Hub, by providing opportunities for reciprocal professional development, joint research projects and the use of facilities by students.

To ensure the relevance of student learning to the realities of our fast-changing society,

the School maintains an extended External Advisory Network from which it forms External Advisory Boards for the specific academic programs. The breadth of the network allows for interaction and movement between the disciplines according to the needs of each program.

RESEARCH AND DEVELOPMENT

In 2015, the School continued to build the research and development aspects of student centredness.

The disciplines of engineering, mathematics, built environment, and information and computing sciences at Western Sydney University, to which SCEM is the major contributor, improved their performance in the Excellence in Research for Australia (ERA) 2015 round to be rated 'world standard' or 'above world standard', with two at 'well above world standard'. This improvement brings better alignment of the School's research strengths with its areas of core teaching competence.

In 2015, School researchers succeeded in 12 grant applications in the national competitive grant schemes for project funding commencing in 2016, including 11 grants in the Australian Research Council schemes and one in the National Health and Medical Research Council schemes. As part of its strategy to increase its capacity in developing competitive research applications, the School continued the SCEM Challenge Grant Scheme, which stimulates projects that address problems related to the research themes in the University's *Research and Development Plan 2015-2017*, and which require collaborative (and where needed, interdisciplinary) teams.

In 2015, SCEM continued its quest for the diversification of research income and the development of effective, productive and committed funded research partnerships. A team of researchers from the School, the Children's Hospital at Westmead and the University of Technology Sydney were awarded the *Big Data, Big Impact* Grant through the Cancer Institute NSW.

In 2015, many contributions by the School's researchers were recognised nationally and

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internationally. Professor Wei Xing Zheng was named a Thomson-Reuters Highly Cited Researcher for 2015. Professor Anthony Maeder was appointed the 2015 Fulbright Distinguished Chair in Agriculture and Life Sciences, based at the Kansas State University, and was elected a Fellow of the Australian Computer Society. Professor Glenn Stone was elected a member of the International Statistical Institute (ISI). Professor Janusz Nowotny was elected a Fellow of the Institute of Materials, Minerals and Mining in the UK. Professor Andrew Francis was accredited as a Fellow of the Australian Mathematical Society (FAustMS). Dr Yingbin Feng won the Chartered Institute of Building (CIOB) Premier Research Paper Award for his paper 'Effect of Safety Investments on Safety Performance of Building Projects'. This sample of achievements by SCEM academics, which is far from comprehensive, illustrates the staff research excellence that students can access.

The School, including the Centre for Research in Mathematics (CRM), continued to build research capacity in data science, making strategic new appointments in the area. CRM continued its steady development. Its distinguished visitor program, concentrated on two campuses, together with similar programs from other research groups, helped develop student research culture.

In line with developments in data science, the School's Artificial Intelligence Research group extended the focus of its research to the area of ontological reasoning and its application in big data. The group continued its strong performance in the related areas of machine learning, and knowledge representation and reasoning. The group expanded its international collaboration, working with top research institutes including the Institute of Software at the Chinese Academy of Sciences and Chongqing Beijiou Software Co, China.

Among its many visitors, the group hosted Dr Dave de Jonge – a 2015 Endeavour Scholar from the Artificial Intelligence Research Institute of the Spanish National Research Council. These collaborations and visits reflect the overall expansion of the School's international research connections. The SCEM Advanced Materials and Smart Structures research group continued its strong research

collaborations in civil, mechanical and materials engineering with top institutions including Shanghai Jiao Tong University, the University of Science and Technology of China, City University of Hong Kong, Hong Kong Polytechnic University, the National University of Singapore, and Michigan State University.

In 2015, the School continued its work with all the Research Institutes in the University, focusing primarily on its commitments with the MARCS Institute and the Institute for Infrastructure Engineering (IIE). The School further developed the Human-Machine Interaction program at the MARCS Institute, with outcomes in believable artificial intelligence technology, and human-robot and human-information interaction. The School also engaged extensively with IIE's research projects and provided student supervision. These collaborations extend the research opportunities for students and the quality of research supervision.

In 2015, in a quest to raise the quality of training experience for its higher degree research (HDR) students, the School focused on research student communication, presentation and social skills. It created an environment of opportunities for gaining such skills by hosting a number of events: the Australasian Computer Science Week in January; the Genome Rearrangements Symposium in April; and the Eighth International Structural Engineering and Construction Conference, and the Victorian Algebra Conference in November. Through such events, students have the opportunity to interact extensively with research leaders and peers. The School implemented a process for improving communication and presentation skills of its HDR students, and their exposure to the international research environment.

In 2015, the School further invested in the translation of research outcomes into tangible technologies – in particular, in enabling infrastructure supporting technology innovation and entrepreneurship. SCEM expanded the School Design Centre facilities with the introduction of a 3D printer capable of multi-material printing, a 3D scanner and laser cutter, and new instrumentation in mechanical properties testing with the

introduction of advanced destructive testing machines. The electrical engineering labs were redesigned, with the introduction of a new Lab-Volt training system and a new multi-faceted teaching space, enabling cross-disciplinary collaboration. The School also expanded its robotics park with Motorman and Baxter robots, in line with the development of its strengths in mechatronics and robotics, and in support of the MARCS Human-Machine Interaction research program.

ENGAGEMENT AND OUTREACH

In 2015, the School continued initiatives that integrate broad engagement and outreach with communities, industry and government with teaching and research, providing rich, research-led learning and diverse extra-curricular experiences to its students.

The School provided broad support to the Western Sydney University Solar Car Project team during the preparation stages for the World Solar Car Challenge 2015 and during the competition itself. This is one of the world's largest competitions in the science, technology, engineering and mathematics (STEM) area. The University team competed in the Challenger Class, which is conducted in a single stage from Darwin to Adelaide.

The University team finished in Adelaide in 10th place out of 29 competitors from around the world. The challenge attracted newspaper and television coverage, and was the subject of a TVS documentary. The Western Sydney University Solar Car Project had a humble start in 2011. Since then, more than 200 engineering, industrial design, computing and marketing students have been involved in the project at various stages.

The School continued its strong engagement with primary and high school students. More than 30 high school students participated in the Solar Car Project. SCEM also offered school students various other programs and events to help them develop an entrepreneurial appetite for solving global challenges, including the Solar Go Kart Program, the Robotics Club, Student Scientific Computation Day and the Meteor Global 24hr Hackathon.

Since 2013, Western Sydney University, through SCEM, has been a member of the national *Digital Careers* program, which aims to increase the number of Australia's creative, imaginative and entrepreneurial ICT students. These students are expected to be the key drivers across many areas, ranging from health to agriculture, in the digitally enabled knowledge economy. The program focuses on primary and high school students, parents, teachers and school-based career advisors. The program is supported by the Australian Government, as well as state government, industry, university and professional association partners in each state and territory. In 2015, the School helped judge the Young ICT Explorers competition – both at the NSW and national finals. The School is planning to bring the competition's 2016 NSW finals to the Parramatta campus, with increased participation by students from Great Western Sydney schools.

In 2015, the School continued its support of the Western Sydney University Penrith Observatory team's integrated engagement and research program. The team ran an extensive program of astronomy nights and workshops for primary and high school students and the broader community, designed to enhance and extend research-led teaching and learning in STEM subjects via astronomy and space science. The team also delivers teacher workshops and other specialised group programs. The team includes dedicated academics, professionals and HDR students.

In 2015, the School further developed the MakerSpace area on the Kingswood campus, which attracts considerable interest through regular tours by school groups and international visitors. It is now open to the local community one afternoon a week. The concept has been expanded to the Parramatta campus. The School showed agility in setting up and running, on very short notice, an area demonstrating its achievements at the 2015 Sydney Royal Easter Show.

SCHOOL OF EDUCATION

The School of Education is committed to a contemporary, interdisciplinary, creative, innovative and community-oriented academic focus. The School's teaching and research programs aim to ensure that graduates are highly skilled educators who grow to be effective and sought-after professional leaders with the capacity to lead change and support the best outcomes for communities and the students they teach. A key measure of the School's standing was Western Sydney University's ranking in the Top 200 Universities for Education in the QS World University Rankings by Subject, 2015.

At the undergraduate level, the School of Education offers a teaching program for Aboriginal and Torres Strait Islander students preparing to work as primary school teachers. In collaboration with a number of other Schools, it offers a suite of 'pathways into teaching' programs that allow students to enter post graduate education studies through an undergraduate major in education studies. The School's Masters of Teaching programs prepare educators and teachers for early childhood, primary and secondary education settings. The School also offers a number of postgraduate specialist programs in social ecology, educational leadership and inclusive education, and higher research degrees to support the professional learning of educators and teachers across the education sector.

During 2015, the School embarked on a set of ambitious plans to increase course diversity and improve its reputation as the provider of choice for the ongoing professional learning of educators. Sources of research and consultancy income are being diversified to develop a more sustainable base for the School.

TEACHING AND LEARNING

A key priority during 2015 was implementing newly accredited programs that were the product of a major curriculum review completed in 2014 under the leadership of Associate Professor Mary Mooney. The School expanded its online presence with the implementation of two online Graduate

Certificates (Teaching and Learning in Higher Education, and Technology and Teaching). Stakeholder contributions from external advisory committees continued to be vital to monitoring and improving the quality of courses offered by the School. It also increased the School's connections with the teaching profession, particularly in relation to securing professional work experience for pre-service teachers.

Summer School continued to be very popular, with enrolments increasing from the previous year to more than 1,500. While some units were offered online, many provided students with enhanced blended learning opportunities. All of the newly accredited programs implemented in 2015 had the option of summer study as part of the School's overall strategy to offer greater flexibility for students and accelerated pathways to graduation.

The School of Education staff continued to make a significant contribution to promoting excellence in teaching and learning at the University. In 2015, the following staff members were recognised for their achievements in teaching and learning:

- Doctor Tania Ferfolja received an Excellence in Teaching Award, recognising her outstanding contribution to teaching equity and social justice issues to pre-service teachers for more than a decade.
- Doctor Song Truong received a citation for outstanding contribution to student learning, for his student-centred approach to teacher education that embeds authentic learning pedagogies and internationalisation of the curriculum to enhance student engagement, motivation and learning.
- Doctor Jacqueline Ullman received a citation for outstanding contribution to student learning, for her research-inspired social justice pedagogy that brings theory and research alive through practical applications to inspire a future generation of teacher-researchers.

Other awards and prizes:

- The title of Emeritus Professor was conferred on Adjunct Professor Margaret Vickers.

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- Doctor Katrina Barker, Keith Bradshaw, Daniela Falecki and Jacqueline Ullman were recognised in UniJobs Australia's top 10 lecturers at Western Sydney University.
- Associate Professor Anne Power received the Exceptional Service Award for her work on the Professional Teachers' Council over the past 10 years.
- Doctor Catherine Attard was recognised for her outstanding service at the Professional Teaching Council Presentation for the Mathematics Association.
- Kerry Staples received the prestigious Jean Denton Memorial Scholarship to support her doctoral studies.
- Associate Professor Mary Mooney received the Drama Australia President's Award for Excellence in Teaching.

The Western Sydney Enactus team, supported by Associate Professor Diana Whitton, was also recognised for its work on social entrepreneurship endeavours. The team has been active in the local community since 2003, and in 2015 was recognised for its work partnership with OzHarvest to develop a curriculum for primary school students relating to food sustainability and waste.

ENGAGEMENT AND INTERNATIONAL

Partnerships with a wide range of organisations and communities are a central feature of the School. Led by the Director of International Engagement, Associate Professor Christine Johnston, these partnerships established at local, national and international levels provide opportunities for pre-service teachers, staff and community colleagues to engage in teaching, learning and research. Engagement activities in the School include professional experience, service learning, professional development through the Education Knowledge Network, and collaborative research.

Providing high-quality professional experience and service learning placements for our pre-service teachers is a high priority of the School. This was recognised in a material way by the appointment of Doctor Tania Ferfolja to the position of Director of Professional Experience in 2015. As part of the NSW Government's reforms to education (*Great Teaching, Inspired*

Learning), the Department of Education agreed to formalise partnerships with schools that provide professional experience placements for pre-service teachers. These agreements are a significant step toward assuring the quality of placements and also offer the opportunity to work more closely with schools on a range of other matters, including professional learning for teachers and supporting research at school sites.

The Education Knowledge Network, under the direction of Doctor Catherine Attard, expanded its offerings and reach in 2015 as a result of new partnerships with a number of organisations, including the National Institute of Dramatic Art and the Beacon Foundation, which offer workshops under the Education Knowledge Network banner. Further partnerships are under discussion. The School holds a high level of accreditation for ongoing professional learning for teachers. Courses at this level were offered for the first time in 2015.

International engagement with the School continues to have three main drivers: Higher Degree Research (HDR) cohort programs, research partnerships and overseas professional experience programs.

The ROSETE (Research-Oriented School-Engaged Teacher Education) program is a key program for the School. This partnership with the Ningbo Municipal Education Bureau and the NSW Department of Education and Communities involves research students from Ningbo, China researching their own teaching of Mandarin as volunteers in Sydney schools. During 2015, Professor Michael Singh and Doctor Jinghe Han and Department of Education colleagues consolidated work to extend ROSETE to accommodate students completing PhDs or masters research degrees concurrently with their volunteer work supporting the teaching of Mandarin in schools across Sydney. The Support Network for Arabic Postgraduates (SNAP) cohort of doctoral students grew in number in 2015 and, under the leadership of Professor Carol Reid, continued to constitute a significant program of work for the School.

International research partnerships involving collaborations with institutions in Chile, China, Taiwan and Kazakhstan continue to raise the

School's profile and enhance its reputation for engaged research. For example, in 2015 the School (led by Associate Professor Christine Woodrow) signed an Agreement of Collaboration with JUNJI (National Board of Early Childhood, Chile) and the School of Education in Santiago, Chile. Activities with JUNJI under this agreement will include the publication of research material developed at Western Sydney University for a Latin American early childhood audience and a leadership development research project in the community of Puente Alto, Santiago.

The School's Overseas and Professional Experience program (OPEP) continues to offer students the opportunity to undertake professional experience in Malaysia, Thailand and China. Led by Doctor Song Truong and Shirley Gilbert, the School was successful in obtaining funds from the New Colombo Plan which will support more students to undertake placements in China during 2016. Students will teach conversational English at Ningbo University, and participate in cultural activities through their International Student Program. An exciting expansion of OPEP initiated in 2015 will see eight pre-service teachers from the Bachelor of Education (Primary) - Aboriginal and Torres Strait Islander Education participate in a short-term mobility program with the University of Victoria in Canada early in 2016.

RESEARCH

In 2015, the Centre for Educational Research (CER) led by Professor Margaret Somerville continued to develop a strong research culture around core themes of sustainability, equity and globalisation in educational practice and research. In concert with research efforts across the School led by Professor Wayne Sawyer as Director of Research, the School was able to achieve significant outcomes including the awarding of funding for two ARC Discovery Projects:

- Professor Margaret Somerville for 'Naming the world: early years literacy and sustainability learning'
- Professor Wayne Sawyer (with colleagues from the University of Melbourne) for 'Investigating literary knowledge in the making of English teachers'.

Research activity across the School and CER also made great gains in terms of attracting funding from a variety of sources, including state government departments, industry and philanthropic organisations. The projects being funded embrace a wide range of topics, including: researching child friendly cities (UNICEF); outdoor education; place-based learning; child-friendly play spaces; retaining early career teachers; multimodal language practices in high-needs schools; perceptions of Lesbian, Gay, Bisexual, Transgender and Queer education; engaging pedagogy in schools with low socio-economic status; implementing trauma-informed practice in disability NGOs; financial literacy; reviewing early childhood schools and Koori Preschool program research; parent engagement; developing leadership in early childhood education; trades training for Western Sydney; and providing evaluation expertise for a number of services and programs across NSW.

CER and the School jointly hosted an equity symposium on 28–30 October. This significant national gathering drew together a critical mass of experienced researchers concerned with advancing equity in education, with the intention of reframing policy and practice in educational inequality. The event yielded a number of significant outcomes, including plans for research projects and publication projects and, for the first time, the establishment of a national network of researchers.

The School's Higher Research Degree program, under the leadership of Doctor Chwee Beng Lee, continues to support more than 100 students completing masters and doctoral studies. During 2015, 11 students graduated from these programs. One graduate, Doctor Sarah Powell, won the prestigious NSW Institute for Educational Research Beth Southwell Research Award for Outstanding Thesis.

In September, the School hosted a Higher Research Degree Student Conference on Kingswood Campus. The conference was well received, with approximately 100 students and staff members attending throughout the day. The conference included a wide range of student presentations, culminating in a number of 'best paper' awards for

students. Roundtable discussions provided opportunities for students to meet with experienced teachers and discuss topics including conducting research in school settings, publishing strategies, and challenges associated with the different stages of candidature.

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

The School of Humanities and Communication Arts is one of the largest and most diverse schools at Western Sydney University, offering the Bachelor of Arts; Bachelor of Arts (Interpreting and Translation); Bachelor of Communication; Bachelor of Design (Visual Communication); and Bachelor of Music degrees. The School also offers several double degrees; coursework masters degrees in convergent media, creative music therapy, creative writing, interpreting and translation and TESOL. It is located on three UWS campuses – Bankstown, Parramatta and Penrith – and hosts the Writing and Society Research Centre, the Digital Humanities Research Group and the History at Western Sydney and Philosophy at Western Sydney RIF initiatives.

LEARNING AND TEACHING

Blended Learning

The School of Humanities and Communication Arts is a leader in externalising existing programs for a fully online student cohort. An online version of the Bachelor of Communication was successfully introduced in 2015. In 2014, templates and protocols were set up for creating online materials, and an office-based assisted video recording studio was established, creating an environment in which we doubled our production of high-quality learning materials. More than 1,000 of these eight to 12-minute instructional lecture "pods", including animations and interactive web-based material, were produced in 2015, as well as apps to assist learning. In addition, 65 units at 200 and 300 levels were revised for online or blended delivery, completing the project to have all the School's offerings in blended mode.

New Courses

The School continued to identify new markets and develop new courses that brought together existing offerings in novel and interesting ways. The courses (and associated exit awards) approved in 2015 we are:

- Bachelor of Screen Media (Arts and Production)
- Bachelor of Language and Linguistics
- Master of Accessible Media
- Master of Arts in Continental Philosophy
- Master of Arts (Creative Arts)

Several new double degrees are on offer from 2016:

- Bachelor of International Studies/Bachelor of Social Science
- Bachelor of Communication/Bachelor of Business
- Bachelor of International Studies/Bachelor of Business

Learning and Teaching Awards

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

Professor Kaye Shumack (Team Leader) and the Bachelor of Communication's hybrid online team (Ms Nicole Bridges, Dr Asha Chand, Ms Wendy Chandler, Dr Roger Dawkins, Dr Milissa Deitz, Dr Navin Doloswala, Ms Maryella Hatfield, Ms Jacki Krahmalov, Dr Rachel Morley, Mr Enrico Scotece, Mr George Karlychuk, Mr Rob Leggo, Mr Peter Steele and Ms Fiona Thurn) received a Western Sydney University Teaching Excellence Award.

Dr Margaret Hanlon received a Western Sydney University Citation for Outstanding Contribution to Student Learning.

Dr Matthew McGuire, Mr Roman Goik and Ms Karen Lewis were part of the award-winning, multi-disciplinary Student Transition, Retention and Success (STaRS) team that received a Western Sydney University Citation for Outstanding Contribution to Student Learning.

Review of Activities

Distinguished Teaching Fellows

Mr Roman Goik (Design) and Associate Professor Gwyneth Howell (Communications) were recognised as University Distinguished Teaching Fellows.

ENGAGEMENT

The School continues to initiate activities and projects that engage with the international academic community and other stakeholders. Successes in 2015 include:

China–Australia Symposium on Bilingualism

The China–Australia Symposium on Bilingualism was jointly organised by the College of Chinese Language and Culture, Jinan University and the School of Humanities and Communication Arts, and was held in Guangzhou in November 2015.

Digital Humanities

The Department hosted Digital Humanities 2015: Global Digital Humanities conference, the annual conference of the Alliance of Digital Humanities Organizations (ADHO). It was the first time the conference has been held outside Europe and North America and more than 500 delegates (320 international delegates) from 33 countries attended. The major sponsors were State Library of NSW; Gale; Cengage Learning; ProQuest; the Australian Academy of the Humanities; Council of Humanities, Arts and Social Sciences (CHASS); and the Australasian Consortium of Humanities Research Centres.

History at Western Sydney

Professor Jan Zielonka (Professor of European Politics at the University of Oxford and Ralf Dahrendorf Professorial Fellow at St Antony's College) gave the third annual Europe Lecture at the State Library of NSW on 'Can the European Union Defend Ukraine?' in September. The lecture was recorded and broadcast by ABC Radio's *Big Ideas* program.

Media for All

The School hosted the sixth international Media for All conference – Audiovisual Translation and Media Accessibility: Global Challenges, which was the first time it was held outside Europe.

Philosophy at Western Sydney

Professor David Wood (W. Alton Jones Professor of Philosophy at Vanderbilt University) delivered the Thinking Out Loud lectures at the State Library of NSW.

Professor Peg Birmingham (DePaul University), Professor James Martel (San Francisco State University) and Professor Anna Yeatman (Whitlam Institute at Western Sydney University) jointly delivered the 25th Sydney Seminar for the Arts and Philosophy on the topic 'Can There Be Law Without Violence?' at the State Library of NSW.

WRITING AND SOCIETY RESEARCH CENTRE

The Centre hosted The Endlessness of Ending: Samuel Beckett and the Mind conference on 29–30 June 2015 and the China Australia Literary Forum 3 on 28–29 August 2014.

RESEARCH

The School won several research grants in 2015.

ARC Discovery Grants

Mapping print, charting enlightenment
Professor Simon Burrows (Western Sydney), Professor Paul Arthur (Western Sydney), Dr Jason Ensor (Western Sydney), Professor Angus Martin (University of Sydney) and Professor Dan Edelstein (Stanford University) were awarded funding of \$459,606.

Data Centres and the Governance of Labour and Territory

Professor Brett Neilson (ICS, Western Sydney), Professor Ned Rossiter (HCA, Western Sydney), Dr Tanya Notley (HCA, Western Sydney), Professor Laikwan Pang (Chinese University of Hong Kong), Professor Stefano Harney (Singapore Management University), Associate Professor Sandro Mezzadra (University of Bologna), Professor Anna Reading (King's College London) and Dr Florian Sprenger (Leuphana University of Lüneburg) were awarded funding of \$433,790.

ARC Discovery Early Career Researcher Awards

Unquiet Minds: Psychiatry in World War Two and its Aftermaths

Dr Elizabeth Roberts-Pedersen was awarded funding of \$354,000.

The Invention of Collateral Damage and the Changing Moral Economy of War

Dr Jessica Whyte was awarded funding of \$346,434.

War Letters – Musical Settings of WWI letters

Dr Diana Blom won funding from the ANZAC Centenary Local Grants Program.

OTHER AWARDS AND PRIZES

- Associate Professor Chris Andrews was elected a Fellow of the Australian Academy of the Humanities.
- Professor Paul Arthur was awarded a visiting professorship from the Government of India's GIAN scheme for global excellence in science and technology.
- Michael Mohammed Ahmad was recognised as one of *The Sydney Morning Herald* Best Young Australian Novelists of 2015 for *The Tribe*.
- Dr Catherine Bishop won a State Library of NSW Australian Religious History Fellowship, a New Zealand History Research Trust Fund Award, an Australian Academy of the Humanities Travelling Fellowship, the Australian Academy of the Humanities Publishing Award and the City of Sydney History Publishing Award.
- Luke Carman won the UTS Glenda Adams New Writing Award 2015 at the NSW Premier's Literary Awards.
- Felicity Castagna's *The Incredible Here and Now* has been chosen for the International Board on Books for Young People (IBBY) 2015 Honour List.
- Dr Bruce Crossman was awarded an Australia–Japan Foundation grant for a project in collaboration with Aichi Prefectural University of Fine Arts and Music.
- Dr Anne Jamison won a Nancy Keesing Fellowship from the State Library of NSW.

- Dr Peter Mauch was awarded a Japan Society for the Promotion of Science fellowship.
- Dr Lucija Medojevic won the Australian Linguistic Society's 2015 Michael Clyne Prize for best PhD thesis.
- Ms Kendal Murray won Deakin University's Contemporary Small Sculpture Exhibition and Woollahra Small Sculpture Prize's 2015 Beowulf Award.
- Dr Amin Palangi won the Australian Directors Guild prize for Best Director in the Feature Documentary Category.
- Professor Anthony Uhlmann was elected a Fellow of the Australian Academy of the Humanities.
- Associate Professor Dimitris Vardoulakis won the Vice-Chancellor's Excellence Award for Leadership.
- Alexis Wright was awarded a Sidney Myer Creative Fellowship.

BOOKS AND OTHER RESEARCH PUBLICATIONS

- *Plantations and Protected Areas: A Global History of Forest Management* by Dr Brett Bennett (MIT Press)
- *Forestry and Water Conservation in South Africa* by Dr Brett Bennett and Mr Fred Kruger (ANU Press)
- *Minding Her Own Business: Colonial Businesswomen in Sydney* by Dr Catherine Bishop (NewSouth Books)
- *Murder in Tottenham: Australia's First Political Assassination* by Dr Rowan Day (Anchor Books)
- *Animal Property Rights: A Theory of Habitat Rights for Wild Animals* by Dr John Hadley (Lexington Books)
- *Biopolitical Imperialism* by Dr Mark Kelly (Zero Books)
- *Sexual Myths of Modernity: Sadism, Masochism, and Historical Teleology* by Dr Alison M. Moore (Lexington Books)
- *Wandrin' Star: Wild Jack Peake of Peakhurst* by Dr Wayne Peake (Ascot Press)
- *Max Weber's Theory of Modernity: The Endless Pursuit of Meaning* by Dr Michael Symonds (Ashgate)

- *Small Acts of Disappearance* by Fiona Wright (Giramondo).

SCHOOL OF LAW

Demand was strong for the School of Law's combined degrees in 2015, particularly the new Bachelor of Criminology and Bachelor of Laws. The ongoing development in online learning and the deepening of blended learning across the School have been excellent. The School has developed new courses to offer in 2016, including a Master of Laws in International Governance, as well as more combined law degrees in International Studies, Construction Management and ICT. In addition, the School provided input for the uniquely developed Bachelor of Business (BBus) (offered in 2016) introductory law unit, called Enterprise Law. It also updated the compulsory law units for company law and taxation law in the new Bachelor of Accounting and provided a new major in the BBus, which focuses on business regulation and corporate governance.

The School has a close relationship with the Law Students' Association and ran joint events, including the Law Orientation Camp, mooting competitions and on-campus 'wellness programs'. The highlights of the year were the Law Ball in October and the three graduation ceremonies in April, September and December. The video about successful alumnus Mr Deng Adut was part of the University's rebranding campaign, and has heightened awareness of the law school and the power of a refugee lawyer. Mr Adut was the guest speaker at the Law Students Ball.

Research has been a central theme for the School as its three clusters (International Governance, Environmental & Sustainability and Social Justice) link to the University's broad research themes. The School published a number of books, chapters and journal articles in 2015 and lodged a number of grant applications.

Six HDR students graduated with doctorates in law. The School also appointed six new academics, including Associate Professor Dr Alpana Roy and several lecturers, providing greater depth in the research clusters.

Dr Roy is the senior law academic on the Campbelltown campus, where she has developed a seminar series and research lunch bag activities, bringing research colleagues closer together. Dr Catherine Renshaw ran a particularly successful research project on human rights in Myanmar.

Community engagement has always been a key aspect of the School. The University's Parramatta Community Justice Clinic (PCJC) plays a crucial role, providing free legal advice to the community, as well as giving law students great practical experience. The PCJC is a partnership with the Macquarie Legal Centre, and it is hoped the partnership will be expanded to include the Macarthur Legal Centre at Campbelltown in 2016.

The Kirby Cup (named after the Adjunct Professor and former High Court Judge, the Hon. Michael Kirby, AC) mooting competition for HSC Legal Studies students was launched in 2015. This builds on the last five years of sponsoring the Whitlam Cup for Year 10 Debating, whose finals are run in the University's moot courts at both Parramatta and Campbelltown. Other events include membership of the legal profession's many committees, pro bono work and providing commentaries for TV, radio, newspapers and The Conversation website. In addition, Professor Steven Freeland was appointed to review space law for the Commonwealth Government.

School governance was reorganised to provide greater leadership opportunities for the First Year Advisor Directors of Research/HDR, Engagement and International. International has focused on China, India and Bangladesh, and University and School memorandums of understanding were signed for teaching, student exchange and research opportunities. Visits to Shanghai, Beijing, Xi'an, Taipei and Dhaka have built strong foundations for future international collaborations. Already, 25 law students from the Central University of Politics and Law (Beijing) have visited Parramatta and 25 local students have studied Chinese Foundations of Law at Shanghai University, under the New Colombo Plan.

Review of Activities

SCHOOL OF MEDICINE

At the end of 2015, the first graduates from the School of Medicine's 2011 intake completed their specialty training in General Practice. Many other students are continuing their specialty training in different fields across Western Sydney and beyond. As the 10th anniversary of the School's first intake of students approaches, the School is increasing its focus on maintaining and developing its alumni program.

The Dean, Professor Annemarie Hennessy, was made a member of the Order of Australia in the 2015 Queen's Birthday Honours List for her 'significant service to tertiary education, and to medical research, particularly in the area of clinical hypertension and maternal health.'

The Royal Australasian College of Physicians awarded Professor John Whitehall the Howard Williams medal in acknowledgement of his outstanding contribution to paediatrics and child health.

At the 2015 Vice-Chancellor's Excellence Awards, Dr Elizabeth Conroy was named Early Career Researcher of the Year, Dr Brahm Marjadi and Tina Banks were the team winner of the Engagement and Sustainability category, and Dr Vincent Ho received a citation for his outstanding contribution to student learning.

The School is also pleased to note the achievement of Dr Erika Gyengesi, who was promoted to lecturer in the 2014 promotion round.

We are pleased to welcome the Aboriginal Health and Wellbeing group, including Dr Megan Williams, Ms Sally Fitzpatrick, Dr Rachele Arkles and Dr Ilse Blignault, to the Centre for Health Research.

LEARNING AND TEACHING

Following Professor Cees van der Vleuten's visit to the University, Professor Wendy Hu travelled to Maastricht and Utrecht universities in the Netherlands to work on international projects in medical education, and to explore opportunities for further collaboration in research and scholarship.

The Bathurst Rural Clinical School (BRCS) celebrated its fifth anniversary in conjunction with Bathurst's 200th anniversary celebrations in May. The School held an education day followed by a dinner at which the School formally recognised the retirement of Jenny Akers, a foundation staff member. As Executive Officer for Clinical Education, she oversaw the establishment of the clinical schools at Campbelltown and Blacktown hospitals, and then later set up the rural program.

Dr Bronwen Dalziel and Glenn Mason from the Medical Education Unit were awarded an Office of Learning and Teaching Citation for Outstanding Contributions to Student Learning for their work on the Scientific Streams. These streams are online materials that Bachelor of Medicine and Bachelor of Surgery (MBBS) students use during years 3-5 of the program. Dr Dalziel and Mr Mason were the only Western Sydney University staff members to win this national award in 2014. Dr Dalziel was also awarded a Western Sydney University Learning and Teaching Award for using an evidence-based framework for guiding student learning throughout the course.

Associate Professor Joanne Lind was named an inaugural Western Sydney University Distinguished Teaching Fellow in recognition of her sustained achievement and commitment to outstanding teaching scholarship and practice.

The School continued to focus on providing supervisor support and engagement. For those in hospital environments, this mainly occurs through the clinical schools and relevant clinical academics. The School continues to seek opportunities for discussions and learning opportunities through its alliances, for example, bringing together general practitioners and community partners who supervise students in the Medicine-in-Context component of our program.

In October, for the first time we convened a workshop that brought together supervisors from all non-clinical attachments (community partners, paediatric school supervisors and Aboriginal Medical Service supervisors) with alumni and students. This workshop was

mutually valuable as it continued the robust conversations and collaboration necessary for developing these course components, and the program as a whole.

RESEARCH

The School was again pleased with the outcomes of the National Health and Medical Research Council (NHMRC) grants announced in 2015. In a very competitive environment, the School had excellent results. Professor David Simmons, who joined the school from the United Kingdom in early 2015, won a \$2.2 million grant for the TOBOGM study investigating gestational diabetes mellitus. Associate Professor Federico Girosi from the Centre for Health Research is also an investigator on this study. Professor Vaughan Macefield was appointed chief investigator on two successful studies, with funding of more than \$800,000 to continue investigating neurogenic hypertension. He is conducting one of these studies in conjunction with Professor Annemarie Hennessy and Associate Professor Angela Makris. Associate Professor Tim Karl, who has joined the School in early 2016, won a \$651,000 grant to explore neuropathological mechanisms associated with schizophrenia. Finally, Professor John Morley, Professor Hennessy, Associate Professor Lind and Professor Macefield are also listed on grants that are being facilitated through other institutions.

At the Blacktown/Mt Druitt Clinical School and Research Centre, Dr Vita Birzniece and Professor Mark McLean have established a Metabolic Research Clinic, which is an important expansion of clinical research activities that are enabling engagement in national and international studies.

The number of graduates to complete a Doctor of Philosophy continues to grow. We celebrated with eight new graduates at the December ceremonies – the largest single number since the School was established. More than 100 students are currently studying for a Doctor of Philosophy at the School and the Centre for Health Research. This reflects well on the breadth and depth of research activity across the School and the contribution of staff members and students to external measures of quality, including the outstanding

Excellence in Research Activity results the University achieved in 2015.

ENGAGEMENT

Community forums were held on the Campbelltown campus and at the Blacktown/Mt Druitt Clinical School in March and September. There were a range of speakers and presentations, including an update on the new Macarthur Clinical School. The NSW Health Minister, the Hon. Jillian Skinner, MP, attended an official sod-turning event for the new School in December 2015, while a student presentation was held on research conducted with the Pacific Islander community in Western Sydney. Once again, community ideas have been adopted in new approaches to curriculum planning, with future student projects and patient/carer shadowing for students in the clinical phase of their studies.

Many other pathways are available for community participation in the operations and activities of the School. These include interviews (as part of the admissions process), examination programs, community forums and membership of School committees.

Staff expertise is also critical for engaging with the wider community. For example, in 2015, Professor Hilary Bambrick gave expert evidence at the Federal Parliamentary inquiry into 'The human rights issues confronting women and girls in the Indian Ocean-Asia Pacific region'. Professor Bambrick is also working on projects studying the effects of climate change and processes for adapting to change. In addition, Dr Poonam Mudgil participated in the CSIRO Scientists in Schools program, giving a presentation at Birrong Girls High School.

Students in the School of Medicine also use their developing knowledge and skills in community engagement activities. In 2015, these included (in conjunction with staff members and fellow students from the School of Nursing and Midwifery) offering health checks to Sydney Metro rail workers at Castle Hill, Macquarie Park, Kellyville and Mulgrave. BRCS students and staff members also ran health checks at the Burruga Sheep Show and the Perthville Community Fair, as well as for members of the Bathurst Black

Trackers, the local team that competes in the annual Aboriginal Rugby League Knockout competition, which BRCS sponsors.

SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery (SoNM) is an acknowledged leader in nursing and midwifery education and research, delivering high quality education, engaged learning and teaching, industry partnerships, research excellence, professional leadership and organisational effectiveness. With one of the largest undergraduate, pre-registration nursing degree programs in Australia, the School measures achievement in terms of its ability to make a difference to students, staff, graduates and the Western Sydney community.

The School offers undergraduate degrees in nursing and midwifery and a range of post-graduate diploma and degree programs at our Campbelltown, Parramatta and Hawkesbury campuses, as well as catering to first-year nursing students at the Lithgow campus. SoNM has also offered courses offshore for more than 25 years in collaboration with the Hong Kong Baptist University (HKBU), and is investigating working with Kiang Wu Nursing College of Macau and Parkway College in Singapore. In Australia, SoNM extended its reach in Western Sydney, opening a campus at Lithgow two years ago, which has created opportunities for local students and the community.

The School strongly supports research and has established a national and international profile in nursing, midwifery and health research. In 2015, SoNM's Excellence in Research for Australia (ERA) ranking increased to 4, reflecting the School's research strengths in midwifery, maternal and child health, aged care, chronic and complex care, acute care and mental health. The School continues to successfully collaborate with the Joanna Briggs Institute and the Ingham Institute, both based at Liverpool Hospital.

In a competitive market, the School's success in introducing the new curricula and the sustained demand for nursing and midwifery

as a profession manifested in the continued high student enrolment in 2015. With 4,513 students (international students represented 22.15 per cent across the suite of courses), the School continues to build on its reputation for quality outcomes, with enrolments increasing by 9.3 per cent in the Bachelor of Nursing (Advanced) and 13 per cent in the Bachelor of Midwifery.

LEARNING AND TEACHING

SoNM continues to focus on blended learning for both effective, flexible teaching and student engagement to meet the University's goal of being student-centred. The use of iPads and the resulting advances in blended learning are reflected in the success of the courses, the student outcomes and the individual successes of the Blended Learning team. The School was recognised in the Learning Impact Awards for Blended Learning Optimization and blended learning designer Mr Con Athanasiou was recognised as an Apple Distinguished Educator. SoNM exhibited the success of the strategy, with six staff members sharing new skills at the SoNM Blended Learning Showcase, the Cengage Learning Workshop and the University Designing for Learning Showcase.

The School has reviewed online postgraduate offerings for quality and engagement. It is also introducing interactive teaching and learning activities, moving away from static formats and using the Learning Activity Management System (LAMS) to design, manage and deliver online collaborative learning activities. In addition, the School is using more online media, Collaborate and discussion boards to maximise student support, feedback and engagement for online units.

In 2015, the School introduced the third and final year of the new curricula for both the Bachelor of Nursing and the Bachelor of Midwifery, and the first cohort graduated in December. The cohort of first-year Bachelor of Nursing students at the Lithgow campus is expanding in 2016 following the program's success and positive engagement with the local community.

The School is increasing its training in the use of simulation (SimPad and SimMan) in clinical

Review of Activities

teaching. The Clinical Practice Unit technical staff at Laerdal head office in Melbourne had hands-on simulation, maintenance and moulage (simulated wounds) training to maximise use of the equipment to reinforce learning outcomes. In addition, the School has begun creating student clinical practice skills videos to enhance learning and engagement as part of the blended learning strategy. Learning and Teaching Enhancement Grants (LTEG) have supported this. These videos will be embedded in Professional Practice Experience (PPE) units and will cover foundation skills including dispensing medication.

The school also uses LTEG for projects to support students. These projects include creating a central database for an academic literacy support initiative, promoting positive experiences for new students and developing assessment task rubric templates.

The School reviewed the content and assessment for the Bachelor of Nursing courses in 2015 to ensure academic rigour, relevance and equity for students. The undergraduate program has several new electives that will appeal to health discipline students across the University. The School anticipates that the student feedback on the Course Completion Survey will continue to reflect high levels of satisfaction.

In 2016, the internal accreditation review of the three Bachelor of Nursing curricula; 4691 Bachelor of Nursing, 4692 Bachelor of Nursing (Graduate Entry) and the 4693 Bachelor of Nursing (Advanced) will begin.

The Bachelor of Nursing (Advanced) course has been designed to develop future nursing leaders and researchers, and student numbers continue to grow, with a 9.3 per cent increase from 2014. Students participate in a mentoring program and extension activities that encourage participation in research activities in the School and University and develop students' leadership capacity. The Bachelor of Nursing (Graduate Entry) continues to attract many international students. The 2017 intake will be reviewed to ensure that the course continues to meet student demand and remains competitive in the wider market.

SoNM offers an elective unit, A Field Study: Comparative Studies of Health Care Delivery, and in 2015, 19 students travelled to Om Goi, a remote and mountainous region in Northern Thailand. The students and two SoNM academics volunteered at health centres, which are the main healthcare facility available to local people. The centres provide general health care, health assessments, antenatal checks and immunisation. Several other students also undertook individual trips, including three who went to the Maldives. The New Colombo Plan partly subsidised the students' experience under its Mobility Program. The Thailand trip will expand to other destinations, starting with China in 2016 as a project that is underpinned by Primary Health Care focus of the curriculum.

SoNM is also investigating extending the Master of Nursing programs to Macau, in collaboration with Kiang Wu Nursing College of Macau, and to Singapore, in collaboration with Parkway College. This move into Asia is targeted to meet demand for postgraduate nursing education in Singapore and Macau, whose health systems face similar challenges to the Australian healthcare system.

A number of new and reaccredited Australian Qualifications Framework (AQF) compliant courses were offered in 2015. These include the newly accredited Graduate Diploma of Midwifery, and a new course targeting onshore international students, the Master of Nursing (Professional Studies) (MN[PS]). This two-year program will assist newly graduated international Registered Nurses to be work-ready for the Australian healthcare system. In addition, the Master of Mental Health Nursing and two new specialisations (Aged Care and Primary Health Care) within the Master of Nursing (MN) were offered for the first time in 2015.

These courses add a number of professional pathways to meet the educational needs of Nurses in Western Sydney. Both the MN and the MN(PS) feature either a capstone experience or research project in their final sessions to synthesise and apply advanced nursing concepts.

Building on the success of the Student Literacy Support (SLS) program in 2014,

SoNM continues to offer dedicated and targeted literacy support to students through Professional Communication and Academic Literacy (PCAL) staff members. The School has hired PCAL staff to ensure this successful support program continues. These TESOL qualified staff members play a pivotal role in student support, offering face to face, individual, group, workshop and online literacy support across all SoNM campuses. Student use of support continues to grow, with 6,742 support visits between January and August 2015 alone. Statistical analysis highlights the link between PCAL support and increased GPA across all Post Entry Language Assessment (PELA) groupings, which is supported by a 94.5 per cent satisfaction rate among students who attend PCAL sessions.

In 2015, the School also ran a WSU Seed Grant project, Validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students, which was included in the 2015 Student Transition, Retention and Success (STaRS) conference in Melbourne in July. The data from the project is being collated for further analysis and dissemination in 2016.

SoNM continues to focus on clinical placements, with significantly fewer available than in 2014, despite continued high enrolments in both the BN and BM. Health Workforce Australia (HWA) funding has been used to find new clinical placement providers in both the private and public health systems, however, the shortfall is growing and the School is exploring other placement options.

In 2015, SoNM was the pilot school for the new student placement system *InPlace*, which has significantly improved placement opportunities. *InPlace* allows staff members to view a student's placement history and identifies issues preventing allocation of placements. The system's reporting module gives an instant snapshot of overall placements within the School. The system is more equitable for students, as it promotes student progression by allowing online access to information, preference selection and earlier notification of placement, which increases rates of uptake.

ENGAGEMENT

SoNM had a very busy 2015, with 45 events involving students, staff, prospective students, the community, industry and other external parties. These ranged from School engagement and student activities to events targeting Indigenous people and international markets, all aimed at increasing the profile, participation, education and opportunities for students and prospective students from Western Sydney.

The School is focusing on winning market share in the competitive higher education market and held targeted events in 2015. Attracting higher numbers of school leavers is a key goal, and SoNM hosted more than 100 high school career advisers at Hawkesbury CPU, advertising the School's facilities and courses as part of the successful Career Advisers' Day 2015. Dr Rebecca O'Reilly presented information about the direct entry pathway into the Bachelor of Nursing to 25 student-enrolled nurses from Concord Hospital.

The School is committed to the University's strategic goals and has worked on Indigenous engagement, undertaking eight activities. These included the NRL Indigenous player visit, Heartbeat and the Koori Education Carnival, which took place on all three campuses. All these events involved career-oriented talks by staff members and interactive activities in the Clinical Practice Units.

SoNM appointed Dr Stacy Blythe as liaison officer for Aboriginal and Torres Strait Islander students. Dr Blythe attended the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) 2015 conference, which brought together experienced nurses and midwives, clinicians, educators, policy makers and administrators from across the nation. The School has engaged with the Badanami Centre for Indigenous Education and Indigenous students, encouraging students to participate in peer mentoring and to apply for cadetships and scholarships.

Internationally, the School continues its long-term relationship with Hong Kong Baptist University and Huazhong University of Science and Technology (HUST) in China, and has established new relationships in

both Singapore and Macau. The School has strengthened and expanded its international reach, hosting a number of visiting academics from the UK, China, Slovenia, Taiwan, Thailand, Saudi Arabia and Jordan. The Philippines Consul General addressed Filipino students as part of the *Reach Out* program, discussing consular issues and support available from the Filipino students' association.

The annual *Making the Difference in Health Care* forum, held in the Female Orphan School at Parramatta, attracted senior clinicians and administrators from public and private health facilities. Guest speaker Professor Debora Picone, AM, Chief Executive Officer (CEO) of the Australian Commission on Safety and Quality in Health Care, spoke on the importance of leadership for safety and quality in health care. The event also showcased the strength of the School's current research and facilitated networking across health facilities.

SoNM's one-day conference, Leadership for Nursing and Midwifery Excellence: 2015 and beyond, attracted 150 nursing professionals. Eight highly respected national and international leaders gave keynote addresses.

- Professor Jo Walton from the Graduate School of Nursing, Midwifery and Health, Victoria University, Wellington, New Zealand
- Ms Ann Kinnear, CEO of the Australian College of Midwives
- Professor Catherine Hungerford, Head of School of Nursing and Midwifery and Indigenous Health, Charles Sturt University
- Professor Margaret Fry, Director of Research and Practice Development, Nursing and Midwifery Directorate Northern Sydney Local Health District, Faculty of Health University of Technology
- Professor Lynn Kemp, Professor Deborah Parker, Ms Judy Mannix and Professor Hannah Dahlen, all from Western Sydney University, spoke on:
 - Characteristics of leaders: recognising, developing and using your leadership qualities and skills
 - Curiosity in practice and education: asking 'What if?' to inspire change in practice and education

- Building and leading effective clinical and academic partnerships in practice, education and research
- Increasing the uptake of evidence in practice and preparing nursing and midwifery leaders for practice in 2015 and beyond.

The School is involved in the UWS Summer Scholarship program and has eight projects for the Research Scholarship program for 2015-16:

- Dr Olayide Ogunsiji: Intimate partner violence among migrant and refugee population: a literature review of interventions
- Dr Paul Glew: Student Literacy Strategies Project
- Professor Lesley Wilkes: Hand Hygiene among patients: a pilot study
- Associate Professor Yenna Salamonsen: Examining antecedents of plagiarism, and evaluating the effectiveness of support strategies to prevent and reduce plagiarism in higher education
- Dr Rakime Elmir: A meta-ethnographic study of migrant men's experiences of becoming a father in a new country
- Associate Professor Bronwyn Everett: An analysis of unsolicited patient complaints reported to a tertiary care hospital
- Dr Ajesh George: Process Evaluation of the Midwifery Initiated Oral Health Program for Pregnant Women in Greater Western Sydney
- Dr Peter Lewis and Dr Nathan Wilson: Registered nurses' experiences of caring for people with disabilities in an acute-care setting.

Ten representatives of SoNM (past and present staff members and students) attended the annual Hawkesbury Alumni Chapter (Inc) (HAC) luncheon at NSW Parliament House to raise funds for the Hawkesbury Scholarship Appeal, which includes a Hawkesbury Nursing Scholarship. The event was hosted by the NSW Minister for Primary Industries and Minister for Lands and Water, Mr Niall Blair, and the Parliamentary Secretary for Natural Resources and Regional

Review of Activities

Planning, Mr Rick Colless. Hawkesbury alumni including Acting Deputy Dean, Dr Deborah Hatcher, shared recollections of their student experiences at Hawkesbury.

In collaboration with the School of Medicine and Sydney Metro, SoNM participated in the Rail Safety Week initiative in which 216 rail workers at four sites received basic health checks. This was an excellent primary healthcare learning experience and contributed to students' clinical placement hours.

SoNM's Centre for Applied Nursing Research (CANR) collaborated with District Oral Health Services to produce a video, advising on maintaining good dental health during pregnancy. *Keep Smiling While You are Pregnant* was funded by a grant of almost \$33,000 from NSW Kids and Families. It is an initiative of the South Western Sydney Local Health District (SWSLHD) Midwifery Initiated Oral Health Dental Service, which has had very positive feedback from midwives around the country.

Professor Dahlen continues to raise the profile of the School's Midwifery discipline, with a series of articles in mainstream media.

RESEARCH

SoNM supports the University's *Securing Success* plan and has links with industry, business, government and community partners in the pursuit and expansion of research in the School. This is reflected in the 2015 Excellence in Research for Australia (ERA) rating of 4, an increase from previous ERA cycles.

The School also continues to host the New South Wales Centre for Evidence Based Health Care, which is the NSW Collaborating Centre for the Joanna Briggs Institute. The institute has collaborating centres in 65 countries, and the number of centres is increasing, providing opportunities for international research collaborations. Collectively, these research concentrations, which align with health and research national priorities, contribute to healthcare innovations.

In 2015, two new professors were appointed. Dr Deborah Parker was appointed Professor

of Nursing, Director CANR, in collaboration with SWSLHD. Professor Lynn Kemp was appointed Professor of Nursing, Director Translational Research and Social Innovation (TReSI). A Professor of Mental Health, also with joint SWSLHD funding, has been appointed and will begin work in early 2016.

CANR continues to achieve outstanding research results under Professor Parker. Located in the Ingham Institute at the Liverpool Hospital, staff members are embedded in one of the region's fastest growing local health districts, creating a collaborative research hub with clinicians. The major areas of research are patient safety, women and children, cross-cultural health, and health literacy. Dr George's project, the online Midwifery-Initiated Oral Health (MIOH) program, is being implemented across several states and the Australian College of Midwives has endorsed it as a continuing professional development (CPD) activity. It is currently being used for CPD across several health districts. A CANR project, Implementation of a Safety Huddle for Falls and Near Miss Falls in a Rehabilitation Unit, beat more than 50 submissions in its category to be awarded Highly Commended in the Australian Council on Healthcare Standards 2015 Annual Quality Improvement Awards.

The Centre for Nursing Research and Practice Development (CNRPD) located at Nepean Hospital, a joint venture between the University and Nepean Blue Mountains Local Health District (NBMLHD), encourages collaborative research by seconding clinical nurse consultants and through education sessions with nurses in the local health district.

In 2015, the centre's research areas included Nurse Roles and Workforce, Essentials of Care, Migrant Health and Clinical Practice Standards. CNRPD also facilitates writing retreats for staff members and students, encouraging and supporting research and enabling interaction and collaboration between early career researchers and experienced researchers. This increases the School's research capacity.

Two new research groups have been established: Translational Research and Social Innovation (TReSI) and Collaboration for Oral

Health Outcomes, Research, Translation and Evaluation (COHORTE). Both are based at the Ingham Institute of Applied Medical Research at SWSLHD.

TReSI, led by Professor Lynn Kemp, is located at the Ingham Institute and researches the processes for community-based delivery to whole populations at scale. Currently, TReSI's work focuses on early childhood services and developing research methods and frameworks for translational research. These methods have wide application and are being explored for issues ranging from cancer treatments to health policy implementation. It has two major ongoing projects in 2015.

- The Maternal Early Childhood Sustained Home-visiting (MECSH) program is a complex intervention, which is embedded in the universal health visiting service for the range of families (20-25 per cent of the population) who are at risk of poorer maternal and child health and development outcomes. A MECSH trial in south-western Sydney demonstrated its effectiveness, and MECSH is now being implemented in Australia, the UK, South Korea and the US.
- Volunteer Family Connect (VFC) is a program for volunteer home visiting for vulnerable and isolated families with young children. The TReSI group is collaborating with service providers (The Benevolent Society, Good Beginnings Australia and Karitane) to develop and trial the VFC program.

The COHORTE research group is a dedicated translational oral health research group led by Dr George. It is a joint collaboration between SoNM and SWSLHD Oral Health Services. COHORTE is affiliated with CANR and its primary role is to build the capacity of nurses and midwives to provide oral health education, assessment and referrals in various clinical services in the SWSLHD. These services include antenatal, paediatric, cardiovascular, diabetes, aged care, drug health and Aboriginal health. The group currently has two higher degree research students who are investigating the link between oral health and cardiovascular diseases/diabetes and the potential role of

cardiac rehabilitation nurses and diabetes nurse educators in this area.

The Mother Infant and Family Health Research Network (MIFam), led by Professor Virginia Schmieid and Professor Dahlen, has a strong presence in Sydney's west, working with women, families, health and community groups, as well as with national and international researchers. The program, which is funded by the Australian Research Council in partnership with Karitane and Tresillian Family Care Centres, embraces the diversity of cultures and groups and their experiences. In 2015, the program had two key research projects:

- Characteristics, trends, co-admissions and service needs of women admitted to residential parenting services in the year following birth in NSW
- Postnatal Processes and Pathways (POPPY): A study investigating postnatal pathways and care for women and their babies in NSW.

Dr Evan Alexandrou's research project, 'One Million Global (OMG) Peripheral Intravenous Catheters' Study into the impact of these catheters (PIVCs), is the first of its kind. It will provide a snapshot of the prevalence of catheter use and complications, such as patient discomfort and delays in vital treatment. Most research relating to PIVCs is conducted and reported in economically developed nations, with their use and management in developing nations largely unknown. Project teams at Western Sydney University and Griffith University are surveying the research, and results are expected later this year. This unfunded study has gone global (more than 400 hospitals in 65 countries are participating), resonating with clinicians, particularly nurses, worldwide.

GRANTS

Professor Esther Chang is a collaborator and mentor on a successful National Health and Medical Research Council (NHMRC) post-doctoral fellowship led by Dr Sandra Garrido through the NHMRC dementia framework. The fellowship will begin in January 2016 and provides \$601,000 of funding over four years. Fellow collaborators and mentors are

Professor Kate Stevens of the MARCS Institute for Brain, Behaviour and Development, Professor Jane Ussher and Professor Janette Perz, both from the Centre for Health Research, School of Medicine.

Professor Chang, School of Nursing and Midwifery, Professor Caroline Smith, National Institute of Complementary Medicine and Dr Gisselle Gallego, Adjunct Fellow, School of Medicine won a \$77,800 Illawarra Retirement Trust (IRT) Foundation Research Grant for their project. 'An educational intervention to improve health literacy and decision making about supporting self-advice and decision making among older Australians: A randomised controlled trial.' The IRT Foundation funded only two of 65 applications.

Dr Cathy Dickson and Dr George won a \$28,580 grant from the Director of The Centre for Oral Health Strategy to support their project, 'Early Childhood Oral Health Online Module Development for Child and Family Health Students'.

Seven SoNM staff members (Dr Elaine Burns, Dr Elmir, Dr Diana Jefferies, Dr O'Reilly, Dr Holly Priddis, Dr Lucie Ramjan and Dr Peter Lewis) won grants totalling \$133,093.25 from the Office of the DVC (Research and Development) for Researcher Development Strategic Initiative Funding - Women's Fellowship Scheme and the ECR Research Support Scheme.

Dr Evan Alexandrou is CI 6 on a research project funded with \$1,101,717.35 from NHMRC. Professor Claire Rickard, Dr Li Zhang and Dr Samantha Keogh from the Centre for Health Practice Innovation at Griffith University are leading this research. Less than 14 per cent of applications were funded, making this an outstanding achievement. The project, 'Peripherally Inserted Central catheter Securement: the PISCES Trial', is a multi-site trial. Dr Alexandrou is the content expert and lead researcher at Liverpool Hospital.

CANR has been involved in winning three grants through the NSW Health Nursing and Midwifery Office Strategic Funds.

- Ioannou S, Holter G, Thomas V, Seremetkoska M, Oakley N, Morris J,

Everett B. Bridging language barriers for CALD patients. \$21,927.

- Everett B, Schofield K, Glavan M, Berry D, Perey A, Womsley K, Smith L, Parker D. PEEP - End of life care presentations to the emergency department for community palliative care patients. \$13,626.
- Everett B, Astorga C, Yogendran D and Maneze D. Promoting self-management in patients with diabetes in South Western Sydney: The ACCLAIM Study. \$17,472.

AWARDS AND ACHIEVEMENTS

The School's academic and professional staff were recognised for a number of achievements in 2015.

- Dr Alexandrou won the inaugural Western Sydney University Research Impact Competition from a pool of 13 other finalists. The competition aims to illuminate and celebrate sites of realised and/or potential impact through the University's research. Dr Alexandrou's winning presentation was his ongoing multi-centre trial in IV lines, One Million Global Catheters Worldwide Prevalence Study.
- The newly formed collaborative research group between SoNM/CANR and SWSLHD Oral Health Services - COHORTE, has been recognised in the 2015 SWSLHD Quality Awards. The submission, '*Partnering to improve oral health of Aboriginal children*', won the Quality Award under the category Excellence in Provision of Care and Service to Aboriginal Clients. The project was also selected for submission to the NSW Health Awards 2015 under the Preventative Health category.
- A CANR-supported project to reduce falls risk has been awarded Highly Commended in the Clinical Excellence and Patient Safety category in the Australian Council on Healthcare Standards 2015 Annual Quality Improvement Awards. Associate Professor Everett, Deputy Director of CANR, has been working with Mr Brian Lane, Nurse Unit Manager from the Camden Rehabilitation Unit in South Western Sydney Local Health District, evaluating the project and developing an educational resource for patients and staff.

Review of Activities

- Professor Kemp was a finalist for the 2015 NSW Woman of the Year Award, which recognises the outstanding contribution women across NSW make to industry, community and society, and celebrates their significant achievements.
- Mr Athanasiou, SoNM's Blended Learning Designer, was recognised as an Apple Distinguished Educator at an awards ceremony in Singapore. Only two Fellows were selected from higher education in Australia.
- SoNM Blended Learning Designer, Mr Athanasiou, entered a video in the Learning Impact Awards, which recognise the most powerful and influential uses of technology in support of learning worldwide. This year the SoNM entry came second at the Australian Finals of the Learning Impact Awards in the Blended Learning Optimisation category, and will be an entrant in the Global Finals next year.
- Associate Professor Salamonsen, Dr Jane Koch and Ms Rebecca Stamopoulos and team members from other areas of the University received a University Learning and Teaching Awards Citations for Outstanding Contributions to Student Learning for their work on the STaRS program. The program was established to provide institutional leadership and strategic oversight and direction for planning and implementing initiatives and activities to support student transition and enhance the first-year student experience.
- Rebecca Stamopolous, SoNM Marketing Officer, was awarded the 2015 Western Warrior Runner Up Award for her significant contribution to the web rebrand.
- Five academic and four professional staff members are participating in the Inspire Leadership program.

SCHOOL OF SCIENCE AND HEALTH

The School of Science and Health offers a diverse mix of disciplines across science and health. The range in both teaching programs and research strengths allows for exciting and innovative collaboration across traditional boundaries, and leads to achievements in interdisciplinary and interprofessional learning and teaching, and research.

In 2015, the School's courses continued to grow in popularity, increasing its success and growth in research excellence and research outcomes, and expanding the number of events held. The School's success was again reflected in staff members' achievements and recognition in the 2015 Western Sydney University Learning and Teaching Awards, with academic and professional staff members receiving awards for Outstanding Contribution to Student Learning.

LEARNING AND TEACHING

Student numbers continued to grow in 2015, up 1.4 per cent on 2014. Programs including Physiotherapy, Occupational Therapy, Paramedicine, Podiatric Medicine, Natural Science and Forensic Science attracted strong student preferences and enrolments.

We moved our Health and Physical Education program to the Kingswood campus, giving students and staff members greater access to new and modern facilities. Construction of a building that will house contemporary teaching and learning, and research facilities, has begun at the Parramatta campus. It will house science-based programs, and in 2017 the School's Medical Science program will be expanded.

Several facilities and laboratories at the Hawkesbury campus have been upgraded to enhance learning opportunities and research capabilities. These include the Crime Scene simulation facility, and the creation of an Ecology research laboratory and outdoor wildlife research area. New anatomy and science laboratories were opened in 2015, significantly improving teaching, learning and research opportunities at the Campbelltown campus.

The School is continuing to explore, develop and offer new academic programs and is using new teaching approaches and synergies. In 2015, the second cohort of students began the highly popular Bachelor of Health Science (Paramedicine). To meet growing and changing demand, the Bachelor of Health Science (Health and Physical Education)/ Master of Teaching and the Bachelor of Health Science (Public Health) have been developed and are on offer from 2016.

The Australian Physiotherapy Council extended the accreditation for the highly successful Physiotherapy program for another five years in 2015.

The School is continuing to grow its international relationships. The Forensic Science department is developing partnership arrangements in China in undergraduate and postgraduate education and exchange.

The Blended Learning team and academic staff are working on teaching and learning materials, and embedding online materials in many teaching units, ensuring they remain contemporary and flexible. As part of the overall approach, technology support was expanded for the School's MiHub facilities, allowing academic staff members more opportunities to develop and improve teaching and learning materials.

The School completed several exciting projects with the assistance of Catalysing Innovation in Learning and Teaching (CILT) funding. These projects included students competing in the national Interdisciplinary Health Challenge, establishing the UWS Paramedic Student Research Engagement Academy (UPSTREAM) program, and a student-led market garden project focusing on sustainable agriculture.

ENGAGEMENT

The School of Science and Health has continued to lead many community engagement activities. The Men's Health Information and Resource Centre, through additional Government funding, continues to provide a range of community-embedded services and research with Indigenous communities, through programs including

the Men's Shed at Mt Druitt and Men's Health Week.

The School's commitment to community activities was best demonstrated in 2015 through programs for scientific literacy, such as Bandicoots, Bugs and the Bush, UniSteers 2015, and HEARTBEAT: Get the Rhythm, which involved students, staff members, primary schools and the community. The School's Science Education Officers continue to raise awareness about potential career pathways for secondary school students in areas relating to the primary industries. Their work was again recognised, with team members receiving a Citation for Outstanding Contribution to Student Learning in the 2015 Vice-Chancellor's Excellence Awards.

We are also continuing to increase our engagement with industry and research partners.

Work has begun on the Hawkesbury Agripark, which will enhance education and research collaboration with industry and the community in agriculture and agribusiness. The School is also developing a world-class complementary medicine clinical and research hub with support from the public and private sectors and an international university.

In 2015, opportunities for international engagement expanded. In particular, students were involved in international exchanges and clinical health placements in China, South Africa, New Zealand and Indonesia.

Consulting and commercial activity continue to grow across the School, which worked with industry, and consulted with clients in the public and private sectors. The School's activities included a husbandry project for an endangered turtle species in the Bellinger River, working with the Department of Environment and Heritage Protection.

RESEARCH

The School achieved outstanding results in the 2015 round of Excellence in Research for Australia (ERA) evaluations. The School contributed to eight Fields of Research (FOR) that were assessed as 'well above world standard' (compared to two in ERA 2012),

another three were rated at 'above world standard' (ERA rating of 4), and seven were rated at world standard (ERA rating of 3). Overall, the School contributed to 18 FORs rated at world standard or above (compared with 12 in ERA 2012).

The School won several grants, including a prestigious \$574,644 National Health and Medical Research Council-Australian Research Council (NHMRC-ARC) Dementia Research Fellowship grant awarded to Dr Genevieve Steiner; a \$419,000 NHMRC Career Development Fellowship awarded to Dr Siobhan Schabrun; and a \$700,000 project grant awarded to Dr Thomas Astell-Burt.

The School's academic staff received 26 grants through the Research Development Initiative Scheme, a University program aimed at assisting Early Career Researchers. Professor Caroline Smith was awarded Western Sydney University Researcher of the Year for 2015.

The National Institute for Complementary Medicine (NICM) received \$2 million from the renowned philanthropic organisation The Jacka Foundation of Natural Therapies to bolster complementary medicine research in Australia. In addition, NICM announced three new scholarships in partnership with Blackmores Institute, worth a total of \$400,000.

The NICM Symposium on Integrative Medicine for Neurocognition and Dementia was held in November and attracted more than 130 delegates. NICM also supported the Australasian Integrative Medicine Association's National Conference in June with scientific advice and research programming.

Associate Professor Karen Liu was appointed a member of the Australian Health Ethics Committee of the NHMRC by the Minister of Health. Several staff members have also been appointed to national and international committees and bodies.

CHALLENGES IN 2016

Careful planning and monitoring of staffing needs are required for ongoing success and growth across all areas of the School. Staff turnover and growing student enrolments, which has led to increased staff numbers, allowed the School to recruit new academic staff in several areas that better match the School's agenda. As the School expands its course offering in 2016 and develops new options for 2017, careful planning and monitoring will be needed to ensure programs are relevant.

The School intends to expand its overseas relationships and increase the number of international students enrolled, as part of a wider approach to inbound and outbound student mobility. Key activities in 2016 include developing and introducing plans and appropriate resourcing, and working closely with the International Office.

In mid- to late 2016, the School will move its Parramatta operations to a new purpose-designed facility that will accommodate a range of student, teaching and research needs, expanding our academic program. The School is also anticipating more teaching space will be available for the growing Paramedicine program at the Campbelltown campus.

Finding clinical placements for the School's many health programs will become more difficult amid an increasingly competitive environment, coupled with funding uncertainty for clinical training. This situation will require careful monitoring, and it is vital that the School continues to strengthen its Western Sydney relationships with placement providers.

Rising demand for programs in the Science, Technology, Engineering and Mathematics (STEM) disciplines means it will be critical to grow the School to ensure contributions to the education and training of the future workforce.

The School will continue reviewing and redefining our position, and will respond to heightened competition and the challenges presented by regulatory and policy changes.

Review of Activities

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

The School of Social Sciences and Psychology continues to offer undergraduate, postgraduate and research programs, which combine advanced academic knowledge with real-life training to suit a range of career needs and interests across both social and psychological sciences. In 2015, the School enhanced existing programs and developed new programs, ensuring applied skills were included in these degrees to meet the fast-paced changing employment market. This reinforces the School's reputation as a strong leader in the education sector for social science and psychology disciplines. Targeted strategies for improving the student experience have led to outstanding student feedback and student retention.

In addition to program development, the School continues to focus on business development, ensuring a more engaged and outward-looking approach, and on sourcing grants and industry-based scholarships.

The School has an active research culture, pushing the theoretical frontiers of knowledge. It also conducts applied research with real-world impacts. The School's strong results in the 2015 Excellence in Research for Australia (ERA) evaluations reflect this research effort.

TEACHING AND LEARNING

In 2015, the School delivered 15 robust undergraduate programs: Bachelor of Psychology, Bachelor of Social Science (Psychology), Bachelor of Arts (Honours) Psychology, Bachelor of Science Criminology and Psychological Studies (Online), Bachelor of Social Work, Bachelor of Community Welfare, Bachelor of Community and Social Development, Bachelor of Policing, Bachelor of Policing (Leadership Program), Bachelor of Criminal and Community Justice, Bachelor of Criminology, Bachelor of Planning, Bachelor of Tourism Management, Bachelor of Social Science and Bachelor of Social Science (Advanced). The School also developed two more market-leading degrees, Bachelor of Anthropology and Bachelor of Humanitarian

and Development Studies, which are on offer in 2016.

In addition, the School delivered five postgraduate courses, including the Master of Social Science, which offered nine specialisations. In 2016, the School is offering three new postgraduate courses: Master of Professional Psychology, Master of Psychotherapy and Counselling and Master of Social Work (Qualifying).

The School's undergraduate and postgraduate programs have strengthened and expanded its position as a sustainable provider of diverse specialisations, ensuring that students are given the opportunity to engage in real-world problems, drawing on social scientific and psychological scholarship. The curriculum design is innovative, giving students optimal study choices that include blended learning strategies for teaching and learning. The School aims to enhance students' ability to balance work, family and study demands.

The School again received resoundingly positive student feedback through the University's Student Feedback on Unit (SFU) process for the autumn 2015 semester, with our average performance on the 'overall satisfaction' rating 4.14/5 (WSU average 4.04). In the vast majority of our units, year after year, the School consistently achieves very high SFU scores, demonstrating the quality of teaching and the commitment of staff. The student response rate for this survey also continues to increase, highlighting that the School's strategies to engage students more actively within the University environment are working.

The Planning Institute of Australia (PIA) accredited the School in November 2015 for the Master of Planning program. The PIA review team recognised the committed, enthusiastic and research-focused teaching team, noting the strengths of the social science setting and the way the Greater Western Sydney environment infuses our urban planning program.

Two External Advisory Committees (EACs) sat this year. They were the Undergraduate Psychology (1500 Bachelor of Psychology) and the Postgraduate Psychology (1812

Master of Clinical Psychology and 1714 Master of Professional Psychology) programs. Both EACs praised the quality of the School's graduates, the work being done and the proposed initiatives. They also provided guidance for fine-tuning learning outcomes and course progression. They were particularly impressed with the School's efforts to retain first-year students and suggested this success be documented and published.

Student retention from first to second year was high for the fourth year in a row, at 80.0 per cent for 2014-15, and overall retention remained steady at 79.4 per cent. The School further embedded academic literacy initiatives. The School reviewed its Learning Guides, creating a vUWS site dedicated to academic literacy support, and held academic literacy workshops at our three campuses. In addition, the School ran an embedded literacy pilot program for four first-year units, trialling customised innovations, and ran casual tutor professional development sessions and custom-designed workshops for units and programs. For example, the School ran a program for international students in the Master of Social Sciences.

Dr Michel Edenborough, Ms Alison Hine and Ms Leigh Bambury were nominated for a Western Sydney University 2015 Citation for Outstanding Contribution to Student Learning for their roles in the multi-disciplinary Student Transition, Retention and Success (STaRS) team. The awards panel recognised the success of the STaRS project and commended the team on supporting first-year students to succeed and stay at university.

Higher-degree research and the pathway to research are at the centre of curriculum design and the student experience. The School's postgraduate courses all emphasise research training and ensure candidates are highly competitive for global careers. The School has a large cohort of PhD students (about 100) and aims to increase the number of research candidates. The School wants research results that have an effect locally, nationally and internationally, that challenge traditional frontiers and that are felt within the industry.

The School is also maintaining its focus on alternative entry pathways for students and

the 2015 expansion of the HSC Geography Enrichment day to include Society and Culture reflected this goal. About 170 NSW high school students attended, and 66 were offered places for 2016 after successful results in an exam taken on the day. The School is considering further subject areas for 2016.

INTERNATIONAL AND ENGAGEMENT

Existing School programs continue to make a unique contribution to the skills set of Greater Western Sydney and NSW, especially in the helping professions. These include the Master of Art Therapy, the Graduate Diploma in Counselling, the Master of Clinical Psychology and the Master of Urban Management and Planning. These programs have strong regional engagement through initiatives such as student placements and make a commendable contribution to the public good. The School continued participating in the offsite Psychology Clinic in partnership with Lifeline Narellan in 2015, and expanded clinic operations to the Penrith campus as a sole operator, building links with the local medical practitioners.

PLACEMENTS

The School continued to expand placement opportunities for students, building on key relationships across Greater Western Sydney and with leading industry organisations. In 2015, three Social Work students received a FACS (Community Services) Rural Placement scholarship. In Social Work alone, the number of student placements increased by 32 per cent from 2014 to 2015 and is expected to rise by another 77 per cent in 2016.

STUDENT ENGAGEMENT

In 2015, the School enhanced its engagement with the four Student Associations (Social Work; Urban Planning; Psychology; and Policing) through regular meetings between representatives of the School Executive and Association office-bearers. They have participated in the School's events, an Alumni event and presented at the graduation events. The Student Association leaders have generated prompt and helpful feedback on behalf of the student cohort on teaching and student issues and have become integral to some of the decision-making of the School.

SHORT COURSES

In 2015, the School trialled a professional development course targeting psychologists and other health professionals in the region. The course, Schema Therapy for Eating Disorders, had high attendance and the revenue from this course will be used for research on eating disorders. A five-day humanitarian short course targeted at NGOs is planned for 2016. In addition, the School is developing a strategy for delivering short courses for the community and professionals.

The School made a significant contribution to the development of an international short course for a delegation from Fujian Province in China. The School also developed a model and content for a one-month training program delivered to a delegation of Indonesian university academics. The model will be the basis for future international training programs.

ALUMNI

The School hosted two graduation events in 2015 to launch graduates as alumni. Linked to these events, the School also held its first alumni event 'SSAPChat Alumni'. On the night, seven people spoke on the theme 'Building Respectful Relationships in Diverse Communities', relating this to their area of expertise. There were 60 attendees and future alumni events are now being planned. The School continues to work with Advancement and Alumni to build the scholarship and donor award portfolio across its disciplines and to increase engagement with its alumni network.

GRADUATE DESTINATIONS

The School held two events in 2015 for students from its Psychology and Social Work cohorts, focusing on education and career options after third year and improving graduates' job placements. Industry representatives attended, generating opportunities to pursue research collaborations and identify placement opportunities.

INTERNATIONAL ENGAGEMENT

In 2015, staff members visited Indonesia, India, Sri Lanka, Ghana, Nigeria and Vietnam seeking PhD opportunities and partnerships for student placements as part of the new

International Placement Unit. Some students also travelled on international field trips through the New Colombo Plan programs, with 19 students visiting India, 15 visiting Vietnam and 10 going to Indonesia. The School has built a framework to facilitate student mobility and international placements with universities in Indonesia and India.

LOCAL, NATIONAL AND INTERNATIONAL SYMPOSIUMS

The School held a number of symposiums and events in 2015, including the Religion and Society Research cluster's one-day national symposium, Theorising Belief Through Monsters and the Supernatural. The cluster, with the School of Law, also hosted a two-day international symposium, Shari'a, Culture and legal Pluralism. The School also hosted a two-day symposium, Policing Vulnerability: Challenges and Solutions. The University collaborated with RichmondPRA on an art exhibition from the Recovering Creativity Research Project, and also sponsored the APS Forensic Psychology Conference, the Australasian Conference on Islam, the Cronulla Ten Years On symposium, and the Australian Conference on Personality and Individual Differences (ACPID).

SOCIAL MEDIA

The School has expanded its social media presence, particularly with Facebook and Twitter. The School's Facebook page now has more than 6500 followers, and posts are made four times a week. One post reached more than 49,000 people. The School also created a Twitter account called @SSAPChat to expand research visibility for academics and to promote the School's research activities and success stories. Most tweets have links back to the School's webpage. The School's account has grown from 18 followers to 261, and had sent 1,800 tweets by November 2015.

GLOBAL RANKINGS

In 2015, the School's Sociology and Psychology disciplines were in the Top 200 globally in the QS World University Rankings by Subject. In the QS World Rankings by Faculty, the Social Sciences and Management

Review of Activities

disciplines rose 75 places in the rankings, from 350th to 275th. The School has also developed a comprehensive submission for the 2016 Social Work and Sociology U-Multirank survey.

RESEARCH

The School of Social Sciences and Psychology fosters an environment that supports the research activity of academic staff and higher-degree research candidates. The School had the highest rate of cross-unit collaboration at the University, largely driven by the cooperative relationships with University research institutes in related areas.

The School continues to build its reputation through conducting cutting-edge research that contributes internationally to generating knowledge. This research addresses many of the challenges facing contemporary society and the School uses it to inform its teaching.

The School Research Plan focuses on five key themes: Digital social science for an online world; future urban living; cities of difference, diversity and inequality; psychology of health aging and learning; and mental health and wellbeing in the new millennium.

The results of the third round of Excellence in Research Australia (ERA) were released in December 2015. The School performed well, maintaining its World Standard rating of 3 in the broad area of Studies in Human Society (16) and moved up to World Standard for Psychology and Cognitive Sciences (17). The World Standard rating in 17 was driven by an improvement of Cognitive Sciences (1702) from below World Standard (2) to World Standard (3), and Psychology moved from below World Standard (2) to Above World Standard (4). Within discipline 16, Human Geography move to Above World Standard (4), and Criminology moved from not being listed to a World Standard ranking (3). Sociology and Other Studies in Human Society (which includes gender research) maintained World Standard. In Religion and Religious Studies (2204), the School maintained its World Standard ranking.

The Higher Education Research Data Collection 2015 return shows that academic staff in the School of Social Sciences and

Psychology produced 13.9 per cent of the books brought out by the Western Sydney University, 15 per cent of the chapters, 7.88 per cent of refereed journal articles and 17.45 per cent of the research reports and creative works. In all, the School contributed 9.69 per cent of the University's weighted publications.

Several members of staff published books in 2015.

- *Contemporary Islamic Law in Indonesia: Sharia and Legal Pluralism* by Dr Arskal Salim (Edinburgh University Press)
- *Why Current Affairs Needs Social Theory* by Professor Rob Stones (Bloomsbury Academic)
- *Why Men Buy Sex* by Mr Philip Birch (Routledge)
- *Dialogues of Sustainable Urbanisation: Social Science Research and Transitions to Urban Contexts* edited by Dr Jenna Condie and Dr Anna Cooper (University of Western Sydney)
- *Sex, Ethics and Young People* by Professor Moira Carmody (Palgrave Macmillan, New York)
- *Restorative Justice in Transition* by Dr Kerry Clamp (Routledge).

The School of Social Sciences and Psychology won numerous prestigious and competitive grants in 2015. The School's staff participated in three successful Australian Research Council (ARC) Discovery applications for work that will start in 2016 (Professor Phillip O'Neill, Professor Craig McGarty, Dr Andrew Gorman-Murray), one National Health and Medical Research Council (NHMRC) application (Professor Andre Renzaho), two Endeavour Scholarships (Dr Dallas Rogers and Miss Rhonda Itaoui), the Ramaciotti Health Investment Grant (Smith) and a German Academic Exchange Service Fellowship Grant (Watson).

Several staff also won research grants from the following government and industry sources: Western Sydney Community Forum (Leonard, Horsfall, Reedy and Laing), Catholic Community Services (Narchal, Moustafa, and Mukuria), Grant Henry Halloran Trust, University of Sydney (Rogers, Schatz, McManus, Piracha and McAuliffe), Department

of Family and Community Services – Housing NSW (Drake), Benevolent Society (Horsfall and Carrington), Australian Museum (Ravulo), Blacktown and Marrickville councils (McAuliffe) and Safe Schools Coalition Australia (Robinson and Ullman). These grants illustrate the research excellence of the School and the engaging nature of its scholarship.

In 2015, the School generated a number of reports including: Pacific Communities in Australia (Ravulo), End of Life at Home: Co-Creating an Ecology of Care (Horsfall, D., Yardley, A., Leonard, R., Noonan, K., & Rosenberg, J. P), and The resilience and ordinariness of Australian Muslims: Attitudes and experiences of Muslims Report (Dunn, Atie, Mapedzahama, Ozalp, Aydogan).

Other research included:

- The School, in partnership with the University's MARCS Institute, hosted the official launch of the Kingswood 'Baby Lab' for infant testing.
- The School took a leading role in work leading to the signing of a Memorandum of Understanding with FACS Western Sydney. Since the signing of the MoU, the School has set up two new research partnerships with FACS, one on Squalor and Hoarding and another in development on the 'Parental Care Responsibility Programme.
- Dr Gabrielle Drake was awarded the Norma Parker Award for her article 'The transinstitutionalisation of people living in licensed boarding houses in Sydney.' Professor Andre Renzaho awarded a prize in the NSW 2015 Multicultural Health Communication Awards for Blood From Everyone, For Everyone: Information for the African Community about blood donation in Australia. This work was a result of an ARC Linkage Grant with the Australian Red Cross Blood Service.
- The School's Challenging Racism Project released four videos through YouTube that encourage bystander action against racism. These were funded through an ARC Linkage Project grant, and on Facebook, the first video was viewed 1.8 million times within two weeks of its release.

Learning and Teaching

PRIORITY AREAS

The Pro Vice-Chancellor (Education) portfolio was responsible for key academic functions in 2015, including overseeing the Offices of the Associate Pro Vice-Chancellors (Education); the Learning and Teaching Unit; the Office of Sustainability; the Student Transition, Retention and Success (STaRS) project; and Tertiary Education Pathways and Partnerships (TEPP). It has strong links with the Badanami Centre for Indigenous Education and the Library. Together, these areas support the academic program of the University, including contributing to policy development and supporting quality learning, teaching, and curriculum design and assessment.

CURRICULUM DESIGN AND DEVELOPMENT

In 2015, the Office continued working to ensure that the University offers innovative, future-focused courses that are attractive to students and employers. Multidisciplinary and flexible courses, such as the Bachelor of Applied Leadership and Critical Thinking and Bachelor of Sustainable Agriculture and Food Security, continued to be in high demand. The University also developed new multidisciplinary courses including the Bachelor of Business, Bachelor of Humanitarian and Development Studies, Bachelor of Anthropology, Bachelor of Data Science and Master of Data Science. In all, the University approved 13 new postgraduate and 13 undergraduate courses for teaching in 2016.

A key initiative in 2015 was the development of the Curriculum Mapping Tool (CMT). It is now used across the University to map curricula to show alignment with intended learning, scaffolding of learning and assessment results. All Schools use the tool to help with curriculum design and renewal. It is also used to map professional standards (i.e. requirements of professional accreditation bodies) and to help develop documentation required for course accreditation. The tool has received positive feedback from a range of professional bodies.

The Learning and Teaching team continued assisting academic staff members with curriculum design and innovation. The

Blended Learning Designers and Advisors moved into the Schools in late 2015 to continue providing practical, discipline-based advice on curriculum and assessment design using technology-enhanced approaches to engage and support students. Schools continued working with the Curriculum and Course Quality Officers to ensure all of our courses comply with the Australian Qualifications Framework (AQF). Dedicated Curriculum Advisors also helped Schools develop new curriculum and renew existing courses and assessments.

TECHNOLOGY-ENHANCED LEARNING

The University continued using digital technology to engage students in learning that can be accessed any time, anywhere and on any device. Since 2013, the University has given iPads to all incoming first-year undergraduates and continuing academic staff. Over the last three years, more than 45,000 iPads have become part of the learning and teaching landscape. In 2016, the University will move to a multi-device strategy to further support students' digital requirements.

Western Sydney Online was a key initiative launched in autumn 2015, providing a blend of 'homegrown' and Open University-derived courses. Three undergraduate and 30 postgraduate courses formed the foundation of Western Sydney Online, attracting more than 170 students in its first year. The Master of Nursing, Master of Mental Health Nursing, and Bachelor of Business Administration attracted the highest number of enrolments. The Bachelor of Communication, the first homegrown fully online course, grew in popularity from session 1 to session 2 and set a high standard for future course development. In addition, another 370 undergraduate units have been converted to digital or blended learning mode, mostly Level 3 units. Since 2013, 1,146 units have been converted to blended or online mode and some Schools are now working on blending a number of postgraduate units and courses.

In 2015, planning to establish innovative technology-rich collaborative learning spaces at the One Parramatta Square campus led to the design and building of a prototype

teaching space at the Kingswood campus. New professional development resources were produced to support staff members in these new spaces. To complement the prototype teaching space, a technology incubator space and two self-service video laboratories for academic staff members were also developed and will be available in early 2016.

POLICY DEVELOPMENT AND IMPLEMENTATION

The Senate Assessment Committee continued overseeing assessments to ensure they meet the Higher Education Standards Framework. Assessment practices and outcomes were monitored across Schools using regular reports, and quality assurance practices, including peer review, moderation and benchmarking, were enhanced. The Academic Policy Advisory Group completed the first phase of a review of the Assessment Policy – Criteria and Standards-based Assessment, focusing on developing University-wide understanding and consistency in applying grades. A further review of assessment practices and procedures, as well as processes for recording grades, will form phase 2 of the review, commencing in January 2016. A University-wide Academic Integrity Working Party combined the University's Academic Misconduct and Non-Academic Misconduct Policies to produce a Student Misconduct Rule, reflecting our robust approach to academic integrity. In 2015, the University completed a full review of the Award Courses and Units Approval Policy, amended the associate documents for Course and Unit Delegations and Standing Committees of Senate, and revised all course and unit approvals documentation. After extensive consultation with Deputy Deans and Deans, the Academic Senate streamlined the approval process and amended committee structures, approving the changes at a meeting in December 2015.

QUALITY INDICATORS FOR LEARNING AND TEACHING

The national Quality Indicators for Learning and Teaching (QILT) website was launched by the Australian Government in August 2015. The site presents student feedback and performance data for 40 Australian

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higher education institutions, drawn from the University Experience Survey, Course Experience Questionnaire (CEQ) and Graduate Destination Survey. Overall, Western Sydney University performs well compared with our local competitors in the areas of Learner Engagement; Learning Resources; Student Support and Skills Development. Local and International student feedback is less favourable for overall quality of educational experience and teaching quality. A similar trend is noted in the International Student Barometer results. The University's CEQ rating for overall satisfaction in 2014 was 84.4 per cent, up from 83.6 per cent in 2013, once again above the sector average, which was 83 per cent. A similar positive trend was recorded in data from our Student Feedback on Units (SFU) with 89.7 per cent of units recording an average score of greater than or equal to 3.5 for overall experience in 2015, up from 88.6 per cent in 2014.

PATHWAYS TO LEARNING

In 2015, the University offered places to 3,482 students for Vocational Education and Training (VET) studies, with many commencing studies via one of the 200 formalised articulation pathways offering guaranteed entry and agreed credit transfer. The TEPP team maintained its involvement in student events, contributing expertise on pathway options for University activities and community forums throughout 2015. These included Western U days, open days, partner forums and local government initiatives such as jobs and training expos held at Technical and Further Education (TAFE) colleges and community centres across Western and South-Western Sydney. TEPP was also involved in a Higher Education Participation Programme-funded project throughout 2015, delivering presentations and individual consultations for non-current school leavers on pathway and career options at The College on the Lithgow campus.

The integrated pathway program Diploma Plus continued collaborating with TAFE Western Sydney Institute (WSI) and TAFE South-Western Sydney Institute (SWSi) on a second pilot program in 2015. Because of this program, 33 students will receive a direct offer and credit transfer to one of three Western Sydney

University degrees for 2016. The 'Growing Agriculture' Exceptional Merit Pathway (EMP) was launched in 2015 with six local high schools participating in the pilot. This pathway is offered to Year 12 students studying agriculture in their Higher School Certificate and integrates a university learning experience using vUWS modules and on-campus workshops. Students successfully completing the EMP will receive a conditional offer to the Bachelor of Sustainable Agriculture and Food Security degree for enrolment in 2017.

In July 2015, the University, in conjunction with WSI and SWSi, co-hosted the National Centre for Vocational Education Research (NCVER) annual 'No Frills' conference with the theme 'Youth, Pathways, Skills'. More than 300 national and international delegates attended Parramatta South campus for this event, with highlights including an on-campus conference dinner in the Janice Reid Pavilion. Now Minister for Education and Training, Senator the Hon. Simon Birmingham, delivered a keynote address on the first morning of the conference, and Chancellor Professor Peter Shergold, AC and Vice-Chancellor Professor Barney Glover also addressed delegates.

In September 2015, the first Private Providers forum was held at the Bankstown campus and all current VET partners were represented. This forum was aimed at building relationships 'beyond the MOU' and facilitated the theme of sharing information and improving communication. Attendees were also introduced to the University's rebranding and *Securing Success* strategy.

Another key feature in 2015 was a second Learning and Teaching Professional Exchange forum designed to allow SWSi, WSI and University teaching specialists to share expertise and experiences, focusing on preparing and transitioning VET students entering university. This Australian Vocational Education and Training Association (AVETRA) forum in October included students sharing their stories and academics and professional staff members sharing their experiences, as well as interactive exchanges. The day resulted in a new initiative for engaging TAFE Tertiary Preparation Certificate (TPC) students using integrated learning during their VET studies in 2016.

The third annual preparation seminar *Let's Talk Uni* was held in November, targeting business, nursing and social work/community welfare applicants who base their entry on their VET studies. This valuable seminar offered students sessions and workshops designed to help them transition to university. Current Western Sydney students offered first-hand accounts of their journeys, transition and university experiences, along with useful tips and strategies. A highlight of the seminar was the keynote address by Dean of the School of Education, Professor Michele Simons, who delivered a powerful message about resilience, determination and success. Several key sessions and a series of student interviews were professionally recorded for posting on TEPP webpages.

TRANSITION TO UNIVERSITY LEARNING

The development of a University-wide approach to improving the first-year student experience and retention rate continued throughout 2015 under the STaRS project. Strategies introduced across all schools include:

- appointing academic and professional STaRS coordinators, Starting @ WS Events coordinators and First Year School Contact Officers on every campus
- ensuring interaction between senior students and new students studying the same course (this occurs for most courses)
- focusing on introducing best-practice principles in first-year assessments, with reporting to and monitoring by the Senate Education Committee
- introducing just-in-time transition messages for identified 'transition' units in all undergraduate courses.

This coordinated and holistic approach to first-year student transition resulted in a 0.7 per cent improvement in student retention in 2014, from 78.7 per cent to 79.4 per cent, following an annual decline of about 1 per cent for the previous four years. In comparison, commencing student retention continued to decline at the national (down 1.34 per cent) and state (down 0.95 per cent) levels, with Western Sydney being one of only three universities in NSW to improve its retention

in 2014. Evaluation of the Holistic, Integrated, Planning for Student Transition, Retention & Success (HIPSTaRS) pilot project has shown the improvement in student retention, particularly for the Bachelor of Engineering (up 9.1 per cent) following annual declines and the Bachelor of Construction Management (its 2 per cent dropout rate has been halted).

LITERACY AND NUMERACY SUPPORT

Pro Vice-Chancellor (Education) portfolio staff members continued working with Schools to deliver curriculum-embedded strategies for literacy skills development and assessment. In 2015, this work included developing diagnostic assessments and support strategies, reviewing learning guides, providing literacy lectures and academic literacy workshops, giving individual consultations to students at risk, and providing advice and support to staff members about academic literacy in their curriculum. A particular focus has been collaborative work with the Schools to embed academic literacy support in all first-year core units.

Library Roving, managed by the Library, provided one-on-one *Just in time* Academic Literacy student support during the year. More than 1,300 individual consultations were provided in five campus libraries across all sessions. Students from all Schools used the service, but the most frequent users were from the School of Nursing and Midwifery, School of Social Science and Psychology, and School of Science and Health. Sixty-one per cent sought support with assessment tasks, most frequently for essay writing. Writing support was given to postgraduate research students through writing circles and other programs.

Once again, the Mathematics Education Support Hub (MESH) offered programs and support to build students' mathematical confidence and skills. These included face-to-face and online workshops, Library Roving, a student helpline and an improved suite of online resources. More than 2,500 students attended workshops in 2015, including:

- 'Maths Start', which ran for two weeks in February
- unit-specific sessions, run in autumn for eight units and in spring for 10 units

- 'Numeracy for Nursing', run in July for first-year nursing and midwifery students, with 200 students attending across three campuses.

In addition to targeted workshops, MESH also ran one-on-one *Just in time* maths student support through Library Roving. More than 750 individual consultations were provided in five campus libraries in the autumn and spring sessions. Students from 50 units sought assistance, including students from about 30 non-mathematics units that require maths skills.

Online support was provided through three key initiatives:

- 'I Don't Get It', a facility on the MESH website, which was used by more than 40 students seeking help on topics such as statistics, calculus, algebra, induction and fractions
- provision of online guidance materials, for which Don Shearman received the Western Sydney Content Wizard Award for the MESH site
- the vUWS site 'Improve Your Maths', which provided students with online learning resources across many topics.

BUILDING STAFF CAPACITY TO ENGAGE IN AND LEAD QUALITY TEACHING

The Pro Vice-Chancellor (Education) portfolio continued to offer professional learning opportunities for teachers seeking to innovate and develop new curricula, and support the University's teaching and curriculum leaders.

Director of Academic Program Forums

Director of Academic Program (DAP) forums, sponsored by the Pro Vice-Chancellor (Education), were held quarterly in 2015. The forums focused on supporting the professional development of DAPs in their challenging role and on University-wide learning and teaching initiatives and best practice. The role of DAPs is pivotal to providing academic leadership and strategic direction for the courses that make up each academic discipline or program. DAPs are responsible for overseeing a quality agenda that is driven by both the University

and external factors, such as meeting the demands of the Tertiary Education Quality and Standards Agency and professional accreditation bodies.

Deputy Deans Discussions Forums

The Deputy Vice-Chancellor (Academic) met the Deputy Deans, Pro Vice-Chancellor (Education) and Associate Pro Vice-Chancellors (Education) monthly to collaborate on new leadership strategies and explore topics relevant to their roles.

Blended Learning Forums and Professional Development

The Blended Learning forums share participants' expertise and innovations in digital learning design in higher education. Presenters included academics, professional staff members and guest speakers. In addition to the Design for Learning forums, more than 40 professional development activities were offered in 2015. These included new workshops developed and delivered for Basic Standards, Learning Analytics, Open Education Resources, planning to teach and assess online using Adobe Premier Pro, on-camera presenter performance, using Zoom videoconferencing and global writing/plagiarism. In 2015, these professional learning activities received a Net Promotion Score of 73.3 per cent, indicating a very high level of participant satisfaction, with participants recommending the activities to their colleagues.

Designing for Learning Showcase

More than 255 staff members attended the third annual Designing for Learning Showcase held in December on Parramatta campus. The showcase recognised innovation in learning and teaching through blended learning strategies and initiatives. The theme 'Engagement Unlimited' focused on engagement across the University – between students, staff members and the broader university community – to foster the development of creative, student-centred learning and teaching strategies. Mr Mark Pesce, futurist, broadcaster, author and educator, delivered the keynote speech, and the very successful event showcased more than 42 presentations and workshops.

Learning and Teaching

The Foundations of University Learning and Teaching Program

The Foundations of University Learning and Teaching (FULT) program is a compulsory professional development program for all new full-time Senior Lecturers, Associate Lecturers and Lecturers who are appointed for 12 months or longer. Thirty-two staff members completed the first module in 2015. Seventeen staff members completed the full three-module program and were awarded Certificates of Completion in July 2015. Two FULT programs were offered for sessional staff, and 40 staff members attended courses in July and November.

Promoting Teaching Excellence

In 2015, the calibre of our teaching staff was again recognised and celebrated. The University named the recipients of the Western Sydney Teaching Awards and the Vice-Chancellor's Excellence Awards in November. Nationally, staff members received various awards throughout the year, including the Office for Learning and Teaching (OLT) Teaching Awards.

Western Sydney Teaching Awards recognise individuals and teams that have shown excellence in teaching and learning and in making outstanding contributions to students' learning. In 2015, the four Western Sydney Teaching Excellence Awards were presented to:

- Dr Tania Ferfolja, School of Education
- Dr Bronwen Dalziel, School of Medicine
- Dr Tinashe Dune, School of Science and Health
- Professor Kaye Shumack and the team for the Bachelor of Communication Hybrid Online Course, School of Humanities and Communication Arts.

The Vice-Chancellor's Excellence in Teaching Award for 2015 was given to Dr Ferfolja from the School of Education for her sustained innovations and research-based practice. In particular, the award recognised two teaching programs that promote social equality in education, and their influence within and beyond the University.

Eight University citations for Outstanding Contribution to Students' Learning were awarded to five individuals and three teams:

- Dr Hayley Green, School of Science and Health
- Dr Margaret Hanlon, School of Humanities and Communication Arts
- Dr Vincent Ho, School of Medicine
- Dr Son Truong, School of Education
- Dr Jacqueline Ullman, School of Education
- the Agriculture Strategy Team, School of Science and Health: Ms Therese McGillion, Mr Christopher Vella and Ms April Browne
- the STaRS project team: Associate Professor Betty Gill and her team (representing all Schools)
- the Western Sydney University Library Outreach Programme team: Ms Judy Reading and Ms Cheryl Harris.

In 2015, Dr Bronwen Dalziel and Mr Glenn Mason from the School of Medicine were awarded a national OLT citation for their outstanding and "continued excellence in developing and maintaining an online series of modules which teach medical students the importance of basic sciences in medicine".

In other awards, Dr Kell Tremayne from the School of Social Sciences and Psychology received the Australian Psychological Society's Outstanding Psychology Lecturer of the Year Award 2015, based on his engaging and innovative teaching methods and as voted by University psychology students.

Dr Anton Bogdanovych from the School of Computing, Engineering and Mathematics was awarded the ICT Higher Education Educator of the Year for 2015 by the Australian Computer Society. Dr Bogdanovych was recognised for his innovative teaching programming 'Clara World' that scaffolds students' skills in thinking, problem solving and conducting research.

The Central Blended Learning Team received three industry Learn X Impact Awards in 2015: Best Learning Program - Compliance for the Basic Standards for Blended and Fully Online Learning Environment; Best Talent - Learning Team; and Best Talent - Learning Manager.

Mr Con Athanasiou, Blended Learning Designer in the Office of the Associate Pro Vice-Chancellor (Education - Health and Science), who also works in the School of Nursing and Midwifery, won a LearnX Impact Award for Best Instructional Designer.

Combined, these achievements attest the quality and standard of curriculum, teaching and learning practices and staff innovation, and scholarship at Western Sydney University.

Office of Sustainability

The international field of Education for Sustainability (EfS) has emerged in response to the urgent need for critical global citizenship. EfS emphasises the necessary interrelationships between theory and practice; local and global scales; the present and the future; and it has a global citizenship component that requires a critical evaluation of environment and social justice issues. Since April 2015, the Office of Sustainability has been relocated to the Pro Vice-Chancellor (Education) portfolio, where this EfS agenda can be systemically supported across the University's learning and teaching programs.

Highlights of the year included developing and delivering the first institutional Sustainability Report, *Driving Sustainability: A 2015 Roadmap to Success*. The report noted 32 programs, majors and sub-majors with an EfS focus across five schools. Work also began on a pilot study the School of Education is conducting using CMT to develop an institutional protocol for the Sustainability Graduate Attribute. The EfS Forum - a multidisciplinary community of practice network to promote EfS discourse and practice at a teaching level - was established to support academic engagement.

In September 2015, the inaugural HOPE Students for Sustainability Conference was held at the Hawkesbury campus. The conference for undergraduate students aimed to build professional soft skills. Attendance was strong, with 110 undergraduates and 36 students from 17 Australian universities. The keynote speaker was the former Greens Senator, the Hon. Christine Milne. More than half of the presentations, which covered sustainability topics including volunteering

abroad, climate change and corporate social responsibility, were made by Western Sydney University students.

LIBRARY

In 2015, a number of significant University Library initiatives were completed, and the Library was able to support the University's *Securing Success 2015–2020* strategic plan.

Achievements and innovations show the Library's role in supporting the scholarly endeavours and aspirations of the University. The Library's strategy focuses on technology, engagement, and the people and culture within the unit. We are committed to continuous improvement and retained our AS/NZS ISO 9001:2008 – Quality Management Systems – Requirements standard certification for the sixth consecutive year.

STUDENT EXPERIENCE

More than 1.5 million clients entered the combined campus libraries in 2015. Over 160,000 requests were made for assistance (including 30,000 online requests) and 25,000 students participated in face-to-face information literacy sessions.

A key achievement in 2015 was the opening of the new John Phillips Library at Kingswood for the autumn session. Set over five levels, student spaces provide unprecedented access to configurable, technology-enabled, quiet and silent study areas, as well as a robust collection – all supported by professional staff services. The new library also showcases the successes of students and staff members, routinely exhibiting work produced by final year Art and Design students and evolving technological work from the School of Computing, Engineering and Mathematics.

The Hawkesbury campus Library had a refresh and refurbishment in 2015, with changes reflecting our commitment to providing unique study spaces. The renovated Library provides students with additional study rooms and group-work areas, and promotes side-by-side interaction with Library staff via the introduction of 'in-the-round service points'. The service points, which minimise

the barrier between staff member and client, have proven effective and will now be used as a standard model for customer service across all Libraries.

Our digital infrastructure and online professional librarian support were upgraded to integrate with the Library's knowledge base. The new infrastructure strengthens the Library's sector-leading out-of-hours support offerings through direct links to information and scholarly resources. We also increased our number of online guides, self-help resources and instructional videos, and actively engaged with clients via social media. The Library has more than 1,300 Twitter followers.

The Library used funding from Student Services and Amenities Fee (SSAF) to put in place a number of student-centred initiatives in 2015. Extra funding allowed for the continuation of 24-hour access to several campus libraries under study hall conditions. The service is popular with students and, following engagement with student designers in the Rabbit Hole project, is being casually referred to as the 'Library Night Club'. Recognising that students may have extensive external commitments in addition to their studies, SSAF funding was used to install energy/sleeping pods across five campuses. The pods give students the opportunity to mentally and physically recharge using scientifically proven methods of relaxation, enhancing their ability to concentrate, study and succeed at university.

TEACHING AND LEARNING

SSAF funding was used to raise awareness of the importance of academic integrity at the University, with the Library providing an 'avoiding plagiarism' vUWS module across a number of core first-year units. The module is central to the Library's support for the University's educative approach in dealing with plagiarism, and complements other Library services including Turnitin, Grademark and referencing support. Physical services are complemented by digital initiatives, with a key result being the launch of the i:Cite tool that assists with referencing. Available from the Library site, i:Cite helps students to identify the correct format for referencing and directs them to support material.

In support of Summer School, the Library expanded opening hours to enable access to resources and services. Behind the scenes, Library staff collaborated with the academic community to ensure that essential materials and services were available on key campuses and online – leveraging the Library's innovative services such as digital learning objects and electronic reading lists.

Student demand led to an expansion of the Library's academic roving program to include additional support inside and outside core hours. This was met by increased service offerings by other literacy units, including student support services and the Mathematics Education Support Hub (MESH). More than 5,000 students engaged with the Library's academic writing assistance program. Because of its success, it will be expanded in 2016 to form part of a new integrated literacies support service for basic numeracy and digital literacies.

RESEARCH

We continued to manage the University's research repository (ResearchDirect), which is used to produce data required for the Higher Education Research Data Collection (HERDC) and Excellence in Research for Australia (ERA). Data collection for ERA 2015 was collected, properly managed and reported accurately for submission. In 2015, the scope of ResearchDirect was expanded to include a research data catalogue that aims to increase the visibility of the University's research internationally.

The Library collaborated with eResearch to participate in an Australian National Data Service (ANDS) Major Open Data Collection (MODC) project. The project delivered essential infrastructure required for making end-to-end data capture services available to the research community and includes upgrades to HIEV infrastructure and the development of a small-scale research repository service using the Omeka platform. The project highlighted the need to develop stronger governance for research data management and, working with stakeholders, developed open access to research and research data management policies. ResearchDirect was recognised as the

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central record of research activity at both the publication and data level.

As an extension of research data management work, we launched a new service that focuses on sourcing research datasets. Amalgamating a number of dispersed data services from across the University and providing central management and distribution assists researchers in identifying readily available information, which can expedite or extend their research. Whether open, licensed or purchased, the Library is the starting point for providing data collections to support sustainable research.

ENGAGEMENT

The Library made the raw data of the Farms to Freeways research project digitally available. This project documents the experiences of women living in the Blacktown and Penrith areas since the early 1950s. The collection includes images and transcripts that document the social changes brought about by rapid suburbanisation in the Western Sydney region in the post-war period. The collection received international attention for its content and use of the open source platform.

As a means of promoting lifelong learning, we expanded our alumni offerings to sector-leading levels. Registered alumni are now able to access thousands of scholarly resources both on campus and from home. The revised offerings also support the University's engagement activities and help provide meaningful connections with the University Library beyond graduation.

As part of its strategic engagement agenda, the Library hosted about 1,200 students from local schools through University outreach programs such as STEPS@UWS, First Foot Forward and Fast Forward. The Library engaged with the community as part of the widening participation program, contributing to Open Day, Course Decision Day, Western U Day, the Pasifika Achievement To Higher Education (PATHE) project, Let's Talk Uni, the Learning and Teaching Professional Exchange Forum, Diploma Plus, Pathways to Dreaming and Walking Tall Together.

INNOVATION

Working with the Whitlam Institute and the Digital Humanities Research Group, the Library developed a virtual tour of the Female Orphan School. The tour uses Bluetooth technology to dynamically update as visitors move through the building. The project was designed to help represent the many histories of the Female Orphan School building and is continually recognised within the sector as a leading model for designing user experiences within spaces with multiple histories.

In collaboration with eResearch, we also developed virtual tours of all the Libraries. Using Google technology, the tours highlight key areas and provide insights into University facilities. The tours also featured as part of the 'Wonderama' 3D installation hosted at the Penrith Library. The installation gave students an idea of Library offerings beyond their campus.

Library staff received an honourable mention in the 2015 Turnitin Global Innovation Awards for demonstrating excellence in promoting academic integrity. The award recognises the innovative approach we take to student support, focusing on the online support materials and digital infrastructure that ensure ubiquitous help and information for students. The University further acknowledged the Library's commitment to student support with a Western Sydney Citation for Outstanding Commitment to Student Learning for our outreach program for struggling students.

PEOPLE AND CULTURE

Demonstrating our commitment to developing a dynamic, skilled and innovative culture, 80 per cent of Library staff participated in a developmental event or training activity in 2015. In addition to multiskilling opportunities across and within areas, Library staff explored new technologies and approaches to existing tasks, contributed to Design for Learning showcases and the Professional Staff Forum, and completed qualifications in a variety of areas. Six staff members undertook international online courses in professional library services, enhancing both their skills and their understanding of different methods of providing online education. The range of

activities highlights the breadth of knowledge and skills found within the Library and the willingness of our staff to develop new skills to support the University's strategic agenda.

The Library's People and Culture Team (PaCT) promoted a positive and productive culture within the Library by focusing on the development of key leadership and team attributes. All staff members attended workshops that promoted reflection and developed mindfulness skills in staff, supporting the values-based workforce that the Library aspires to. To further the Library's positive culture, the PaCT team organised our inaugural end-of-year concert with staff members from all campuses attending to celebrate the Library's success in 2015, and to view a showcase of creativity, knowledge and professional achievements.

OFFICE OF ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND ENGAGEMENT

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

The Australian Government's national Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People 2012 highlighted Western Sydney University as an exemplar in several areas, for other Universities to follow. These areas are:

- building professional pathways and responding to community need (section 11.3.3 – Western Sydney University Indigenous Graduate Attribute)
- research, research training and university workforce (13.6.3 – Western Sydney University Aboriginal and Torres Strait Islander Research Strategy)

- university culture and governance (14.1.3 – Western Sydney University Office of Aboriginal and Torres Strait Islander Employment and Engagement).

This extensive and significant report makes many positive mentions of the University and the practices it is implementing. The recommendations of the report are available at docs.education.gov.au/system/files/doc/other/heaaccessandoutcomesforaboriginalandtorresstraitislanderfinalreport.pdf

WORKING ON EMPLOYMENT

The number of Aboriginal and Torres Strait Islander staff members (full-time equivalent and casual) employed at UWS increased from 57 as at 15 December 2014 to 66 as at 15 December 2015. Ten per cent of those staff occupy management and senior executive roles. Thirty-three per cent are on limited-term employment contracts and 17 per cent are on casual employment contracts. Twenty-three per cent are employed as academics. OATSIEE has started a campaign to target higher degree research students for early-career academic pathways. Currently there are 11 PhD students, 31 masters students (slightly over 50 per cent of whom are completing a Master of Teaching) and two graduate certificate students enrolled. Professional and academic staff continue to use professional coaching and mentoring services.

ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND ENGAGEMENT ACTION PLAN

The Aboriginal and Torres Strait Islander Employment and Engagement Action Plan 2014–2017 sets in place six objectives to implement practical initiatives and performance indicators that ensure Western Sydney University can meet the needs of Aboriginal and Torres Strait Islander people as an ‘employer of choice’. These objectives are outlined below:

- Objective 1: Increase the participation rate and employment outcomes of Aboriginal and Torres Strait Islander people across all levels of Western Sydney University.

- Objective 2: Ensure the University has the ability to meet the needs of Aboriginal and Torres Strait Islander people as an ‘employer of choice’.
- Objective 3: Develop leading strategies and help shape the national agenda in relation to the employment and engagement of Aboriginal and Torres Strait Islander people.
- Objective 4: Redress, through affirmative action in employment, the past disadvantages experienced by Aboriginal and Torres Strait Islander people.
- Objective 5: Create a work environment that is free from discrimination, promotes an understanding of Aboriginal and Torres Strait Islander culture and is culturally respectful and inclusive.
- Objective 6: Build and develop a positive working relationship with the community and relevant stakeholders to ensure the improvement of employment outcomes for Aboriginal and Torres Strait Islander people.

See uws.edu.au/oatsiee/action_plan for more information.

OATSIEE vigorously pursues a community engagement agenda by:

- founding the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, which includes a majority of Aboriginal and Torres Strait Islander Elders, leaders and cultural advisors from Western Sydney who volunteer their expertise and time to provide advice and assistance to the office
- being one of the principal contact points for and nexus between multiple communities in Western Sydney and beyond to arrange University sponsored ‘Welcome to Country’ addresses, and celebratory and ceremonial events within the workplace
- collaborating as part of and supporting local Aboriginal and Torres Strait Islander community-driven initiatives in the context of employment and training.

ELDERS ON CAMPUS

The Western Sydney University Elders on Campus workplace program aims to preserve cultural knowledge for future generations. Our Elders on Campus are an invaluable human and social resource for all of us. They serve as advisors on matters of protocol and governance, and facilitate engagement with their communities. They support, guide and mentor Western Sydney University in successfully engaging with Aboriginal and Torres Strait Islander communities. They provide us with practical insight into and understanding of their cultural protocols and sensitivities. They share their knowledge, they tell us their stories, they educate us on their histories and they teach us their languages so that we can grow closer through understanding and mutual respect.

Congratulations to our Elders on Campus for receiving the Aboriginal and Torres Strait Islander Advisory Council Elders National Group Award for contributions in higher education. Congratulations to Aunty Jean South, Elder in Residence, for receiving the council’s Elders National Individual Award for contributions in higher education. The awards were presented in Melbourne on 24 June 2015.

ENGAGEMENT ACTIVITIES

OATSIEE manages and coordinates:

- the quarterly meetings of the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board
- University-sponsored ‘Welcome to Country’ addresses, and celebratory and ceremonial events
- Aboriginal and Torres Strait Islander workplace relations
- the NAIDOC Week Annual Online Quiz, aimed at engaging members of the University community
- the annual Yarramundi Lecture, which provides the University community with an opportunity to honour contributions to contemporary culture by Aboriginal and Torres Strait Islander peoples.

Learning and Teaching

ENGAGEMENT PROJECTS

As part of the University's 25th Anniversary celebrations, OATSIEE led the Generations of Knowledge project, which traced many of the lives and clanal journeys that have inscribed 'dream tracks' across Western Sydney, and how these illustrate major turning points in the University's history and development. This knowledge was recorded and authored with the Elders' guidance.

Key project outcomes included:

- Generations of Knowledge exhibitions, including the 'Virtual World Pre-Contact 1770' cultural exhibition. See theage.com.au/national/virtual-dreaming--indigenous-australia-restored-in-the-digital-world-20151211-gllw5g
- OATSIEE website
- a limited-edition *Generations of Knowledge* commemorative book and ebook. See issuu.com/uwspublications/docs/ext5218_yarramundi_lecture_gok_book?e=3800682/10388401

MULTICULTURAL POLICY AND SERVICES

The strength of Western Sydney University is its diverse student population. The University continues to build on this strength by expanding opportunities for all students and supporting a flourishing inclusive culture.

SOCIAL COHESION AND MULTICULTURALISM

In July 2015, the University hosted a highly successful Advancing Community Cohesion Conference, bringing together Australian and international experts on social cohesion and multicultural issues to discuss best practice for promoting and developing social cohesion in Australia.

More than 350 participants attended, including government ministers and officials, researchers and community representatives from multicultural organisations and Muslim groups. The conference was opened by the Governor-General, His Excellency General

the Honourable Sir Peter Cosgrove, AK MC, and prominent speakers included Western Sydney University Chancellor Professor Peter Shergold, AC; Senator the Honourable Concetta Fierravanti-Wells, then Parliamentary Secretary to the Minister for Social Services; the Honourable Michael Kirby, AC CMG; His Excellency Doctor Hassan El-Laithy, then Ambassador of the Arab Republic of Egypt; Dr Tim Soutphommasane, Australia's Race Discrimination Commissioner; and Tim Wilson, then Australian Human Rights Commissioner.

CHALLENGING RACISM

The University's 'Challenging Racism Project' Team has been conducting important research on racism in Australia since 1998 that has helped to develop anti-racism tools and strategies which are readily available for public use. An example is the Interactive National Map, which is based on the findings of more than 12 years of in-depth study and comprehensive surveys of more than 12,500 Australians. The map provides a clear picture of everyday Australians' perspectives on issues of racism, ethnic-relations and cultural diversity. State comparisons are also available, showing how attitudes and experiences vary across Australia.

In 2014, the University conducted a Bystander Anti-Racism Survey in conjunction with its Anti-Racism Campaign. Following evaluation and analysis of the survey and extensive testing, the Team produced four Bystander anti-racism campaign videos in 2015 to educate people about the sort of actions they can take as witnesses of racism.

In 2015, the Challenging Racism Project Team also released a report entitled 'The resilience and ordinariness of Australian Muslims'. This study was commissioned by Western Sydney University, the Islamic Sciences and Research Academy of Australia and Charles Sturt University to investigate the experiences and perceptions of ordinary Muslims in Sydney. The findings of this report suggest that Australia's values of diversity and multiculturalism give hope to Australian Muslims and make them more resilient in dealing with the pressures of Islamophobia and racism.

COMMUNITY DINNERS

The popular Community Dinner Program continued in 2015 with four community dinners held on campus to recognise and celebrate the multicultural communities who contribute to the success of the University. These included Chinese, Indian and Vietnamese community dinners, as well as the Ramadan Iftar.

COMMUNITY PARTNERSHIPS

The University continues to work with Western Sydney communities. In 2015, it sponsored Parramasala, the Australian Festival of South Asian Arts, at Parramatta, for the fourth year in a row.

INTERNATIONAL STUDENTS' SOCIAL ENGAGEMENTS AND LEADERSHIP PROGRAM

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

EQUITY AND DIVERSITY

STAFF CONFIDENCE IN EQUITY AND DIVERSITY IS HIGH

Equity and diversity are key values of the University, so it was very pleasing that the 2016 MyVoice survey confirmed strong staff confidence in the University's capacity to provide an environment where equal employment opportunity is encouraged and discrimination actively prevented. This result was up to 15 per cent higher than that of other benchmarked universities and was noted as one of the top 10 differences between Western Sydney University and other similar universities.

ALLY NETWORK

During 2015, the Equity and Diversity team continued to run one of the longest existing Ally Networks in Australia, which was established eight years ago. The Network supports our LGBTI-identifying students and staff members, and is co-convened by recognised academic leaders in gender and sexuality diversity, Dr Tinashe Dune and Dr Luce De Buitleir Andrews.

Inaugural Mardi Gras Participation

In 2015, the University participated officially in the Sydney Gay and Lesbian Mardi Gras parade for the first time. Staff and students paraded to demonstrate the University's support for inclusion and diversity. Following the parade, the University float received an avalanche of positive feedback on Facebook, Twitter, YouTube and Yammer. Many students expressed their pride in the University float on Facebook. For instance, one student posted this comment: "I was in the crowd and so pleased to see my University, where I study and work, represented in the parade. It was a very proud moment and so good to feel accepted."

GENDER EQUALITY



University Recognised as an Employer of Choice for Gender Equality

Western Sydney University was once again recognised for its longstanding efforts in improving gender equality in the workplace. The University met the stringent criteria to join a list of 90 organisations nationwide to receive the Employer of Choice for Gender Equality (EOCGE) citation, awarded by the Australian Government's Workplace Gender Equality Agency (WGEA). This is the 11th consecutive year that the University has received the award.

To maintain momentum and continue to improve gender equality, in 2015 the University set new targets of 40 per cent representation of women in management and 40 per cent representation of women on internal and external recruitment shortlists

by 2020. The University also launched new grants and awards to support researchers focusing on early career development, gender equity and career interruption. Grants include a Conference Support Scheme, a Career Interruption Support Scheme and a Women's Research Fellowship.

Vice-Chancellor Named Pay Equity Ambassador

In 2015, Vice-Chancellor Professor Barney Glover expanded his leadership role as a champion of gender equality by joining other chief executives to become a Pay Equity Ambassador as part of the Workplace Gender Equality Agency's campaign to raise awareness and understanding of the importance of pay equity. As a Pay Equity Ambassador, Professor Glover is urging employers to undertake gender pay equity analyses to identify the underlying factors contributing to gender pay gaps in their organisations.

Athena SWAN Pilot Program

In 2015, the University was selected to participate in the Australian pilot of the Athena SWAN Program. We are joining 31 other science organisations and universities in this pilot program to improve the promotion and retention of women and gender minorities in the fields of science, technology, engineering and mathematics (STEM). Increasing the representation of women in the STEM disciplines will provide role models for young women. It is hoped it will encourage young women in Western Sydney schools to pursue a career in STEM, which will help build a larger, more skilled workforce equipped for the jobs of the future.

Unconscious Bias

The 2015 Staff International Women's Day Breakfast featured guest speaker Dr Jennifer Whelan, Director of Psynapse Psychometrics. A full house listened to Dr Whelan's excellent presentation, 'The Myth of Merit and Unconscious Bias', which looked at the impact of unconscious biases and stereotypes on gender equality and diversity in the workplace. Following the success of this presentation, Dr Whelan was invited back to deliver workshops on unconscious bias to the Executive and senior managers.

INTERNATIONAL HUMAN RIGHTS EDUCATION CONFERENCE SERIES

Dr Sev Ozdowski, Director of Equity and Diversity, continued his Foundation Convenor and Series Coordinator role for the International Human Rights Education Conference series throughout 2015. The University plays a pivotal role in planning and holding this international conference series. The sixth conference took place in December 2015 in the Netherlands, and the seventh is being arranged for 2016 in Chile.

NATIONAL DISABILITY COORDINATION OFFICER PROGRAM

The National Disability Coordination Officer (NDCO) program is funded by the federal Department of Education and Training. The University hosts two regions (South Western Sydney and Western Sydney), and the funding period for the current contract is from July 2013 until 30 June 2016.

In 2015, the program featured activities and events held in partnership with major stakeholders, including expos, forums and networking events. In addition, the program gained specific funding from the Department of Education and Training for a strategic project to update and expand a student workbook, developing an electronic version and a workbook specifically for Aboriginal and Torres Strait Islander students.

OPEN FORA SERIES

In 2015, the University's Open Fora series attracted more than 800 participants to hear speakers from international platforms speak on global issues. Fora topics included The Arab Spring, with speaker Dr Hassan El-Laithy, the Egyptian Ambassador to Australia; The North Korea Commission of Inquiry, with The Hon. Michael Kirby, AC, CMG; The Eastern Ukraine, with Ukrainian scholar Dr Dmytro Khutkyy; Countering the Radicalisation of Muslim Youth, with Muslim community leader Mr Keysar Trad; and Positive Peace, with Mr Steve Killelea, AM, founder of the Global Peace Index. The Fora are televised by TVS and are available online at the University's YouTube channel.

Learning and Teaching

WORKPLACE ADJUSTMENTS FOR STAFF MEMBERS WITH DISABILITY

The University continues to be a sector leader in staff inclusivity with our Staff Workplace Adjustment Scheme, an exemplar of inclusive practice within the higher education sector and large corporates generally. A centralised Staff Workplace Adjustment Fund provides assistive equipment, software, training and additional occupational assessments and advice, where necessary, for staff members managing a broad range of physical and mental conditions. Currently, 353 staff members have reasonable adjustments administered by Equity and Diversity to help ensure they can function as effectively in their role as staff without disability. This represents an increase of more than 14 per cent during 2015, accommodating 51 additional staff members with disability.

Research

RESEARCH STRATEGY AND PERFORMANCE

In 2015, the Research and Development Division began implementing the *Research and Development 2015–2017* plan, which has seen the Office of the Deputy Vice-Chancellor (Research and Development) focus on research-driven impact. Each Research Institute and School has prepared a research plan that aligns with the goals of the University's plan.

The Division has been working with researchers to develop research impact case studies and has produced 19 one-minute research snapshot videos highlighting research impact. These videos and the first issue of the Division's bi-annual flagship research magazine, *Gamechangers*, were launched as part of the Research Week Program of Events, held 26–30 October 2015, and this material is now available on the Research website.

In line with the objective of developing administrative structures that facilitate and support research and engagement collaboration, the Division undertook a review of the Office of Research Services, with the aim of better integrating the range of services provided by the Division, to streamline services and align research support with the University's vision.

The Researcher Development Initiative (RDI) is focused on early career, gender equity, career interruption and research leadership. Funding for the RDI was obtained in June through a Strategic Initiative bid submitted by the Office of the Deputy Vice-Chancellor (Research and Development). This bid initially secured \$1 million in funding (increased to \$1.8 million) to support the RDI's suite of funding schemes, internal and external training packages, and workshop events.

The Strategic Development Initiatives pilot scheme resulted in 96 successful grant recipients, from a total of 134 applications.

COMPETITIVE FUNDING – MAJOR GRANTS

Australian Research Council grants

In November 2015, Western Sydney University was awarded 12 Australian Research Council (ARC) Discovery Projects grants and three ARC Discovery Early Career Researcher Awards (DECRAAs), with a funding total of \$5,119,561.

ARC Discovery Projects grants

Discovery Projects grants are awarded to support excellent basic and applied research by researchers and teams to expand Australia's knowledge base and research capability. These awards aim to encourage research and training in high-quality research environments and improve international collaboration to maintain the international competitiveness of Australian research.

In 2015, Discovery Projects grants were awarded to:

- Professor Margaret Somerville (\$278,038) for 'Naming the world: enhancing early years literacy and sustainability learning'
- Dr Roozbeh Hazrat (\$377,600) for 'Graded K-theory as invariants for path algebras'
- Professor Katherine Gibson (\$344,885) for 'Reconfiguring the enterprise: shifting manufacturing culture in Australia'
- Professor David Ellsworth (\$355,800) for 'Will trees get enough nitrogen to sustain productivity in elevated CO2?'
- Professor Ian Anderson (\$371,100) for 'Characterising controls of carbon flow from trees into mycorrhizal fungi'
- Dr Xinqun Zhu (\$225,000) for 'Development of a novel mobile sensory system for bridge health monitoring'
- Professor Kenny Kwok (\$330,000) for 'Bushfire-enhanced wind and its effects on buildings'
- Professor Brett Neilson (\$433,790) for 'Data centres and the governance of labour and territory'
- Professor Belinda Medlyn (\$428,100) for 'To grow or to store: Do plants hedge their bets?'
- Professor Simon Burrows (\$459,606) for 'Mapping print, charting enlightenment'

→ Professor Phillip O'Neill (\$236,172) for 'Australia's role in global financial and production networks'

→ Professor Yang Xiang (\$180,000) for 'Modelling surface stresses in crystalline plates'.

Western Sydney University's success rate for ARC Discovery Projects grants is 17.6 per cent, which is on par with the national success rate of 17.7 per cent.

ARC Discovery Early Career Researcher Awards

DECRAAs are awarded to promising early-career researchers who have been awarded a PhD within the previous five years, or longer if combined with periods of significant career interruption. The award gives early-career researchers an opportunity for diverse career pathways in both teaching and research, and research-only positions in high-quality and supportive environments, with a broader aim to expand Australia's knowledge base and research capability.

In 2015, DECRAAs were awarded to:

- Dr Jessica Whyte (\$346,434) for 'The invention of collateral damage and the changing moral economy of war'
- Dr Sylvie Nozaradan (\$373,536) for 'How musical rhythms entrain the human brain'
- Dr Kristine Crous (\$379,500) for 'How will Australian rainforest species cope with climate warming?'

Western Sydney University's success rate for ARC DECRAAs is 13.6 per cent.

National Health and Medical Research Council grants

In 2015, Western Sydney University was awarded four National Health and Medical Research Council (NHMRC) Project Grants, one NHMRC Career Development Fellowship and two NHMRC-ARC Dementia Research Development Fellowships, with a funding total of over \$5.3 million.

NHMRC Project Grants

The NHMRC provides support to recipients to enable them to conduct research in areas of

Research

national importance. Funding is awarded to the best investigator-initiated research project plans of five years or less, in any area relevant to human health.

In 2015, NHMRC Project Grants were awarded to:

- Professor Vaughan Macefield (\$850,627) for 'Investigating proprioception and sensorimotor control in humans devoid of functional muscle spindles' and 'Functional identification of cortical and subcortical sites responsible for neurogenic hypertension in humans'
- Professor David Simmons (\$2,197,279.95) for 'The Treatment of Booking Gestational diabetes Mellitus study: The TOBOGM study'
- Dr Thomas Astell-Burt (\$704,405.20) for 'What types of local built environment synergise with or antagonise the benefits of clinical management for the prevention of cardiovascular events among people with type 2 diabetes mellitus? Longitudinal analysis of a cohort of 20,765 Australians'.

Western Sydney University's success rate for NHMRC Project Grants is 12.1 per cent. The national success rate is 13.7 per cent.

NHMRC Career Development Fellowship

The Career Development Fellowship is awarded to researchers of outstanding ability who wish to pursue research and make it a component of their career. The scheme fosters career development at the postdoctoral level and provides researchers with an opportunity to advance their training in health and medical research either in Australia or overseas.

In 2015, an NHMRC Career Development Fellowship (R.D. Wright Biomedical) was awarded to Dr Siobhan Schabrun (\$419,180) for 'An integrated, multi-system approach to understanding persistent pain'.

In November 2015, Western Sydney University's success rate for the NHMRC Career Development Fellowship was 50 per cent, which places us above the national success rate of 11.0 per cent.

NHMRC-ARC Dementia Research Development Fellowships Scheme

The joint NHMRC-ARC Dementia Research Development Fellowships Scheme provides opportunities for postdoctoral researchers to undertake advanced training in the health, medical, fundamental sciences, social, economic and cultural fields relevant to dementia, either in Australia or overseas, over four years.

In 2015, NHMRC-ARC Dementia Research Development Fellowships were awarded to:

- Dr Sandra Maxine Garrido (\$601,540) for 'Mood regulation using music: A community health strategy for improving quality of life in people with mild dementia'
- Dr Genevieve Steiner (\$574,644) for 'An investigation into the neural substrates of cognitive deficits in mild cognitive impairment, and the mechanisms of action of a novel treatment'.

Western Sydney University's success rate for the NHMRC-ARC Dementia Research Development Fellowships Scheme is 66.7 per cent, which places us above the national success rate of 55.1 per cent.

APPOINTMENTS

Professor Andre Renzaho is an ARC Future Fellow and Professor of Humanitarian and Development Studies at Western Sydney University. He joined the University in 2015. Prior to this, he was the Director of Migration, Social Disadvantage, and Health Programs within the Global Society Unit, Department of Epidemiology & Preventive Medicine at Monash University. With a background in global health and international development, he has over 20 years of professional experience in complex (protracted) humanitarian emergencies and development practice, international public health, and nutrition epidemiology including the epidemiology of non-chronic diseases and cardiovascular diseases among migrant populations.

Professor Deborah Parker is Director of the Centre for Applied Nursing Research, a joint collaboration between South Western

Sydney Local Health District and Western Sydney University. Professor Parker is also the Director of the New South Wales Centre for Evidence Based Health Care, a Joanna Briggs Collaborating Centre. Professor Parker was formerly the Director of the University of Queensland/Blue Care Research & Practice Development Centre. Professor Parker has three main areas of research: palliative care for older people, dementia and health service evaluation. She has received over \$24 million in research funding.

Professor Vijay Jayasena is a professor in nutrition and food science who came to the University from Curtin University. He has an international reputation as a leading expert on the development of novel (healthy) foods to find a dietary solution to major global health problems (such as over-nutrition leading to obesity, diabetes, cardiovascular diseases and other conditions; and malnutrition) by value adding to agricultural products improving sustainable food production.

Professor Hamid Ronagh joined the Institute of Infrastructure Engineering as Professor and Program Director of Infrastructure Systems. Prior to this, he was at the School of Civil Engineering of the University of Queensland for 16 years, where he directed the largest research group within the discipline of structural engineering on research related to structural retrofit. He has published more than 200 scholarly papers, more than 100 of which appear in ISI-indexed journals, and has graduated 11 PhD students, many of whom are working as academics and postdoctoral researchers in Australian universities.

STAFF AWARDS AND RECOGNITION

Two Western Sydney University staff members, Professor Donald McNeill and Professor Ned Rossiter, were successful in their nominations to the Australian Research Council College of Experts commencing in 2016.

In May, Professor Anne Cutler from the MARCS Institute was elected a Fellow of the Royal Society, which is made up of the most eminent scientists, engineers and technologists from the UK and Commonwealth.

RESEARCH DATA

RESEARCH FUNDING (\$'000)	2011	2012	2013	2014
Australian competitive grant income (Category 1) Includes Australian Research Council (ARC), National Health and Medical Research Council (NHMRC) and other	10,017	12,542	12,041	14,997
Collaborative income (Category 2, 3 and 4)	7,694	8,733	10,584	11,238
Total Higher Education Research Data Collection (HERDC) income	17,711	21,275	22,299	26,230
Total operating revenue	558,856	662,820	684,198	\$729,665
Total net assets	1,234,397	1,321,023	1,366,870	\$1,454,991

In September, Professor Wei Xing Zheng was selected as a 2015 Thomson Reuters Highly Cited Researcher. According to Thomson Reuters:

“Highly Cited Researchers 2015 represents some of world’s most influential scientific minds. About three thousand researchers earned this distinction by writing the greatest number of reports officially designated by Essential Science Indicators as Highly Cited Papers – ranking amongst the top 1% most cited for their subject field and year of publication, earning them the mark of exceptional impact.”

RESEARCH, ENGAGEMENT, DEVELOPMENT AND INNOVATION

Now in its second year of operation, the Research Engagement, Development and Innovation (REDI) team is well established and continues to provide high-quality support for industry partnerships through contract research, consultancy, tender submissions, analytical services and expert advice.

REDI’s flexible collaboration models align strongly with the National Innovation and Science Agenda announced in late 2015 and position the University to take advantage of new opportunities expected to emerge from it.

In 2015, REDI successfully supported the establishment of 122 new projects worth a total value of \$2,638,106 (to the end of December 2015). This income represents projects across the consulting and research spectrum, including short-term research projects, fee-for-service testing, defined contract research, longer-term collaborative research projects won at tender, and industry-funded PhD scholarships. The projects established are diverse and exciting – addressing both traditional and commercially oriented research questions, and spanning the University’s four key research themes and the

National Science and Research Priorities. In this respect, outcomes delivered from projects facilitated by REDI achieve genuine regional and national impact.

Following on from the introduction of Easy Access IP in 2014, REDI has facilitated a number of new research partnerships to further develop and commercialise Western Sydney University’s intellectual property (IP). A key focus of these partnerships has been promoting meaningful, ongoing research and development partnerships, as opposed to traditional licensing deals. For example, in 2015, REDI supported the establishment of a continuing research and development relationship to commercialise a novel medical device licensed to a local business.

In addition to facilitating partnerships, REDI continues to support the development of commercialisation capability at Western Sydney University. REDI delivered a targeted series of ‘working with industry’ sessions to a number of academic units in 2015, and will continue to deliver these in 2016. REDI has also supported the University’s provision of a lead researcher to complete an incubation program run by Innovyz, with the next stage of commercialisation of the extremely promising technology to commence in 2016. Further, REDI has entered into a partnership arrangement with Sydney-based patent and trade mark firm FB Rice. This partnership consolidates Western Sydney University’s IP portfolio and gives the research community a pathway to innovation support.

In late 2015, REDI’s scope was expanded to include support for competitive grant funding. This resulted in the closer alignment of research development and business development support for the research community – ensuring seamless support across a wide range of external research and commercial opportunities in the future.

GRADUATE RESEARCH SCHOOL

OVERVIEW

The Graduate Research School (GRS) commenced operations on 1 February 2015.

As part of establishing the GRS, the structure and administration of higher degree research (HDR) was reorganised and centralised under the new School. The GRS is now the single point of contact for all HDR matters and training, increasing the quality and consistency of support for research students across Western Sydney University and strengthening the University’s support for its growing international research student cohort.

In alignment with the University’s *Securing Success 2015–20 Strategic Plan*, the GRS concentrated on five key priorities in 2015:

1. Building a whole-of-student-journey approach by ensuring a smooth and fruitful journey for the student from their first interaction with the University to their graduation
2. Working with the Red Tape Task Force and Solutions and Project Services to improve service delivery on this journey
3. Building a cohort identity for HDR students
4. Reviewing and implementing a voluntary and credentialed training program for HDR candidates and supervisors
5. Supervisor development.

GRS LEADERSHIP AND GROWTH

The GRS is led by the Dean of Graduate Studies. This position was initially held by Professor Deborah Stevenson, until 31 May 2015.

Professor James Arvanitakis accepted a dual appointment as Dean of Graduate Studies from 1 June to 31 December 2015, while maintaining his substantive position as Head of The Academy. The Dean of Graduate Studies has been instrumental to improving the School’s culture and services. His introduction of a Wall of Fame program to celebrate every thesis submission made at the GRS has been well received by HDR students.

As the GRS was initially formed with staff members from several areas of the University, the Deputy Vice-Chancellor (Research and Development) instigated a change management plan in July 2015 to finalise and cement the School’s staffing requirements. Despite staff experiencing these changes in the School’s first year of operation, the

Research

GRS continued to thrive and strengthen its commitment to providing excellence in all dealings with HDR students.

MASTER OF RESEARCH

The Master of Research is a new two-year degree launched in 2015. The degree was developed as a pathway to PhD study, providing an innovative research training framework to equip students with analytical, research and communication skills. As well as PhD study, the degree sets up students for various careers in community and not-for-profit-organisations, industry and business, and government. The new degree closely aligns with Asian, European and North American qualifications, ensuring candidates who complete this course will have an internationally recognised degree. This allows them to be globally mobile in advancing their research, education and employment opportunities.

The first intake of 72 students commenced in July 2015. The first year of the degree focuses on building research literacy through interdisciplinary coursework, as well as methodological development. The degree is open to students who have completed an undergraduate or masters degree.

SUPERVISOR TRAINING

To support the highest standards of practice in the academic supervision of HDR candidates, the GRS established a suite of resources. These include a program of expert and peer forums to support supervisors, access to online development modules and literature, and a registration process for principal supervisors.

In December 2015, the GRS began a review of the supervisor development program and sought feedback from key stakeholders across the University as well as external experts in supervisor development.

The aim of the review is to develop an innovative, sector-led supervisor development program. This initiative, along with the revised research training workshops for HDR candidates, will see the University recognised as a leader in research training and development in Australia and abroad.

ENGAGEMENT

The GRS is committed to developing strong communication channels between all HDR staff and students to keep abreast of issues affecting students. The School has introduced two newsletters to enable this communication flow: *Resonate: Graduate Research Newsletter*, for students, and *Supervisors Digest*, a monthly information digest for all HDR directors and supervisors. These newsletters are also useful when the School is seeking feedback from HDR staff members and students on various issues. Additionally, the Dean of Graduate Studies sends fortnightly emails to all HDR directors to update them as information becomes available.

The Dean of Graduate Studies promoted the University by providing several significant keynote addresses in 2015. The Dean was invited to speak to more than 1,000 year 10 students at the Bridges to Higher Education Conference in August 2015. The Bridges project is led by Western Sydney University and focuses on engaging with communities of low socio-economic status to promote the benefits of higher education.

THE HDR STUDENT ADMINISTRATION SUPPORT JOURNEY

The GRS is focused on providing accessible and personalised administration support services for all HDR students. This support covers the university life of an HDR student, from their initial enquiry through to graduation. In 2015, the GRS commenced a cultural shift from a transactional approach to a personalised, student-centred approach, reinforcing the University's beliefs about the primacy of student experience. This will continue to be a focus for 2016.

The GRS increased its level of HDR student administrative support provided, which can be attributed to several factors:

- The GRS received 880 PhD applications, an increase of 30 per cent from 2014. This increase can be attributed to the introduction of a mid-year scholarship round, so this level of growth is expected to be a one-off occurrence.
- The GRS enrolled and supported the

candidature of 1,085 PhD and Master of Philosophy students. This was an increase of 12.4 per cent from 2014.

- Twelve per cent (138) of PhD students graduated in 2015.

The GRS supported and collaborated with students as well as Western Sydney University Schools and Institutes to provide a connected and smooth experience for scholarship students, from advertising to admission, overseeing allowances and candidature variances, ensuring equitable and complete scholarship applications, and facilitating PhD scholarship rankings.

In 2015, the School:

- Received 159 project-based scholarship application for 29 projects
- Provided 166 students with a scholarship and extended the scholarships of 33 students
- Developed a number of dual-award scholarships with partner universities
- Prioritised expanding scholarship opportunities by establishing co-funded scholarship awards, in keeping with the vision of engaged research across the key dimensions of futures, impact and capacity. In essence, these are three-way funded partnerships between the School and/or Institute, the GRS and an external industry-based sponsor. Some of the co-funding partnerships established in 2015 were with the Greater Western Sydney Giants, Westfields Sports High School, Mark Grundy Oesophageal Cancer Awareness Group Inc. (OCAGI) and BioCeuticals Pty Limited.

Student Recruitment

WIDENING PARTICIPATION

Widening participation (WP) is defined as "...increasing access to learning and providing opportunities for success and progression to a much wider cross-section of the population." Widening access and improving participation in higher education enhances life chances and opportunities for all under-represented groups, and are crucial to the University's mission. The Office of Widening Participation (OWP) delivers projects and coordinates funding to other areas within the University to engage people from disadvantaged backgrounds such as low socio-economic status groups, Aboriginal and Torres Strait Islander peoples, students from out-of-home care, those with Pacific Islander heritage, students from rural and regional locations, those returning to study, students with disabilities, women studying in non-traditional areas and students from non-English-speaking backgrounds (NESB). All efforts target the equity groups and are founded on evidence-based approaches. Early intervention occurs across years 5 to 12 in Western Sydney schools.

By 2015, about 70,000 students, more than 12,000 parents and community members, and 3,000 teachers and higher education student volunteers had used WP programs. The OWP collaborated and partnered with University Schools and Divisions, sporting organisations, charities, non-government organisations and public sector organisations.

In 2015, The University received \$10.7 million from the Higher Education Participation Program (HEPP). This was based on the percentage of enrolled students from low socio-economic backgrounds, which was about 25 per cent. Funds are directed to projects targeting access and retention categories. Access projects are mainly outreach projects conducted in partnership with schools and other organisations to raise awareness and aspirations of young people to progress towards tertiary education. Retention projects are mainly delivered once students are enrolled in higher education.

During 2015, Fast Forward (years 9 to 12) engaged more than 3,000 students and was

supplemented by STEPS (Strive Towards Educational Participation and Success), involving 1,500 students. The primary school program, First Foot Forward, engaged 2,000 students and parents, and Future for All, which operates in partnership with Western Sydney Wanderers football club, engaged about 500 students. These, together with several mentoring programs and the Learning for Life scholarship program, which is delivered in partnership with The Smith Family, are all new. The Pathways to Dreaming and Heartbeat programs are for Aboriginal and Torres Strait Islander students and Pasifika Achievement to Higher Education (PATHE) is for Pacific Islander students.

The OWP also added programs for children from out-of-home care, care leavers and young carers, and young people with disabilities. Online homework support programs were provided for disadvantaged young people through schools and local libraries, and campus-based sessions were held to prepare students for the Higher School Certificate (HSC). Many retention programs were delivered to undergraduate students to guide, support and assist them. These included the inclusive Transition Success, Peer Assisted Study Sessions (PASS), Mentoring and Transition Equals Success (MATES), Jobs on Campus (JOC) and Student Support Services (SSS) initiatives. These programs are carefully and sensitively targeted at disadvantaged students to ensure they succeed in their chosen field and gain the skills for their ultimate goal: obtaining employment.

The 2015 Building on Bridges program was a collaboration between four universities: Western Sydney University, Macquarie University, Australian Catholic University and the University of Sydney, but several intensive events were opened to participation from all universities in New South Wales and the Australian Capital Territory. In August, 12 universities were represented at a year 10 learning conference at Penrith. In September, eight universities participated in the Northern Rivers rural intensive, featuring a teacher development workshop and student workshops. In October, two intensives were held at Dubbo, involving six universities, and Merimbula, involving nine universities – along with many events and workshops for students

and teachers. More than 1,300 students attended the intensive events and work is ongoing to enhance and develop the Make Your Mark website, hosted by the Universities Admissions Centre (UAC).

OWP staff disseminated material on good WP practice at high-profile national education conferences on four occasions, contributing to the personal development of education professionals including staff members from other universities. OWP staff members' articles and case studies were published in highly regarded academic journals. All the OWP's work aligns with the long-term objectives of achieving social justice and equality of opportunity; this approach is part of the University's *Securing Success* strategy, creating a student-centred culture.

CAMPUS SAFETY & SECURITY

Campus Safety & Security continues to provide a safe and secure environment for students, staff and visitors. In 2015, the University's Campus Safety & Security directorate led the NSW tertiary sector special interest group in safety and security (TERSEC). Campus Safety & Security held simulation testing for University-wide crisis planning, pandemic planning and the Nirimba Education Precinct. The simulations provided the University with the opportunity to practise, review and refine its approach to crisis planning and confirmed current good practice in this area.

Campus Safety & Security was also involved in a post-incident review of University resilience strategies following the crash of an LPG gas tanker on the Great Western Highway, Werrington, in July. This review focused on continuity planning, crisis communication and research protection initiatives.

The Director of Campus Safety & Security presented conference papers showcasing the University's approach to student and staff risk issues to a sector-specific audience at the Campus Security & Safety conference in Sydney. The Director also presented to the much broader Australian Security Industry Association conference in Melbourne.

Student Recruitment

CAREERS

In 2015, Careers & Cooperative Education became known simply as 'Careers'. The service continued to build its reputation as a key resource for students seeking to improve their career readiness and prepare for graduate employment. The year 2015 saw an increase in services offered to students, with the help of extra funding from HEPP and the Student Services and Amenities Fee (SSAF) sources. Careers also collaborated with other Schools, Divisions and industry partners to source opportunities for students to undertake a range of internships both locally and overseas.

The Careers service offers all students the opportunity to register their details to access resources and opportunities through the CareerHub database. In 2015, more than 14,000 domestic students and 2,074 international students registered on CareerHub. This represents 31 per cent and 55 per cent of total current University enrolments respectively. The jobs board was viewed 250,000 times and online documents, news and links attracted more than 18,000 views.

The HEPP-funded JOC program saw a 25 per cent increase in the number of job opportunities available, and a 39 per cent increase in the number of applications submitted by students and recent graduates. The JOC team also increased the amount and quality of information available to increase awareness of the many careers learning resources.

The success of the JOC program is highlighted by the excellent feedback the hiring managers received, such as:

JANE HOBSON, MANAGER, RESEARCH QUALITY, POLICY & PLANNING

“Great to see Jobs on Campus and internships being celebrated on the UWS homepage. Recently discovered just how fantastic they are – we’ve had two interns and they’re now on the search for a casual. Can’t believe I’ve not used this service before to fill casual HEW roles. The interns

we’ve had have been stellar and the recruitment process blissful – truly! The JOC team arranges everything – they advertise, shortlist and arrange the interviews – in consultation with the hiring manager of course. Congratulations to the ever-energetic team!”

The JOC regular internship program also had strong numbers, assisting more than 150 students into paid work placements in 2015. Industry partners provided very positive feedback, including:

AISHA POOLE – RESOURCE RECOVERY COORDINATOR, PENRITH CITY COUNCIL

“We have benefited greatly from the internship program with highly energetic and enthusiastic university students coming in to work in our team. All had initiative and drive to work and used their time with us to improve their experience and skills while getting our tasks and activities done to a high standard. Penrith Council is a leader in domestic waste management, and interns have fitted into the team and contributed to maintaining that position of leadership.”

And:

GLEN BURNS – DIRECTOR, LIVERPOOL-FAIRFIELD COMMUNITY RADIO

“We have expanded our content offering, increased our audience and social media following (doubled in less than a year). The internship program has allowed us to access high-quality, capable resources that require little supervision.”

Overall, the Careers service processed nearly 4,000 student job applications in 2015, with more than 900 students being offered an interview. The internship program is being

reviewed and changes will be implemented in 2016.

The international internship program grew strongly in 2015, with more than 50 international internships offered to our students. Sixteen were completed in July 2015, with the remainder taking place during the December 2015 to February 2016 summer holiday. The Careers service was also heavily involved in recruiting for a study tour to Hong Kong, for which 16 Business students were selected. Funding for these internships came from the Schools or from government funding such as the AsiaBound project and the New Colombo program. Careers received positive responses from students and industry partners regarding the international internship program.

The new HEPP-funded Women in Science and Engineering (WISE) program provided career preparation for women studying Science, Technology, Engineering and/or Mathematics (STEM) degrees. In 2015, it provided workshops, workplace visits and mentoring partnerships with industry professionals. More than 50 students participated in the mentoring strand of the program, which matched them to an industry professional. Mentoring gave students the opportunity to visit workplaces, attend industry events, establish professional networks and arrange work experience. Some students were offered jobs at their mentor’s workplace. More than 160 students registered for the program. By engaging in a range of activities, 80 participants qualified for a certificate.

Another HEPP-funded initiative, the Work Ready (WR) program, was implemented to improve employability skills for students identified as financially disadvantaged. The program consisted of online modules, workshops, employer visits, mentoring and team-building events. A total of 180 students registered, with more than 70 qualifying for a certificate that recognised their achievements in the program. Another 51 students completed at least two phases. More than 1,513 students have used the program, and 14 found degree-related employment as a result.

The SSAF-funded e-Careers program continued to grow and strengthen the reach of

the Careers service to students via online and mobile technology. In 2015, there were more than 380 active users on the Careers Toolkit site, over 240 students who do not speak English as their first language used the Star Pronunciation program, and more than 300 students were invited to undertake an online careers assessment with the Harrison Career Navigator. About 100 new students registered with the InterviewStream online mock interview product. Continued improvement to the Careers webpage facilitated nearly 160,000 views to the home page alone. This represents an increase of more than 30 per cent on 2014. In 2015, e-Careers employed a specialist online media developer to produce quality video promotional and educational resources, which have been used to complement other programs and increase the reach to students.

The Careers service continued to offer a high-quality program of expert face-to-face education and tailored support to students through the Events and Careers Education Consultant teams. In 2015, the Careers Events team delivered 18 events, connecting 1,856 students to 156 organisations and more than 400 industry representatives for employment or volunteering opportunities. There were 11 niche Graduate Career Series events and five major careers events for students in education, law, property and construction management, psychology and social work. General careers information was provided to over 8,600 students at University-wide events such as Open Day, O-week and Student Services fairs. More than 900 individual consultations were delivered, in addition to correspondence with over 600 students via online questions and email. Workshops and guest lectures were delivered to more than 2,000 students.

The Careers service continued to contribute strongly to the University's strategic goal of being a distinctively student-centred university through innovation, international reach, championing the local region and helping to secure success for students and graduates.

ACADEMIC REGISTRAR'S OFFICE

The business units of the Academic Registrar's Office (ARO) continued to provide excellent student administration support and services by expanding and integrating services for students, including international students.

In 2015, the University had significant activity in course development, with 63 new courses, 326 variations and three retirements. In addition, there were 248 new units and 492 variations to units. The course data management area continued to focus on maintaining the online handbook to ensure timely and accurate information is available for applicants and students.

In 2015, the ARO processed more than 254,192 applicant preferences and made 19,070 offers for domestic applicants through UAC. The domestic admissions team also processed 576 direct applications and made 342 direct offers to applicants. The International Admissions team processed more than 11,900 international applications and generated over 8,700 offers. International Admissions staff collaborated on reducing the University's Streamlined Visa Processing (SVP) index for international applicants from 2.4 in June to 1.87 in October, putting the University in a much better position in terms of its risk of losing SVP status. The Enrolments team facilitated the enrolment of 27,749 commencing students and oversaw 306,976 unit enrolments.

The ARO continued to support Schools with the Early Offer program. In 2015, the University expanded the use of the Schools Recommendation Scheme (SRS), whereby students receive non-ATAR-based offers to a wide range of Western Sydney University programs in early December. Western Sydney University made just over 700 offers to SRS recipients in the December 2015 round. The ARO supported the introduction of the multiple device strategy for students, implementing a process to manage the successful distribution of devices to eligible students.

The Timetabling unit continued to work closely with Capital Works and Facilities,

providing teaching data and feedback to assist with planning room capacities, layouts and room assignments in order to facilitate improved learning environments for students. The increased demand for non-teaching events – often related to engagement – remains a priority across all campuses, with casual room bookings increasing by 34 per cent since 2014.

Student Central, a first point of contact for students, managed 150,302 phone calls, 174,857 face-to-face transactions and 52,228 email queries. It produced 25,047 ID cards (as at the end of November 2015). The unit also processed 25,000 special consideration e-forms and an additional 25,000 forms. Student Central extended hours on weekdays from 8am–8pm, and on weekends from 9am–5pm to ensure services are available for the WesternOnline student cohort and part-time students. The Student Enquiry and Information Services area was heavily involved with the introduction of the student Opal card for travel concessions, working with Student Systems and the University legal staff to ensure compliance with the Transport for NSW requirements. A refurbished Student Central was opened at the Kingswood campus, reflecting the style and facilities available at other campuses.

The Assessment unit was responsible for 128,965 main and deferred examination sittings across the summer, autumn and spring teaching sessions. The unit also conducted exams at external locations and provided facilities for students from other institutions.

The University graduated 4,486 students in April, 2,863 in September and 923 in December. Another 763 students graduated from the College, Western Sydney, across three ceremony rounds in February, July and November. In addition, 98 students graduated at the Hong Kong Baptist University, ceremony in early December. September ceremonies saw the introduction of the graduation memento, with graduates able to keep the trencher (cap) worn at their ceremony, and feedback on this initiative was very positive. The September and December ceremonies also benefited from a new system for identifying potential graduates, with students no longer needing to apply to

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graduate. As well as providing administrative support for graduations, the unit generated 19,225 hard copy and electronic documents, including course completion letters, academic transcripts, replacement testamurs, Australian Higher Education Graduation Statements and embassy result letters.

In 2015, advances in technology were once again a focus, benefitting students and staff. An online applicant portal was introduced for international applicants and agents, as well as a direct interface between major agent IDP and the student management system known as Callista. This allowed for the direct transfer of applications from IDP's system to the University, removing the need for manual applications. Because of these initiatives, 40 per cent of international applications were electronic, improving the service to students and the efficiency of processing.

MyStudentRecords (MySR), the main online tool for student self-administration, was significantly revamped in late 2015, improving the look and feel for student users.

All units were impacted by the rebrand, with the Student Systems unit heavily involved in the rebranding of systems, including the Applicant and Agent Portals, MyStudentRecords, Transcripts, Testamurs, Australian Higher Education Graduate Statement (AHEGS) and all emails generated by Callista. In addition, the unit needed to undertake a double upgrade of the Callista student management system, which was successfully achieved with a great cross-unit collaborative effort with Information Technology and Digital Services (ITDS).

All areas of ARO were involved in the student management system review project, which began with a detailed sector-benchmarking project, and continued through business process mapping and specification development prior to tender design, which is due in 2016.

Structural changes will take place from 2016 onwards, so 2015 was the last year that the portfolio will report in the current format.

SCHOOLS ENGAGEMENT

The University's whole-of-institution Schools Engagement program has been operating since 2007-08. It provides for mutually beneficial collaborations between the University, the school sector and other relevant stakeholders to increase engagement with public, private and independent schools and increase the educational aspirations and attainment of school students. It enhances students' university preparedness and prospects, and creates ongoing connections between the University, prospective students and their parents. University students who assist with the program gain valuable and professionally relevant knowledge and skills. The number of school students benefiting from the program has increased exponentially since the outset, and in 2015 it involved over 50,000 students¹ from more than 2,500 schools.

All of the University's faculties, most research hubs and many non-academic areas participated in Schools Engagement. Initiatives embedded across the University are diverse and range from large-scale, multi-year aspiration-building programs such as Fast Forward, through advanced-learning opportunities for gifted and talented students such as Young Writers' Day and the Brain Bee Challenge, to one-off expert presentations in schools by renowned academic speakers. All relevant initiatives were positively evaluated in 2015 and most extended their reach. Proven longer-term HEPP-funded programs for Aboriginal and Torres Strait Islander students, Pathways to Dreaming and Heartbeat, continued to grow and were complemented by newer programs in the same space, all of which were very successful. Through Australian Government Bridges to Higher Education funding, a new website was developed for Heartbeat, featuring an interactive game linked to traditional Aboriginal knowledge.

The University also runs professionally accredited courses for school teachers and staff, and undertakes research projects relevant to the school sector. The Schools Engagement Reference Group, comprising

senior administrators and school principals from the public, Catholic and independent school sectors, continued to provide valuable advice, advocacy and assistance with implementing the University's three-year Schools Engagement Strategic Plan, which is due for review in 2016.

PATHWAYS TO SUCCESS

Pathways to Success is a two-year project aiming to seek new admission pathways to bachelor degrees within a range of entry criteria for admission that may include the ATAR. Pathways should align with the *TEQSA Higher Education Threshold Standards for Admission* and the *Securing Success* goals. These goals include:

Goal 1: To be a distinctively student-centred university

1.1: Offer a range of pathways that emphasise excellence and opportunity. These will support seamless movement between Western Sydney University The College, the Academy and a growing number of local, national and international providers

Goal 3: To deliver a unique learning experience that is innovative, flexible and responsive

3.1: Continue to expand entry pathways, enhance English proficiency support, and develop learning capabilities through flexible modes of delivery, consistent with Objective 1.1

In the first year of the project, a methodology was developed to review and align admission criteria (entry threshold skills and knowledge requirements) required to succeed in first-year units of study (*Academic and Non-academic Thresholds for Admission - ANTA*). The process included considering new ways to assess potential applicants' ability and alignment with the discipline, and to promote the School/discipline to new cohorts of potential students. This process of admission criteria review is being considered for inclusion in the Course Development and Approval Process Review.

Using the established HSC Geography Enrichment Day as the base model, and in

¹ This is not a unique count as it is not always possible to tell when a student attends more than one activity.

SCHOOL	2014 EXCEPTIONAL MERIT PATHWAYS PROGRAMS	2015 EXCEPTIONAL MERIT PATHWAYS PROGRAMS	2016 PLANNED EXCEPTIONAL MERIT PATHWAYS PROGRAMS
Humanities and Communication Arts	2	4	2
Law	0	2	
Social Sciences and Psychology	2	2	2
Science and Health	0	1	2
Computing, Engineering and Mathematics	0	0	3
Outcomes	137 applicants 122 offers 12 enrolments	tba 111 offers (to date) tba	

consultation with the Schools, the Guidelines for the Development of Exceptional Merit Pathways were introduced and successfully applied in 2014 and 2015. A number of Exceptional Merit Pathways were successfully implemented in four Schools in 2015 and are planned in an additional School for 2016. Although enrolments in 2015 were low, Schools are now clearer about the process to follow up on early offers.

The project provided a focused setting and several opportunities for staff members involved in pathways and university engagement programs to share information and resources. The Pathways Network Forum was established and will meet three times a year to ensure coordinated planning and synchronising of programs and resources across pre-entry engagement and pathways programs. As the Our Futures Funding for the Pathways to Success project ends this year, the management of this forum will move to the Director of Participation and Success.

STUDENT SUPPORT SERVICES

Throughout 2015, Student Support Services (SSS) continued contributing to and encouraging student engagement. It developed strategic partnerships to enhance student learning and retention, and evolved targeted student-centred programs and services to give students opportunities to build their skills and resources to maximise their potential. Involvement with key University and campus initiatives continued, as did direct service provision to individual students.

DEMAND FOR SERVICES

The Counselling Service continued to develop more flexible counselling approaches to support students undertaking study via various modes. As at 16 November 2015, 2,460 individual students had accessed the counselling service and 5,792 occasions of service had taken place, with the average number of occasions of service per client slightly decreasing from 2.47 in 2014 to 2.35 in 2015. Throughout 2015, the Counselling Service adopted single-session approaches for some issues, increased the availability

of drop-in appointments, and continued to offer Skype and phone appointments and the online e-counselling service.

The Counselling Service continued to provide debriefing, support and counselling to both students and staff members affected by traumatic incidents in 2015.

As at 16 November 2015, the number of Academic Integration Plans (AIPs) for students with disability increased by 12.01 per cent over a similar period in 2014, while the number of new AIPs opened in 2015 increased by 3.49 per cent. Physical mobility and mental health issues represented 24.16 per cent and 44.19 per cent (respectively) of all new AIPs created in 2015, compared to 25.41 per cent and 40.88 per cent in 2014.

During 2015, the Student Welfare Service saw an increase in complexity of presenting cases; the number of unique clients for the Welfare Service in 2015 (to 16 November 2015) was 2,274 and the number of occasions of service was 4,363. In addition, another 2,323 occasions of service delivered the textbook voucher scheme.

Following the exponential growth in both student attendees and total contact hours in 2014, PASS refined and consolidated offerings for 2015 to focus on developing the PASSOnline and PASSWrite initiatives. This strategic approach increased accessibility for all students. The PASSOnline program grew rapidly in 2015, with 32 per cent of autumn units and 47 per cent of spring units having an online delivery option. PASSOnline attendance in spring grew 76 per cent from 2014 and now accounts for 15.6 per cent of all PASS attendees.

PASSWrite is a discipline-based academic reading and writing development program, delivered in PASS's signature collaborative and peer-led style. PASSWrite expanded to support four disciplines (Humanities and Communication Arts, Business, Education, and Social Sciences and Psychology) in spring 2015. Seventy-one students attended this intensive support program.

The face-to-face PASS program had 3,520 attendees during autumn 2015, with another

2,265 students attending spring sessions. The total contact hours for summer 2014-15, autumn and spring programs was 21,917.

The Aboriginal and Torres Strait Islander PASS Facilitator Network was established in 2015. The network aims to increase the participation of Aboriginal and Torres Strait Islander students to become both PASS facilitators and session attendees. Five Aboriginal and/or Torres Strait Islander students were appointed as PASS facilitators, and a core unit in the Indigenous major degree was added to the PASS-supported units.

ACHIEVEMENTS AND KEY ACTIVITIES

International Focus (Including Cultural Competency Development)

Following the introduction of dedicated International Student Welfare support in 2014, English conversation groups were introduced in spring 2015. Thirty English conversation group sessions were offered across multiple campuses (including the College) each week for five weeks, giving 129 students from international and culturally and linguistically diverse (CALD) backgrounds a chance to practise speaking English. The peer-led program involves 29 Masters of TESOL students who are engaged as volunteer facilitators, and the hours were recognised as part of their course learning requirements.

Student cultural awareness workshops were delivered in 2015 in a joint initiative between the Student Welfare Service and the Counselling Service. These workshops were offered to about 160 student volunteers, leaders or employees to improve cultural awareness and sensitivity. In October 2015, seven focus groups were facilitated to offer international students the opportunity to provide feedback to the University about their experience throughout the student life cycle. Data is being compiled, with a report expected to be ready in early 2016.

Two staff 'cultural intelligence' training sessions were conducted in April and September 2015, and the majority of SSS staff participated. Cultural competence champions have been driving the recommendations from the 2014 SSS audit to promote culturally responsive service delivery. Champions have

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also been looking at how SSS spaces can better reflect the diversity of the student population.

Key cultural competency indicators are included in all position descriptions and evaluation surveys. Stronger collaborations are being developed with the Badanami Centre for Indigenous Education for seamless service delivery to students and for enhanced cultural understandings. A language services policy was also developed for SSS.

Research into the help-seeking behaviour of students from a cross-cultural perspective was finalised in 2015. This information will be triangulated with other available information to inform service planning and targeted interventions of at-risk groups of students.

Resources and Online Developments

The Study, Money & Life Skills vUWS site is being updated and a new 'Perfectionism' module is being developed to complement a recently developed face-to-face workshop program on this topic.

Mature age students will have their own Returning to Learning vUWS site in 2016, with interactive modules and resources designed specifically for their needs. This complements the successful face-to-face Returning to Learning (RTL) and Introduction to e-Learning (ITEL) programs that have been running for several years for commencing mature age students.

Since the beginning of 2015, all direct services have offered Skype sessions for those students who study online or may be unable to get to campus, making services more flexible and accessible. Work is progressing on a Placement Integration Plan (PIP), which will set out workplace adjustments for students who have a placement requirement as part of their course. This will complement the Academic Integration Plan (AIP), which focuses on providing reasonable adjustments for lectures, tutorials and examinations. The Student Disability Service continues to collaborate with each of the relevant Schools and host organisations to develop PIPs.

In response to the introduction of online courses and recognising the opportunity

for students with disabilities to become engaged in the online environment, the Student Disability Service worked extensively throughout 2015 on developing a suite of self-help resources and training materials for learning facilitators. The next stage in development is finalising the updated Disability Service webpage.

Student Representation & Participation (SR&P) worked alongside uwsconnect in the rollout and incorporation of OrgSync, which is a cloud-based administration and communication system for student groups. During 2015, student representatives were given online training in OrgSync, covering event and budget requests and the public communication of meeting agendas and minutes.

Research and Evaluation

The results of the November 2014 Student Support Services Evaluation Outcomes Based Survey became available in the first half of 2015. The results were analysed and triangulated with International Student Barometer results and individual SSS evaluation outcomes, as well as the 2015 Insync Benchmarking Survey. A draft report is due to be finalised in early 2016, and results will inform 2016 and 2017 SSS strategic planning.

Evaluation indicates that students overwhelmingly value the services provided and that the services have a positive impact on students' learning and their lives. There are, however, a number of areas that students have identified for additional development and improvement. These areas are being further investigated to inform service improvements into the future.

The PASS team has begun work on a longitudinal study on the contribution of PASS to students' learning outcomes. As part of the study, 13 student focus groups were conducted. The PASS team presented a workshop on their impact-based evaluation at the Australasian PASS and Peer Learning Conference in September 2015.

A number of staff members published journal articles on good practice initiatives and outcomes of collaborative research,

partnering with academic staff.

Mental Health and Wellbeing (MHWB)

During October, a mental health month program was held on all major campuses, including Werrington South and North sites, Parramatta CBD and Nirimba, to focus on promoting positive staff and student mental health and wellbeing. The events received overwhelmingly positive feedback. Resource packs were also sent to six medical clinical schools. Students from Health Sciences were involved in the organisation and implementation of the program events, including RUOK day, as MHWB ambassadors. Students and staff members wrote and posted to family and friends 881 gratitude postcards. A total of 130 postcards were sent to 31 countries, 1,329 staff members and students engaged in the program and online promotions, and 484 people joined the Mental Health and Wellbeing Facebook group.

Both mental health month events and RUOK day activities were coordinated by an SSAF-funded initiative, which facilitated the employment of a Mental Health Promotions Coordinator and administrative support. The people in these positions not only coordinated the above programs but also supported the Mental Health & Wellbeing Strategy and mental health and wellbeing promotions across the University and the College.

The Get Healthy Information & Coaching Service promotional campaign continued and a nutrition project was developed out of the Mental Health & Wellbeing Strategy in partnership with NSW Population Health, and Western Sydney and Blue Mountains Local Health Districts. There was extensive development of partnerships with professional staff, academic staff and research teams.

Counselling staff facilitated 11 mental health first aid training sessions. These included four student groups (two from the School of Education and two from the School of Nursing and Midwifery), involving 120 students. Five staff training sessions were conducted, with 130 staff members trained. An external program for 15 participants was offered through the Cerebral Palsy Association, as well as a program for Campus

Living Villages (CLV) residential assistants, with 22 participants. Agreements to provide the program to the Academy and College academic staff, and to provide ongoing support for CLV were established.

A new Mental Health and Wellbeing Policy was approved for the University after extensive consultation with internal and external stakeholders. The Mental Health & Wellbeing Strategy was evaluated and data is being collated from student and staff focus groups and surveys. The Strategy will be reviewed in 2016, based on this evaluation. The current Memorandum of Understanding with NSW Population Health, Western Sydney and Blue Mountains Local Health Districts will also be reviewed in 2016.

Financial Assistance

There was a 37 per cent increase in the number of textbook vouchers provided to students in 2015 (2,323 in 2015 compared to 1,693 in 2014). While 94 students benefited from student grants in 2015 (\$35,000 in funding was distributed), another 29 students received multiple textbook vouchers in lieu of a grant. More than 2,300 textbook vouchers (totalling \$464,000) were provided to students in 2015. Overall, almost \$500,000 was provided to assist students with their study-related costs, which is an 18 per cent increase on the assistance provided in 2014.

Orientation and Transition

The *Getting Started @ Western Sydney University* website was launched in January 2015. This website provides information and resources on all 'the firsts' at University – for students, parents, carers and partners, as well as staff. The site received positive feedback from students and staff, with more than 10,000 hits recorded in the first two weeks after going live. In the spring session, the site incorporated a newly developed self-assessment tool for students, which gauges their preparedness for university study. The tool covers academic study, technology skills and tools, time management and personal readiness.

The Transition Success (TS) program continued to support commencing students throughout 2015. About 21,500 outbound TS phone calls were made prior to the 31 March

2015 census date, and achieved an 80 per cent successful contact rate. This was close to a 10 per cent increase in successful contacts from 2014. The contact rate for the spring session was 75 per cent, with 933 students contacted. Given the industry standard for cold calling is between 23 and 40 per cent, this is a remarkable achievement. Of the students successfully contacted in 2015, 79.8 per cent have successfully progressed, which is 4.2 per cent higher than the commencing cohort who could not be contacted and 1.5 per cent higher than the wider University commencing undergraduate population. This trend was also reflected in the autumn 2015 indicative provisional progress rate of 85.5 per cent for students successfully contacted (Data source: Office of Strategy and Engagement, 21 September 2015.)

Of those contacted, 1,558 students were selected at random to participate in a survey to gauge the interaction and efficacy of the TS@UWS contact in the first few weeks of session. Thirty-nine per cent of students participated in the survey. Of those contacted, 94.2 per cent thought it was important that the University made contact with first-year students to offer assistance in the first few weeks of session. In addition, 86 per cent of the students who responded thought it was important that a fellow student made this contact. Of the respondents, 65 per cent agreed that their interaction with the TS@UWS team made a positive difference to them and their studies.

In the autumn session, the TS team conducted various at-risk student intervention campaigns in partnership with six of the nine Schools at the University. Customised scripts were developed to cater for individual Schools and, with the assistance of the survey team, the TS team tailored each campaign to the School's business needs. The results have been very positive. Analysis of data from the School of Business at-risk campaign, which has been underway for three years, shows that students who were contacted were significantly more likely than expected to pass ($p < .05$), with students' performance across all units similarly showing a significant difference. Independent sample t-tests show differences in average marks between the contact and no-contact group of students are significant in

all units ($p < .01$), with an average difference of 14 marks (Garlin, F and Wilkes, L, 2014).

In autumn 2015, 930 commencing students and 120 student mentors participated in the Mentoring and Transition Equals Success (MATES) program, which was a 39.25 per cent increase from autumn 2014 in overall participation numbers and a 41 per cent increase in new student participation numbers.

In all, 340 commencing students joined a mentor group in vUWS and became mentees. This is a 21 per cent increase in students who were connected with a mentor in 2015 compared to autumn 2014. In spring 2015, MATES supported 264 new students as they transitioned to the University, which is slightly lower than the 300 assisted in spring 2014. Statistical analysis showed that the difference between commencing student participant pre- and post-intervention confidence levels was statistically significant.

Student Volunteering and Employment

All students involved as either volunteers or employees with SSS programs and activities are offered the opportunity for professional development. In 2015, the LEAD (Lead, Engage, Aspire, Develop) cross-service program was piloted to develop and empower student volunteers and employees across the University. The project comprised two professional student conferences, a two-day retreat and the scoping of online learning modules. Seventy student leaders attended the first conference: Leadership and Communication. The retreat was themed Teamwork and Collaboration and 18 students attended. Fifty-one students attended the final conference: Employability Skills. This conference involved close collaboration with alumni to offer students a unique perspective on post-study pathways.

In 2015, SSS engaged with more than 350 students in either a volunteer or employment capacity. Students were involved in various roles, such as 'Ask Us' assistants through orientation (71 students), Transition Success contact assistants (64 students) and PASS facilitators and mentors (154 students). A total of 116 educational support service staff

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members were employed, of which 46 were students. Students are also employed as student representation and participation casual assistants, all of whom were offered the opportunity of taking part in the LEAD program. LEAD will be supported again in 2016 (through SSAF funding) and the opportunity to attend will be opened up to students volunteering and employed outside SSS.

In 2015, the Student Welfare Service once again used students from the School of Business to act as tax help volunteers to complete tax returns for students. Four student volunteers gained valuable skills and experience in their field of study, assisting 57 students to complete their tax returns in 2015, which is a slight increase from those assisted in 2014.

Student Representation & Participation

Staff within Student Representation & Participation (SR&P) supported the student newspaper *CrUWSible* throughout 2015, which continued to grow in both student contributions and in readership. *CrUWSible* is available in print and online, and is a student-driven initiative. Elected student editors provide editorial control and assist staff members with facilitation and day-to-day tasks.

SR&P staff provided support to the student campus councils in coordinating campus events and activities. They also coordinated Diversity Fest events across all campuses, involving external organisations as well as students and professional and academic staff.

SR&P supported about 50 elected student representatives across all University campuses in 2015. Support included providing induction and ongoing training, governance support, peer mentoring and providing resources on each campus for representatives to fulfil their roles, as well as attending and supporting meetings. Two rounds of student elections were held in 2015 (a by-election in April and the election of 2016 student representatives in October).

Student Services and Amenities Fee

As in previous years, SSS continued to manage the allocation, distribution and

reporting of SSAF new and enhanced initiative funds. The proposal process for 2015 SSAF funds was conducted in October 2014 to ensure early distribution of 2015 funds. Consultation with students (including SSAF roadshows, which were held on all campuses including Nirimba and Lithgow), development of communication strategies and refinement of processes were all coordinated through SSS. Information on initiatives funded via SSAF can be found at the *Have your say on SSAF funding priorities* webpage.

Chaplaincy

In September 2015, interviews were held to appoint two limited-term chaplain coordinator positions. These positions have been created to more fully explore and implement identified opportunities to develop a truly interfaith chaplaincy service. The results of the work undertaken by the chaplain coordinators will be evaluated and reviewed towards the end of 2016.

STUDENT RECRUITMENT YEAR IN REVIEW

INITIATIVES

The Student Recruitment Unit (SRU) played a major role in rebranding the University in 2015. This included delivering one of the University's most successful Open Days, which was a vehicle to launch the University's new brand.

The SRU worked with the Office of Marketing and Communication and a team of external design partners to create, rebrand and publish all marketing collateral for Open Day in August, bringing the new brand to life for more than 6,500 visitors.

This included rebranding 55 printed publications from across the University and the former **UWS** College. It also involved developing event signage, rebranding content on the 'Future Students' pages on the website and being involved in the wider marketing plan for the launch.

WESTERN ONLINE

The online course program, Western Online, (at westernsydney.edu.au/online) shows

the University's commitment to offering prospective students flexible learning options.

The SRU develops the strategic positioning, marketing plan (including advertising), ongoing competitor review and marketing operational aspects (website and call centre) for Western Online.

Western Online, previously known as *UWSOnline*, was launched mid-2014. About 30 online courses are on offer, including bachelor degrees, graduate certificates, graduate diplomas and masters programs, across a range of disciplines.

The SRU is steadily increasing the visibility of Western Online with follow-up calls and emails to prospective students who have registered their interest in online courses. The dedicated sales agent in the Contact Service Centre (CSC) focuses on moving prospects through application to enrolment.

Western Online offers the potential for an exciting year for online learning at the University in 2016.

PROJECT CUBE

As part of the University rebrand, the student portal MyC3 became Western Central, which was the first component rolled out as part of the CUBE project.

Central is available in Apple's 'App Store' for iPads and via HTML5 at westernsydney.edu.au/central. It has a number of bespoke features, including a task manager, workbooks and targeted news, as well as University notifications and access to relevant student portals and systems (for example, the academic portal, vUWS).

Western Pathways (formerly Pango) was rolled out in January 2016 and is the second component of the CUBE project. Pathways is a portal (HTML5) with resources across the academic curriculum, including articles, blogs, videos and infographics, and is aimed at high school students who are considering the University. It offers online tutoring, timely blogs and 'life hacks'. It is on the same platform as Western Central.

Career/Course Mapping aims to enrich

Western Central and future Pathways content. It gives prospective and current students career and University course data to build a detailed pathway from aspiration to personal interests, study goals and finally their ideal profession. Career/Course Mapping is also being developed on the Western Central platform and is due to be available in mid-2016.

SCHOLARSHIPS AND STUDENT ADVANCEMENT

In 2015, the University offered more than 350 University-funded scholarships to current students, school leavers and mature age students from the Western Sydney region. The scholarship program recognises a number of categories including academic, leadership, community involvement and disadvantage.

The scholarships reward students in areas of excellence, giving opportunities to those who may not otherwise be able to study at university. Generous community donors also continue to enrich the scholarship program.

The Scholarships and Student Advancement team continues to build strong relationships with a number of high schools in the region, offering master classes for students, providing information about available scholarships and the University application process.

This year, eight students received the Vice-Chancellor's Leadership Scholarship, the highest number awarded since the scholarship's inception. These students all showed strong academic achievement and a commitment to leadership and their community.

CONTACT SERVICES

In 2015, the University's Contact Service Centre (CSC) answered more than 172,000 phone calls, responded to over 84,000 emails, processed 21,500 web enquiries and posted more than 13,000 course information packages.

Performance monitoring company Customer Service Benchmarking Australia (CSBA) assesses the University every quarter, comparing it with other tertiary institutions and call centres in up to 180 large Australian

businesses across different sectors, including banking, airlines, telecommunications and utilities. A 'mystery shopping' method is used to contact up to 33 tertiary education organisations each quarter.

In 2015, the CSC consistently received results above the sector average. In three quarters, all communication and enquiry resolution skills were rated at 96 per cent and above. The CSC consistently ranks as the number one tertiary call centre in NSW, as well as being in the top four in the country.

These extremely satisfying results are testament to the hard work and dedication of the team, which is staffed by Western Sydney University students and graduates.

EVENTS

In 2015, the Student Events team coordinated a number of activities targeting high school and mature age students. These events engaged more than 11,500 prospective students, showcasing undergraduate and postgraduate courses, services and facilities.

The highlight was Open Day in August, when 6,500 prospective students and guests explored the rebranded Parramatta campus. They engaged in presentations, one-on-one course advice sessions and interactive activities for all areas of study. Entertainment was also on offer during the event that showcased the 2016 undergraduate course offerings and helped prospective students examine their study options prior to applications closing in September.

Course Decision Day in January 2015 attracted more than 1,000 prospective students and guests to the Parramatta campus, where they were able to discuss course options, attend presentations and finalise their UAC preferences.

Four Western U Days were held in June and October across the Parramatta, Kingswood, Bankstown and Campbelltown campuses. More than 4,000 prospective year 11 high school students experienced a 'day in the life of a student', attending course presentations and workshops, and meeting current students from all areas of study. These events attracted

students from more than 145 high schools across Western Sydney.

More than 200 prospective students attended the Mid-Year Entry Information Day in May. The event targeted mature age students seeking information about undergraduate courses available for mid-year admission.

School-based postgraduate information sessions held in May to June and October to November gave prospective students the opportunity to meet academics and course advisors to find out about admission requirements and recognition of prior learning, as well as flexible course delivery. More than 200 prospective postgraduate students attended the events.

These events give prospective students the chance to visit the facilities, while gathering course information and advice to help them choose our University.

INDIGENOUS MARKETING

As part of the rebrand, Indigenous marketing was expanded. Throughout the year, the Indigenous Marketing team delivered in-school presentations, attended careers markets, arranged and delivered information evenings, and visited schools and Aboriginal and Torres Strait Islander communities throughout the state.

STAFFING

Mr Rob Palin, the long-serving Associate Director for the Student Recruitment Unit, retired in 2015.

Ms Tracy Richardson acted as SRU Director during the rebrand project, ensuring targets and deliverables were met.

ART COLLECTION

The Western Sydney University Art Collection comprises 1,377 artworks from the holdings of its former network members of Hawkesbury, Macarthur and Nepean. Two sculptural installations were acquired in 2015: *Memory Flows* by Jason Wing for Werrington Park Corporate Centre and *Stratum* by John Petrie, which was commissioned for the Vernon Lawn

Student Recruitment

at Parramatta campus. The mixed media installation *Apa Kausal* by Brian Robinson was also acquired.

Tianli Zu was commissioned to paint a portrait of the Vice-Chancellor Professor Barney Glover, and Mr Marcus Callum was commissioned to paint a portrait of the Chancellor Professor Peter Shergold, AC. Both of these portraits will be completed in early 2016.

CAPITAL WORKS AND FACILITIES – NEW BUILDINGS/REFURBISHMENT PROJECTS

Since 2011, an acquisitions program has identified public artworks via various capital works programs. In 2015, these projects included developing and installing artworks in the new John Phillips Library on the Kingswood campus, at Werrington Park Corporate Centre at Werrington South campus, at Vernon Lawn on the Parramatta campus and at the new Chancellery on the Parramatta campus.

Numerous refurbishment programs across all campuses also affected the art collection. These included the CBD executive offices in Sydney; buildings P, I and V at Kingswood campus; buildings EM, ET and EB at Parramatta campus; buildings AE, AF and AD at Werrington North campus; and building BA at Werrington South campus. About 230 artworks were relocated across the University's campuses.

In 2015, the maintenance program continued for all outdoor sculptures, identifying and repairing damaged works. Works that were repaired include *Antipodean Vision* by Chris Levers at Bankstown campus and *reprieve* by Greer Taylor at Campbelltown campus. Works that need to be repaired in 2016 include *Inara* by Michael Le Grand and *Resilience* by Janik Bouchette at Campbelltown campus.

COLLECTION MANAGEMENT

From March to June 2015, the Office of Audit and Risk Assessment conducted a compliance review of the art collection to confirm that effective measures were in place to manage and safeguard assets. It found that security measures are sound and appropriate for the University's art collection.

It was noted, however, that the art collection unit's database system (TRIM) and processes need to be updated to complete existing records, as well as tracking and reporting asset movements.

No additional funding was provided in 2015 to update the current database. However, other collection management measures were undertaken to improve the identification of art assets throughout the University's campuses, especially in light of the University rebranding in August 2015.

In November and December 2015, all artworks and objects on the Campbelltown, Werrington North and Kingswood campuses were relabelled, tagged and identified physically as Western Sydney University Art Collection assets. The new tags and labels identify artworks and objects via the item's TRIM number, asset number and traditional accession number, which are assigned to all artworks. These were physically attached to the artworks and objects where possible. All artworks on these campuses currently on display in public areas also have new wall labels. All works on these campuses were photographed, documenting their physical condition, and a written report on the condition of each work was completed, noting any damage to the works and possible repairs required. Any discrepancies about an artwork's location or description were rectified in each item's TRIM record. This project will continue in 2016.

In December 2015, wi-fi was installed in the art collection storage spaces, enabling a more efficient and effective process for updating records of artworks when they are moved into or out of storage. This will assist and improve general management of the collection.

WESTERN SYDNEY UNIVERSITY GALLERIES AND EXHIBITIONS PROGRAM

The University has a strong history of engaging with its communities through the Western Sydney University Sculpture Award and Exhibition (held at its Campbelltown campus) and via its galleries at Bankstown, Parramatta and Penrith, organising exhibitions by professional artists, and school and community-based art projects.

Western Sydney University Sculpture Award

In September 2015, the finalists for the seventh Western Sydney University Sculpture Award and Exhibition were selected. The exhibition will be held on the Campbelltown campus from 6 May to 5 June 2016. The judging panel selected 19 finalists: Robert Barnstone (NSW), Joseph Bartelo (NSW), Senden Blackwood (ACT), Louisa Dawson (NSW), Clara Hali (NSW), Wataru Hamaska (Japan), Akira Kamada (NSW), Jan King (NSW), Daniel Lafferty (NSW), Neil Laredo (NSW), Ingrid Morley (NSW), John Petrie (NSW), Sallie Portnoy (NSW), Louis Pratt (NSW), Michael Purdy (NSW), Adam Stone (Vic), Greer Taylor (NSW), Lisa Tolcher (NSW) and Peter Zappa (WA).

The curatorial/judging panel for the 2016 sculpture award consists of: Michael Snape (sculptor), Matt Poll (Curator, University of Sydney), Lee-Anne Hall (Director of Penrith Regional Gallery) and Monica McMahon (Art Curator at Western Sydney University). The 2016 Western Sydney University Sculpture Award will present three prizes. These are the University's Acquisitive Prize (\$30,000), the Janice Reid Emerging Artist Award (\$5,000) and the Urban Growth People's Choice Award (\$5,000). Quest Apartments Campbelltown continued their sponsorship for the 2016 exhibition, providing accommodation for interstate and international artists while installing and de-installing their sculptures for the sculpture award.

Margot Hardy Gallery

The Margot Hardy Gallery is dedicated to showcasing artworks by students in local primary and secondary schools, as well as projects by community groups. In 2015, the gallery hosted exhibitions by a local community group, six high schools and one primary school. The 2015 exhibition program included:

- 'creative minds, creative actions', featuring 46 works by 10 customers of the Australian Foundation for Disabilities, Condell Park Community Participation program, which was opened by the Mayor of Bankstown
- 'Instant Art', an exhibition that explored the interdisciplinary mixed media works of 70 Bossley Park High School students from year 7 to year 11

- 'Eaglevale High School 2015 Student Visual Arts Showcase', which featured the works of 80 students from year 7 to year 11
- 'Our Journey through Asia', featuring 84 works by Greenway Park Public School students from kindergarten to year 6
- 'Traversing Territories', an interdisciplinary exhibition by 86 Menai High School students from year 7 to year 11
- 'The Road Less Travelled', featuring the works of 80 Lucas Heights Community School students from year 7 to year 11
- 'FIFTYFIFTY!', which featured works of 50 Lurnea High School students from year 7 to year 11. The show coincided with the school's 50th anniversary
- 'Chifley College Visual Arts Showcase', which featured 60 works by students from year 7 to year 12, including final major works by HSC students.

The Margot Hardy Gallery's exhibition program encourages community groups and schools to promote their own creativity, and at times their histories, as well as providing a focal point for issues of concern. In 2015, the Margot Hardy exhibition program engaged and promoted the art of 10 artists with disabilities, 426 students from six local high schools, 84 children from primary schools and one local public school. In all, 520 artists were exhibited in this space in 2015, and their works were also available for virtual viewing via the art collection website.

Western Sydney University Art Gallery

The Western Sydney University Art Gallery based at Werrington North (Penrith) produces exhibitions that support and profile University staff and higher degree students and their research. The 2015 exhibition program featured four exhibitions.

- 'Offside - Women in Sport', featuring photographic works by Belinda Mason
- 'appnotic', featuring paintings by local Blue Mountains artist Paula Garrard
- 'Explore: West', featuring posters designed by 30 Western Sydney University design students from the School of Humanities and Communication Arts
- 'After Hours', featuring local artists Ann-Maree Ager, Melissa Chapman, Louise

Coleman, Melanie Duff, Zeina laali, Leon Karla and Danielle Leonello, who are all visual arts teachers at Bossley Park High School.

All exhibitions had a public education program for presenting art talks to the public.

Margaret Whitlam Galleries

The Margaret Whitlam Galleries within the Female Orphan School at the Parramatta campus are mostly dedicated to hosting national touring exhibitions from major cultural institutions. The 2015 exhibition program hosted five exhibitions.

- 'Faith and Responsibility', a cultural exchange between Australian and Chinese photographers documenting the humanity and realities of daily life of citizens living in the rapidly changing metropolitan precinct of Futian, a district of Shenzhen, China. This exhibition featured Australian photographers Dr David Cubby, Peter Steele and Phillip Spasich in collaboration with Chinese photographers David Lai, Yanrong Quan, Yilin Li, Dongsheng Xiao and Jianwei Xie.
- 'Other Chinese Landscapes', another touring exhibition from China curated by David Lai, which featured landscape photography by 23 contemporary Chinese photographers. This exhibition featured photographs by Chen Jian, Chen Pengzhi, Chen Zhihua, Chen Tigen, David Lai, Hong Canhua, Huang Qi, Huang Wei, Liu Ang, Liu Lingli, Lui Tongguo, Shen Xiangqun, Sui Li, Tan Shenyuan, Tan Wendong, Wang Wenjing, Wu Shuwen, Xiao Dongshen, Xie Qingwen, Yang Zhixiong, Zhao Dongbao, Zhao Zhifang and Zhou Pengfei.
- 'A Place to Call Home? Migrant Hostel Memories', which is a National Archives of Australia touring exhibition documenting post World War II Australian migration history through photographs and personal stories.
- 'ARTEXPRESS', an exhibition of outstanding works by 2014 Higher School Certificate Visual Arts students from schools in NSW. This is a joint initiative of the NSW Department of Education and the Board of Studies, Teaching and Educational Standards (BOSTES) NSW,

in association with the University and The Academy. Educational programs worked in tandem with the exhibition, which included teachers' workshops and high school student forum days, where visiting students talked to University students about surviving the HSC art project.

- 'Victoriana Sydney 1837-1901: A Journey in Photography', curated by Stephen Thompson and fabricated, edited and produced by staff working for the University's collection and Whitlam Institute. This exhibition captured Sydney in the Victorian era through photography.

All these projects are part of the University's strategic goal of being a champion for the Western Sydney region and its people by expanding higher education participation and attainment through programs with schools, TAFE and the community.

THE ACADEMY

In 2015, the Academy delivered its first complete year of programs and services. During 2015, the student membership grew from 602 to 2,008, with all members maintaining a grade point average (GPA) of 5 or higher, and students who were new to university achieving an average ATAR of 92.8. Membership now extends across all Schools and discipline areas. Membership of The Academy is also now aspirational, with many students reporting they were working harder to raise their GPA so they would be eligible to join the program.

The Academy offered 19 specialist advanced degree programs for high-achieving students in the year. These programs aim to extend students' learning in their chosen discipline while also exposing them to approaches used by other disciplines within The Academy. The programs are designed to build real connections to students' future industries, while also creating a positive campus culture. The program continued to focus on collaborating with its membership to build a community of 'citizen scholars'. Increasing membership numbers is core to the program's approach to holistic education.

Student Recruitment

Diligent and focused marketing resulted in the suite of advanced degree programs achieving an 80.2 per cent (n=346) increase in first preferences over the previous year. The Academy's degree, the Bachelor of Applied Leadership and Critical Thinking (BALCT), was launched with an initial cohort of 58 students, 15 on a full-time basis. This program uses innovative teaching methods to encourage students to push past pre-existing intellectual boundaries. Western Sydney University is the only university taking this innovative approach to education within the high-achievers market.

The Academy maintained its focus on offering practical professional development, volunteering, internship and community-based initiatives that enable students to directly engage with their community and industry. The supportive environment ensured intellectual growth was accompanied by personal growth. The Community Engaged Service Learning (CESL) program has developed significant partnerships with more than 50 Western Sydney community services and government agencies, and members of The Academy took on volunteer roles and internships to earn academic credit.

The Academy currently services the undergraduate community and delivers several programs that support an undergraduate research and investigation culture, including:

- **Academic Unit 301069.1 – Research Stories:** This transdisciplinary unit provides practical information about different research methodologies and research drivers to novel learners.
- **The A Lab:** Non-government organisations and non-commercial community partners can lodge investigation questions relating to their service. These issues are developed into appropriate undergraduate investigation questions or student placements, and students then investigate the matter and provide a final report to the organisation.
- **Transactions undergraduate research journal:** In collaboration with the Graduate Research School, The Academy launched an undergraduate research journal in October 2015, with the first edition delivered in 2016.

→ **Research lunches and seminars:** The Academy organised a number of informal research lunches and seminars during the teaching periods. These events helped reduce the cognitive distance for undergraduates who are considering future research and academic careers but are unable to determine the best pathway to reach that career.

→ **Best-practice masterclasses:** The Academy delivered a selection of masterclasses for staff members, students and community partners in 2015. These masterclasses covered subjects ranging from setting up community-engaged research partnerships; collaborating on projects across the public, private and tertiary sectors; developing and delivering community-engaged service learning projects and internships; and the effect of families and prime influencers on students' education choices and performance.

→ **The Blank Slate:** As a member of the Innovation Ecosystem, the Academy collaborated on delivering this innovation lab on Parramatta South campus. The Blank Slate encourages students to further develop and research their ideas by experimenting and innovating with virtual and physical production technologies. This space is being used from the start of the 2016 academic year.

The Academy delivered a new Fellows program. The Academy selected 15 noted academics with a strong commitment to innovation in teaching and learning as the initial cohort. The Fellows undertook guest and team teaching in workshops, developed and coordinated units, and interacted with students at a range of events.

The Academy delivered more than 230 social and educational events in 2015, including cross-discipline study groups, leaders lunches, special-topic speaker presentations and social functions led by senior students. These events provided many members with their first real sense of collegiality and being part of a community of adult learners. Positively changing the existing student culture was a particularly exhilarating part of The Academy's work during 2015.

The first cohort of 26 students entered The Academy's Global Leaders Program. This is an early entry program for school leavers entering advanced degrees and examines global citizenship, critical international issues and social innovation. The second intake of 47 students took place in October 2015 for the 2016 program. These new students attended a program welcome day in November.

The Academy deliberately and positively developed relationships with overseas universities and organisations in order to deliver life-changing educational experiences for student members. These institutions were located in Bhutan, Chile, China, India, Japan, South Africa, the UK and the US. As a result of these efforts, more than 90 members were supported to undertake unique service learning and leadership programs in Brazil, Cambodia, China, Costa Rica, India, Japan, Poland, South Africa, the US and Vanuatu. Teams of student members attended the global University Scholars Leadership Symposium in Hong Kong; the Harvard Project for Asian and International Relations conference in Manila; language extension programs in eastern Europe; and leadership development programs conducted by VOICE Australia and Australian Volunteers International in several locations.

The Academy also developed and delivered a unique educational collaboration with Stellenbosch University in South Africa. Students can receive credit for completing the full academic program, which explores race, democracy and citizenship in the South African and Australian contexts. This program and the related research program and a student leaders exchange are now part of the new long-term collaboration agreement between The Academy and the Stellenbosch University Institute for Student Leadership Development.

The Academy has explored similar relationships with universities in India and Scotland. Members of The Academy's senior staff team taught masterclasses, presented lectures and delivered keynote speeches at universities and conferences in Bhutan, China, India, South Africa and various locations around Australia, sharing The Academy's innovations.

The Academy is also highly engaged in the Greater Western Sydney region. Examples of this include the following:

- Our members worked to develop detailed problems and questions — and possible solutions — to drive the next two years of Project GWS2050.
- Jen Armstrong, a member of The Academy, was awarded the Unsung Hero Award at the 2015 ZEST Awards for her highly energised work creating and running non-government organisation, 'The Beauty Bank', to benefit women experiencing domestic violence.
- The Academy organised a Unite Winter Appeal across the University and The College, which saw volunteers collect items to create personal hygiene kits for people experiencing homelessness. More than 300 kits were created, and several staff members and students volunteered to take part in the associated Western Sydney Homeless Connect event, which provided services to more than 2,500 people on 12 October.
- The Academy's team and members supported and delivered the Reading Ambassadors program within the broader Books in Homes program. These programs help disadvantaged primary school students connect with their own curiosity and ability to become autonomous learners.
- Academic units such as Innovation Lab and Creativity, Innovation and Design Thinking have used issues in Greater Western Sydney as core materials to develop innovative solutions.

The Academy's community grants provided seed funding for community-based initiatives that were developed, promoted and delivered by teams of student members. This initiative aims to promote pro-social collaboration and foster a positive sense of community on the University's campuses. Initiatives have included sustainable food fairs; a skateboarding competition for Parramatta youth with a parallel aim of introducing educational aspiration; several health and mental health awareness-raising activities; and the highly successful University-wide

Unite Winter Appeal, which raised resources for the homeless community.

The Academy has continued to refine the rapid development process created in 2014. This process has now also been redeveloped into a highly effective, problem-based learning masterclass model. In early December, more than 200 senior high school students took part while developing solutions for social and educational issues they identified in their school environments.

The Academy rounded out the year with The Academy's Access Awards event. More than 170 secondary students, along with 420 teachers and relatives, attended this event at the Parramatta South campus. This program connects the University to Greater Western Sydney high schools and allows each member school to nominate their most outstanding student starting Year 12 in the following school year. This awardee is invited to participate in a year-long pre-tertiary program linked with The Academy and receives a conditional scholarship offer. The mood at this event was very positive and energised, with the recipients expressing clear desires to join the University and The Academy.

International

Comprehensive internationalisation is critical to the future competitiveness, impact and sustainability of the University. In 2015, the international strategy known as Global Futures 2015–2020 was released. It is a strategic framework to create an unrivalled experience for international students, forge international partnerships, increase the number of inbound international students and expand outbound mobility experiences.

INTERNATIONAL STUDENT EXPERIENCE

The International Student Barometer (ISB) survey provides a global benchmark for the international student experience, which is at the centre of the University's internationalisation strategy. The 2015 survey results found a high percentage of international students (overall 88 per cent) are satisfied or very satisfied with their living, support and arrival experience at the University. This is a 4.6 per cent improvement on 2014 results. The rating for the 'propensity to recommend' the University improved significantly in 2015, increasing 9 per cent on 2014.

SOCIAL ENGAGEMENT AND LEADERSHIP PROGRAM

The Social Engagement and Leadership Program (SELP) facilitates connections between international and domestic students, and between students and community-based organisations. In 2015, 84 domestic and international students participated in group work and a team project to develop a greater awareness of different cultural views and a sense of belonging, as well as improve the English language skills of international students. Throughout the program, academics and program leaders provided advice and support to participants to help them collaborate, communicate and share their cultures.

INTERNATIONAL PARTNERSHIPS

In 2015, there was increased emphasis on building partnerships with international institutions that support collaborative research, joint degrees, articulations and academic pathways. Forty-two new agreements were signed, bringing the total number of agreements to 182 across the Americas, Europe (including the UK), Africa, East Asia, South-East Asia and the Indian subcontinent.

In a major development, the University built on the long-term commitment to offshore collaboration with the University of Economics (UEH) in Ho Chi Minh City, Vietnam, by contributing funds to a newly refurbished Western Sydney University campus within UEH. Officially launched on 4 December 2015, the campus provides offshore English for Academic Purposes programs and undergraduate and postgraduate business programs, as well as enabling future expansion opportunities to other discipline areas.

New agreements, including articulations and pathways to facilitate student recruitment and research projects, include:

- Sri Lanka Institute of Information Technology – articulation into the Bachelor of Information Systems
- TMC Academy, Singapore – articulation into the Bachelor of Communication
- Xiamen University, China – tuition fee waiver pathway for up to 10 PhD candidates per year
- a research partnership agreement for dual PhDs with the University of Padua, Italy.

Existing agreements that were strengthened or updated include:

- the offshore licence to deliver the MBA at UEH, which was expanded with an offshore licence for the Bachelor of Business and Commerce
- the Ningbo Education Bureau, China, and the NSW Department of Education and Communities agreement for scholarships for Master of Education (Hons) students

in the research area of bilingualism teaching in schools was updated to enable expansion beyond the Western Sydney region across NSW.

INTERNATIONAL DELEGATIONS

In 2015, the University hosted an average of more than one delegation per week to support the growth of partnerships. Delegations included:

- a visit from the Overseas Chinese Affairs Office of the State Council (Qiao Ban). In an Australian first, Qiao Ban signed a Memorandum of Understanding to develop programs to encourage greater understanding of different cultures
- Vice-Chancellor Professor Barney Glover led delegations to meet university leaders, government representatives and alumni in mainland China, Hong Kong, Taiwan, Vietnam, Indonesia, India, Sri Lanka, Malaysia and Singapore. Activities included signing agreements with partner institutions, launching new campus facilities at UEH in Vietnam, acting as a keynote speaker at the International Conference on Islamic Studies in Indonesia, and hosting alumni dinners to engage with international alumni.

STUDENT MOBILITY

Awareness of and access to opportunities abroad for University students continues to increase with Australian Government initiatives and financial support, and University co-contributions to encourage students to travel overseas as part of their studies. The number of students taking up overseas study opportunities grew by 23.5 per cent in 2015. These opportunities include short-term study, volunteer placement, clinical placement, internship and semester-based study. A significant increase (52 per cent) in students participating in semester exchange was recorded in 2015.

MOBILITY FUNDING

In 2015, the Australian Government paid more than \$1 million for 248 Western Sydney University students to participate in the

New Colombo Plan (NCP) and through the Endeavour Mobility Grants, including the International Student Exchange Program (ISEP) and the Short-Term Mobility Program (STMP). Through the NCP Mobility program, the University received \$902,300 to support the participation of 202 students in 14 projects in Indonesia, Nepal, China, India, Vietnam, Singapore and Korea. Under the Endeavour Mobility Grants program, the University received \$136,000 to support four projects to allow students to undertake clinical placements for occupational therapy and paramedicine in Malta, Canada, Ireland, the US, Austria, the UK, South Africa and Finland. Three ISEP grants were awarded to support 30 students to undertake short-term study programs and semester exchange with partner universities in Japan, Sweden, the US and Korea.

Western Sydney University students also used the Australian Government's OS-HELP loan to fund their participation in international learning opportunities. Based on year-to-date applications, 294 OS-HELP loans were issued to students in 2015, a 28.4 per cent increase on the number of loans issued in 2014.

Private donors also supported students to participate in international learning opportunities in 2015. A donation from Ms Josephine Lam allowed the University to establish the Bridging Cultures Scholarship program in 2014 and her continued support enabled 30 students to participate in this program in December 2015. Financial support from the late Dr William Chiu helped three students participate in a semester exchange in China, while other students were able to take up Traditional Chinese Medicine Clinical Placements in China.

An anonymous donor provided a scholarship to establish a student exchange with an existing partner, the Syarif Hidayatullah State Islamic University Jakarta (UIN, Jakarta), the leading university in the State Islamic University network in Indonesia. This will provide student exchange scholarships for Indonesian students wanting to study international relations, Asian studies and related discipline areas in Australia.

NEW COLOMBO PLAN SCHOLARSHIPS

The NCP Scholarship program provides opportunities for Australian undergraduate students to study, participate in internship/mentorship opportunities and receive language training for one to two semesters in an eligible host location in the Indo-Pacific region. The Australian Government awarded 60 NCP scholarships, each worth up to \$67,000, for study commencing in 2015, allowing two of our students to begin their overseas study program. These students were:

- Charlee Law, Bachelor of Natural Science, Environment and Health (Singapore, National University of Singapore, 2015)
- Lakshmi Logathassan, Bachelor of International Studies/Bachelor of Laws (Singapore, National University of Singapore, 2015).

In 2015, NCP Scholarships were awarded to two students to begin overseas study in the Indo-Pacific in 2016. These students were:

- Caitlin Alderson, Bachelor of Policing Studies (Hong Kong, City University of Hong Kong, 2016)
- Justin Whittle, Bachelor of Natural Science (Thailand, Kasetsart University, 2016).

As the top-ranked candidate for his host location, Justin Whittle was also awarded the prestigious title of 'New Colombo Plan Fellow' for Thailand.

ERASMUS+

Erasmus+ is an education initiative of the European Commission that fosters international collaboration between EU and non-EU institutions. The University successfully submitted a joint application with Universidad Complutense de Madrid (UCM) for scholarship funding in the 2015 pilot round. Together, the universities secured funding that will sponsor bilateral staff and student exchanges between the two over the 2016-17 period.

NEW EXCHANGE AGREEMENTS

New exchange agreements with Nagasaki University in Japan, Comillas Pontifical University in Spain and SRM University, in

Chennai, India have increased and broadened the opportunities available for students.

INTERNATIONAL STUDENT RECRUITMENT

The equivalent full-time student load (EFTSL) for international students increased by 4.1 per cent from 2014 to 2015. This was 138 enrolments below the target set in *Securing Success 2015-2020*. While a number of factors contributed to this, managing Streamlined Visa Processing (SVP) risk constrained recruitment growth. International student recruitment income increased 4.5 per cent in 2015 (from \$68 million in 2014 to \$71 million in 2015), primarily due to the enrolment of continuing students.

In 2015, the top five source countries for recruitment were India, China, Nepal, Vietnam and the Philippines. Recruitment strategies to diversify markets saw growth in commencing students (by headcount) from the US (440 per cent), Kuwait (160 per cent), Indonesia (86 per cent), Saudi Arabia (62 per cent), Germany (25 per cent) and Hong Kong (22 per cent).

AGENT MANAGEMENT

The University manages agent risk through the agent international agreement, which ensures compliance with the Education Services for Overseas Students (ESOS) National Code Standard 4, and through the International Agent Management Framework. International education agent agreements expired in June 2015, and following an extensive review that assessed agent performance against recruitment and risk criteria, 140 agreements were renewed. A further 52 agents from the Navitas agent network were appointed because of the new Western Sydney University International College joint venture arrangement. KPIs in the new agent agreements include visa rejection rates to assist management of the University's participation in the Australian Government's Streamlined Visa Processing (SVP) arrangement.

To further enhance the University's international agent relationship strategy

International

and grow international onshore student enrolments, the University hosted 42 Sydney-based agents at Parramatta campus in early December. Agents were briefed about the new brand, and Schools presented key programs and developments at the University. A training session on genuine student and genuine temporary entrant university admission guidelines was also held.

OFFSHORE REPRESENTATIVES

In 2015, in-country representatives were appointed in China and Indonesia. Representatives are responsible for building the University brand to increase enrolments for undergraduate, postgraduate and pathway study to the University. Similarly, a South Asia regional representative will commence in January 2016. A regional representative based in Chile was also appointed in 2015 to build relationships in the Latin American region with government ministries and agencies for scholarship opportunities, and to develop and expand linkages to universities.

WESTERN SYDNEY UNIVERSITY INTERNATIONAL COLLEGE

In October 2015, the University and Navitas announced a new partnership to establish a pathway college for international students in Parramatta. As a result, Western Sydney University International College (International College) commenced teaching international students in October 2015.

Students who successfully complete International College programs will be eligible to continue their studies in degree courses at the University. Four college programs have been selected for teaching at the joint venture – Diploma of Business, Diploma of ICT, Foundation Business, and Foundation Health Science and Nursing, with scope to include further programs in the future.

INTERNATIONAL STUDENT SCHOLARSHIPS

To attract talented international students and raise the international profile, scholarships for international students were offered for the first time in 2015. The Vice-Chancellor's Academic Excellence Scholarships, offering a 50 per cent reduction of annual tuition fees for either two years (postgraduate study) or three years (undergraduate study) were awarded to three students from India, Nepal and Malaysia. International Academic Excellence Postgraduate Scholarships, offering a \$5,000 tuition waiver from the first year of tuition fees, were awarded to five students from India, China, Vietnam and Nepal.

In late 2015, the international student scholarship program was expanded to provide an additional 200 scholarships for students enrolling in 2016.

Community and Regional Engagement

OFFICE OF ADVANCEMENT AND ALUMNI

The Office of Advancement and Alumni introduced strategies in 2015 to cultivate philanthropic leadership and major gift support, and also sought financial and other help from alumni. Under the leadership of the Foundation Council, the University strengthened its culture of philanthropy and drew on its networks to connect with individuals, businesses, trusts and foundations, alumni and the broader community.

In 2015, the prominent business leaders on the Foundation Council were:

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

* January to October

The Office worked with the Foundation Council to engage with the corporate and philanthropic sectors, and build relationships with alumni and other University associates. It participated in holding functions for industry, community and political leaders to increase awareness of the philanthropic and business opportunities at the University. These included:

- corporate lunches hosted by Foundation Council Chair Danny Gilbert, AM of Gilbert

+ Tobin to showcase the University's leadership in environmental research, complementary medicine and social cohesion

- three corporate breakfasts the University hosted in partnership with Talent2. Guest speakers University Vice-President (People and Advancement) Mr Angelo Kourtis, Dean of Social Sciences and Psychology Professor Kevin Dunn and Vice-Chancellor and University President Professor Barney Glover spoke to Western Sydney business executives about the University's leadership role in the region
- a boardroom lunch for 18 people hosted by Marsdens Law Group in February to focus on philanthropic opportunities at the University
- a private dinner hosted by the Honourable Peter Collins, AM and Mrs Jennine Leonarder-Collins for 23 Western Sydney industry and local government leaders in July at Werrington House, with guest speaker Chancellor Professor Peter Shergold, AC focusing on building awareness and engaging the community in the University's scholarship campaign
- the Robert Hayes Memorial dinner which was organised by the Office with the support of Mrs Elayne Hayes. It was held at King & Wood Mallesons law firm and 81 people attended, raising \$14,000 for a scholarship in the School of Law.

In 2015, the University held stewardship events for existing donors and engaged with Western Sydney business and industry. This included providing invitations to University events, for example School prize ceremonies, the Whitlam Oration, graduation and scholarship ceremonies, exhibition openings, Open Fora events, a Sisters of Charity morning tea with the NSW Governor, and the opening of the new Penrith campus library and the Werrington Park Corporate Centre, as well as individual donor guest speaking opportunities, meetings, Board meeting presentations, scholarship interviews and fundraising campaign consultations.

The main stewardship event of the year was the Donor Thank You function held in April at the Female Orphan School to recognise

and acknowledge the University's generous donors. At this event, the Office launched the *2014 Impact Report to Donors* with inspiring speeches by the Vice-Chancellor Professor Barney Glover, Dean of the Graduate School and Head of The Academy Professor James Arvanitakis and University researcher Grace Micali. Ms Micali talked about how philanthropic support helped her succeed in her research.

During the year, the Office also worked on building a culture of philanthropy across the University. The Office invited the Council for Advancement & Support of Education's (CASE's) internationally recognised representative Colin McCallum (University of Salford, UK) to present CASE on Campus. This one-day, philanthropy-tailored workshop in June attracted 55 senior University staff including Executive members, deans and senior leaders. The Office also delivered many presentations about scholarships, alumni relations and fundraising strategies to staff and executives in Schools and Institutes, including the School of Business External Advisory Panel, the Institute of Infrastructure Engineering, and the School of Humanities and Communication Arts.

The University is fortunate to have the support of many generous donors and it increased their number in 2015. The following list highlights philanthropic relationships with new and continuing donors.

MR XIANGMO HUANG

Businessman and philanthropist Mr Xiangmo Huang pledged \$3.5 million to support the establishment of the Australia-China Institute for Arts and Culture at the University. The donation will fund a professorial chair supported by two four-year research fellowships and a five-year post-doctoral fellowship. It will also be used to develop a masters program in Chinese arts and literature, with the first students starting in 2017. The gift included \$500,000 for student scholarships, which will be matched by the University.

Community and Regional Engagement

JACKA FOUNDATION OF NATURAL THERAPIES

The Jacka Foundation of Natural Therapies committed to extending its support for the National Institute of Complementary Medicine with a \$2 million donation in addition to the \$2 million donated in 2013. The University will use the donation to appoint a Professorial Chair in Integrative Medicine in 2016.

HARVEY NORMAN SCHOLARSHIP CAMPAIGN

In 2014, Foundation Council member and Harvey Norman CEO, Katie Page, offered to support a campaign for University scholarships with a commitment to fund at least 10 full degree undergraduate scholarships. The scholarships are valued at \$7,500 per annum for the duration of the degree and are for students from diverse and/or disadvantaged backgrounds who demonstrate academic potential.

In 2015, the Harvey Norman Scholarship Campaign raised \$300,000 pledged from 34 new donors drawn from Harvey Norman's suppliers, realising 13 new scholarships. In addition, Harvey Norman ran a media campaign to promote the University, including issuing press releases and advertising on radio and television, and using in-store activation. The majority of the campaign, worth more than \$150,000, ran during 20–21 February and featured the 13 recipients of a Harvey Norman Scholarship.

IPSQ SUPPORTING SCHOLARSHIPS AT WESTERN SYDNEY UNIVERSITY

The new Parramatta CBD campus is being built in the Parramatta Square development and is a focus for supplier and supporter activity. Leighton Properties pledged \$325,000 for scholarships and this year awarded the first five scholarships – three for students studying a Bachelor of Business (Property) and two for students studying a Bachelor of Construction Management.

Charter Hall, which is financing the building and is already a prize donor to the School of Business, launched the Charter Hall Scholarship Program at the University in 2015. One male and one female property student

will receive a scholarship and internship that will lead to full-time employment.

URBANGROWTH AND MASTER OF PHILOSOPHY

The University and UrbanGrowth NSW share an interest in urban transformation. This year, UrbanGrowth funded Master of Philosophy scholarships to research 'Valuing Diversity in Urban Renewal' and 'Rescaling Community Engagement for Major Urban Transformation Projects'.

MARK GRUNDY OESOPHAGEAL CANCER AWARENESS GROUP INC

The Mark Grundy Oesophageal Cancer Awareness Group Inc, a not-for-profit group based in Western Sydney, pledged \$39,000 to co-fund a three-year PhD in the School of Medicine to explore mechanisms in the gut that lead to oesophageal cancer, in the hope of developing early diagnostic tools, prevention strategies and more effective treatments.

APPEAL FOR HAWKESBURY CAMPUS SCHOLARSHIPS AND PRIZES

The Hawkesbury Alumni Chapter held a lunch at NSW Parliament House in July to raise funds for scholarships and prizes for the Hawkesbury campus. John B Fairfax, AO and George Bennett, a long-time friend of the Hawkesbury campus, donated \$7,500. This support and other donations by the Hawkesbury Alumni Chapter have funded scholarships for nursing and agriculture at the Hawkesbury campus, which will be awarded in 2016. The appeal also funded a postgraduate prize for the Hawkesbury Institute for the Environment, which was awarded to Danielle Creek for her project 'Living with Drought: Adaptive Responses of Eucalyptus Species to Water Deficit'.

MACQUARIE TELECOM AND CYBER SECURITY

Macquarie Telecom has funded two scholarships in cyber security to improve skills in the industry and to support the Australian Government's Cyber Security Strategy. The scholarships, which will begin in 2016, aim

to encourage female participation in the industry.

SIDNEY MYER CREATIVE FELLOWSHIP

Alexis Wright, Research Fellow at the University's Writing and Society Research Centre, was awarded a prestigious \$160,000 two-year Sidney Myer Creative Fellowship following the University's nomination and support from the Office.

CENTENARY OF ANZAC GRANT

The Department of Veterans Affairs gave a \$90,000 grant from their Saluting Their Service Commemorative Grants Programme (Major Commemorative Grants) for an ANZAC centenary project developed jointly by the Office and the University's Office of Aboriginal and Torres Strait Islander Employment and Engagement (OATSIEE). OATSIEE will run the project, 'Sharing the Spirit of the ANZACS – Celebrating Australia's Aboriginal Military History', and produce a documentary and website about the involvement of Indigenous Australians in Australia's wartime history.

VINCENT FAIRFAX FAMILY FOUNDATION

The Vincent Fairfax Family Foundation is a long-time supporter of the University through its endowment of the Chair in Sustainable Agriculture at the Hawkesbury campus. This year, the foundation also donated \$50,000 for student internships and a project to establish the first Australian university chapter of the Youth Food Movement. To celebrate the launch of this chapter, University agriculture students conceived and delivered a 'One Mile' dinner for 40 community guests at the Hawkesbury campus. ABC celebrity gardener Costa Georgiadis delivered a motivational speech promoting sustainable food production.

ORDER OF AUSTRALIA ASSOCIATION FOUNDATION

For the first time, the Order of Australia Association Foundation funded a prestigious \$40,000 scholarship for a top Bachelor of Business student. Scholarship interviews were conducted in late 2015 and the foundation's National Selection Committee made the

final selection. The scholarship, which will begin in 2016, will be officially presented at a prestigious awards function in March 2016.

COMMUNITY CRICKET DAY WITH BRIAN LARA

In April, The Office held a University Community Cricket Day featuring cricketer great, Brian Lara, who batted for both the student and staff teams, signed University merchandise, and mixed with the participants and spectators. More than 1,000 people, including alumni, University students and staff, Western Sydney primary school students, donors, friends, University charity partners, and local police, ambulance and Lions Club members attended.

REFUGEE SCHOLARSHIP CAMPAIGN

The University launched the Refugee Scholarship Campaign in 2015, establishing the fund with a \$500,000 contribution, which community and staff then topped up. The first scholarships will be awarded in 2016.

OTHER MAJOR GIFTS:

- Rotary Clubs across Western Sydney continued to support students and research, with the Rotary Club of Narellan confirming another three years of funding for molecular medicine research (\$40,000 p.a.) and medical student scholarships (\$30,000 p.a.). ADCO Constructions, Narellan Town Centre, Mainbrace Constructions, TRN Group and Gunlake Concrete all made contributions. The Rotary Club of Padstow pledged \$6,000 to support two student prizes for academic excellence over three years in social work, and the Rotary Club of Carlingford pledged \$4,000 over two years for new prizes in nursing, midwifery, civil engineering and accounting.
- Mr Bob Ingham donated \$170,000 for the Prostate Cancer Research Team's research and for Bachelor of Medical Research scholarships.
- Existing donors Dr Darleen Bungey and Ms Geraldine Brooks and new donor Ms Gloria Brooks endowed a \$35,000 prize for literature.
- Blackmores Ltd pledged \$320,000 over three years for research at the National Institute of Complementary Medicine.
- An anonymous donor gave \$75,000 to support gastrointestinal motility research by the School of Medicine.
- The Honourable Helen Sham-Ho, OAM donated \$10,000 for an endowed student prize in policing.
- An anonymous donor gave \$50,000 over five years for an accommodation scholarship for an Aboriginal or Torres Strait Islander student studying medicine.
- The Australian Turf Club pledged \$30,000 for a scholarship for a student studying business or tourism.
- The GPT Group gave \$32,000 for scholarships and internships for two third-year Bachelor of Business (Property) students, and scholarships and internships for two Aboriginal and Torres Strait Islander students.
- The Sisters of Charity Foundation pledged another \$30,000 for a second scholarship, in addition to an existing scholarship.
- The Hawker Foundation increased its support of the Professor Ross Hawker Scholarship for a student studying medicine.
- The Medich Foundation gave \$10,000 for a Bachelor of Medical Research scholarship.
- The Australian Rotary Health Research Foundation pledged \$10,000 for a rural clinical placement scholarship.
- The L&M Cowan Foundation made a new gift of \$6,000 for the continuation of PhD candidate Ms Grace Micali's research into eradicating golden staph.
- The Bennelong Foundation continued its funding with another \$10,000 donation for a scholarship for a second-year student in the School of Business.
- The Hawkesbury Foundation donated \$50,000 for the School of Science and Health's Vincent Fairfax Eco Systems Project and \$10,000 to the EA Southee Memorial Scholarship.
- Ongoing support for scholarships was received from Blacktown City Council (\$30,000), Campbelltown City Council (\$25,000), Hawkesbury City Council (\$15,000) and Penrith City Council (\$15,000).

BEQUESTS

A bequest is a gift of an asset, money or other right arising under a will, intestacy or settlement, which can have a great impact over time. During 2015, the bequest program engaged with alumni, current and former staff members, existing donors, the broader community, parents of students, solicitors, accountants and public trustees, and private trusts and foundations with a view to increasing the number of bequestors to the University. The University made several presentations to Western Sydney law firms and societies, and to community groups such as Rotary Clubs and the Zonta Club. In addition, the Office and the School of Law at the Parramatta campus conducted an Asset Protection and Estate Management seminar in October to promote bequests, which University alumni and staff attended – and it encouraged positive discussions.

FORMER SCHOLARSHIP RECIPIENT PLEDGED TO LEAVE A LASTING LEGACY

A stipend scholarship helped Professor Margaret Vickers complete her PhD at the University in 1998. She began her university studies, aged 21, when she realised her typist's pay was not enough to live on. She was one of only 11 students graduating in 1987 from the fledgling Bachelor of Business (Computing and Information Systems) at the then Nepean College of Advanced Education, now part of Western Sydney University.

Her life changed when she crossed paths with a former lecturer who told her about a tutoring role at the University. That job turned into a role as a lecturer and led her to complete a PhD in Commerce, and she is now an accomplished academic. Her intention for her bequest is to provide two ongoing stipend scholarships for research students with a disability or chronic illness.

GIFTS IN HONOUR OR IN MEMORY

Associate Professor Beth Southwell was an inspiring educator, who was committed to opportunity and excellence. She worked for the University from 1972 until her death in 2007. Through gifts from alumni, staff and friends, the newly created Beth Southwell Memorial Prize will support education

SUMMARY 2015

Donation and sponsorship income	\$4,656,134
Number of contributors	764
Donations from new donors	\$1,641,471
Number of new donors	413
Donor-supported scholarships awarded	110
Donor-supported prizes awarded	170
Number of staff givers	410
Contribution by staff givers	\$243,565
Number of alumni	162,817
Number of new graduates in 2015	8,177

students. In memory of Professor Southwell's passion and dedication, the prize recognises final year education students with outstanding performance in Secondary Mathematics.

STAFF GIVING

To support the University's mission to make sure students succeed, the Office works to increase the number of scholarships available for deserving students. In 2015, the Office appealed to University staff to join the Staff Giving program. The program, which supports Western Sydney University Community Scholarships, was extended to include new postgraduate research scholarships and scholarships for refugee students. The University matches staff donations, doubling the benefit to students.

Staff Giving enables academic and professional staff to contribute to scholarships through fortnightly payroll donations. At the beginning of the appeal in October, about 180 staff members participated in the Staff Giving program. At the end of the appeal on 1 December, more than 400 staff members were giving regularly, placing the University among the top performing universities in the country in the area of workplace giving in support of students. The number of staff-supported scholarships available for students has significantly increased – staff donations and the associated matched funding will support up to 10 new community scholarships in 2016.

ALUMNI GIVING

Alumni continued to donate gifts without direct appeal activity. In 2015, more than \$30,000 was donated, with the majority going towards scholarships and prizes.

DONOR-FUNDED PRIZES

Prizes for academic excellence allow the University to recognise its most talented students. In 2015, the prizes program grew to deliver 170 prizes worth \$128,000. More than 200 donors contributed, including individual supporters, community groups and businesses.

ALUMNI-STUDENT ENGAGEMENT

The Office worked hard in 2015 to engage with students before they became alumni. It participated in international student orientations and farewells, on-campus Student Services fairs, Campus Living social events and the University Open Day to reinforce the benefits of staying connected with the University after graduation.

Alumni volunteers have also been interacting with students through the Social Engagement and Leadership Program for international and domestic students and through the LEAD Conference run by the SSS team. In addition, prominent alumni have addressed a number of graduation ceremonies throughout the year.

ALUMNI COMMUNICATIONS AND EVENTS

Contact with alumni has continued to grow over the last 12 months. The Office attends all graduation days to welcome new alumni to the community and to ensure that the University is able to stay in touch. This year, for the first time, the University achieved 100 per cent new graduate sign-up to the alumni program during the September graduations, and gathered email addresses for 26.5 per cent of alumni overall.

The *GradLife* magazine, which was distributed to contactable alumni and staff twice in 2015, profiled the stories of high-achieving alumni and key University activities. The University increased engagement with young alumni by developing and promoting the *GradLife* App, and through social media channels. The Office also began distributing to alumni the quarterly *GradBytes* e-newsletter, which includes stories and information on University events. Communications in the second half of the year focused on the University's new brand identity, with a lot of positive feedback, particularly regarding the television commercials about successful alumni.

Social and professional networking events have been held for alumni both domestically and internationally. The new *GradLife* Series events were launched in 2015 with one event held in Rydalmere and one in the Sydney CBD. Both events were well received and post-

event surveys confirmed that alumni want the University to facilitate networking. The Office supported alumni group and School-based alumni events, including the Hawkesbury Alumni Chapter lunch and the School of Social Sciences and Psychology alumni events. For the first time, a small gathering was held for Melbourne-based alumni, which helped prominent graduates connect with each other.

International events included two alumni dinners in China in the first half of the year and a cocktail party in Singapore. Alumni events were also held in Vietnam and Hong Kong in partnership with the University's offshore providers. The Chancellor, Vice-Chancellor and other Executive staff attended many of the overseas alumni events over the year. The Dean of Medicine hosted two alumni dinners in North America – in Toronto, Canada and in New York, US – which provided great opportunities to reconnect with alumni who have not been on campus in some time.

ALUMNI EXCELLENCE AND ACHIEVEMENT

The Western Sydney University Alumni Awards were launched in late 2015 to allow the University to recognise the achievements of some of its most inspiring alumni. Nominations were open to all University alumni across eight categories. A judging panel, chaired by the Chancellor, will convene in February to consider nominations and select winners. An event to recognise award winners will be held in March 2016.

Alumni excellence has also been recognised in nominations for international alumni awards, such as those hosted by the Australia China Alumni Association (ACAA) and similar international associations. In 2015, graduate Mr Jin Kong, Deputy Director of Group International Engineering at CPA Australia, was a finalist for the ACAA Banking and Finance Award, and Mr Vikas Punjabi, founder of The Chocolate Room, received the Victorian State Government Award for Outstanding Achievement in Food, Travel and Leisure. A number of alumni were also recognised in the Australia Day and Queen's Birthday honours lists in 2015 and the Office arranged for the Vice-Chancellor to congratulate them on their achievements.

NUMBER OF WEB SESSIONS BY COUNTRY

1. Australia with 93.4 per cent of all sessions
2. India with 0.95 per cent of all sessions
3. US with 0.80 per cent of all sessions
4. UK with 0.45 per cent of all sessions
5. China with 0.30 per cent of all sessions

GROWTH IN 2015 IN SOCIAL MEDIA FOLLOWER NUMBERS

	AS AT 9 FEBRUARY 2016	INCREASE ON PREVIOUS YEAR (%)
Facebook	116,733	168.89
Twitter (News)	7,045	13.92
Twitter UWS	4,000	104.92
YouTube	2,354	103.63
Instagram	5,707	208.65
LinkedIn Uni	69,367	16.95
LinkedIn Company	10,317	40.87
Google+	245	58.06

OFFICE OF MARKETING AND COMMUNICATION

The Office of Marketing and Communication builds and protects the image, positioning and branding of the University.

We integrate communication and branding activities performed by the Internal Communications, Web Services, iMedia and Design, Media and Public Relations, Print Services and Brand departments. We also drive activities across media, social media and internal communications.

The Brand and Identity project to refresh the University brand was launched at Open Day in 2015, the culmination of two years of strategy development and planning. The project, which was co-lead by the Director, Office of Marketing and Communications, and the Pro Vice-Chancellor (Students), has generated pride among students, alumni and staff. The supporting 'Unlimited' campaign has laid a strong foundation for challenging incorrect perceptions of the University, and the film about law graduate Deng Adut has been a global hit, with more than 5 million views on social media. The campaign, which is being lauded for a range of awards, is considered one of the world's most powerful higher education marketing messages ever delivered.

A key focus in 2016 will be the ongoing delivery of the three-year brand project with a range of strategic and operational activities in paid, earned and owned media.

WEB SERVICES

The Web Services Unit manages the corporate website, the University's leading communications channel. Our team works closely with management and stakeholders from all areas of the University, to produce a web presence that meets the needs of staff and students, enhances the University's reputation and grows enrolments.

In 2015, our key project was the rebranding of the 146 websites that make up our public online presence. The web team managed more than 30 individual projects and worked

with many internal and external clients to refine the new branding for digital expression. Coordinating the content updates, design changes, domain management and cutover on Open Day was a big challenge for the team, which delivered an exceptional result.

The Unit achieved this while also running two web forums, rolling out upgraded Google search appliances and fulfilling all the regular demands of a major university website.

In 2015, the University's website received three million hits per month. The traffic from new visitors was down slightly compared with previous years, matching a sector-wide trend, but overall it was up 9 per cent.

SOCIAL MEDIA

The Office is trying to grow the University's social media channel following by improving its reach and boosting engagement.

Our channel growth continued to improve, with increases of 259 per cent on Facebook, 142 per cent on Twitter and 298 per cent on Instagram compared to the previous year. Our Facebook page reach improved by 495 per cent and engagement was up 1,248 per cent, largely due to wide interest in our rebrand and Bystander Anti-Racism campaigns. The Deng Adut video, in particular, created a lot of positive engagement across our own and external social media channels.

In addition, our Facebook page engagement rate is still growing, averaging 7.07 per cent in 2015, which is more than 3 percentage points higher than in 2014. This is higher than that of other industries with similar page follower numbers and is also higher than the University's key competitors.

MEDIA AND EVENTS

The Media Unit is responsible for media relations and reputation management across the University. The Unit drives coverage of the University in local, national and international media, sourcing stories, writing media releases and news copy, managing the News Centre and liaising with journalists on a daily basis.

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

In 2015, the Events team successfully delivered almost 50 corporate events.

Major functions included the annual Women of the West/International Women's Day event; a visit by the Foreign Minister, The Hon. Julie Bishop and Member for Lindsay, The Hon. Fiona Scott, to meet students participating in the New Colombo Plan initiative; the GWS Giants season launch hosted at the Parramatta campus; the official opening of the Werrington Park Corporate Centre; the Sydney Business Chamber Airport Symposium; the annual Yarramundi Lecture; and the ever-popular annual Ramadan Iftar event, attended by more than 300 guests.

In November, the Events team organised a visit to the University by the Prime Minister, The Hon. Malcolm Turnbull, to take part in the National Innovation Roundtable at the Werrington Park Corporate Centre. The event brought together business, government and academic leaders to discuss ways to invest in research, skills training and business support to supercharge Australia's economy in the digital age.

The Media Unit helped generate more than 34,000 media items in 2015. In terms of audience and circulation, the University reached more than 310 million people, making it the third most watched, read or listened to university in NSW, behind University of Sydney and University of New South Wales.

Media Unit research stories that generated significant coverage across print, radio, television and the internet in 2015 included the launch of Western Sydney University's WomSAT app; University researchers' attempts to protect the threatened Bellinger River Turtle from extinction; research into the links between geography and chronic illness such as diabetes; research into the impact a cancer diagnosis has on patients' sexual relationships; research by the Institute for Culture and Society into Sydney's Chinatown precinct; and research by the Hawkesbury

Community and Regional Engagement

Institute for the Environment revealing that open-cut mines can affect groundwater and the trees that rely on it within a radius of several kilometres from the mines.

The University once again participated in the Daily Telegraph's *Fair Go for the West* campaign. The campaign ran throughout February and March in the lead-up to the NSW State election. Along with a number of editorial pieces featuring the University, we also hosted the leaders' debate featuring Mike Baird and Luke Foley at our Penrith campus.

The University's new identity, which was officially launched on 30 August, also generated both significant media coverage and community interest throughout the year, particularly the television commercials that featured University graduates. The ad featuring Mr Adut generated an extraordinary amount of attention globally, and was the subject of immense media coverage and social media activity.

Other corporate media activities included the University's ongoing development of the One Parramatta Square high-rise campus; Vice-Chancellor Professor Barney Glover's appointment as chair of Universities Australia and his address to the National Press Club of Australia; the announcement that the University will establish a Higher Education Learning Centre in the heart of Liverpool; the announcement of the University's \$500,000 Refugee Scholarship Fund; the NSW Government's appointment of Chancellor Professor Peter Shergold, AC to the role of NSW Coordinator General of Refugee Resettlement; and the Advancing Community Cohesion conference hosted by the University.

In addition to generating media coverage, the Media team also continued focusing on expanding its coverage of the University's 'owned' media channels, including the News Centre and social media channels.

The Media team's ongoing social media activity increased the number of 'Western News' Twitter Feed followers to more than 7,000.

INTERNAL COMMUNICATIONS

Internal Communications provides high-level strategic internal communications consultation, advice and support to staff across the University, helping them to communicate effectively with each other and students.

The team develops and delivers communications plans and strategies for University operations, projects and initiatives. In 2015, communication plans were used for a number of major projects including the 2015 MyVoice Staff Engagement Survey and the University's new brand. The University achieved an 86 per cent response rate for the MyVoice Survey, and feedback from staff members indicated improvements in senior management communication since 2012. During the rebrand, Internal Communications established a Staff Brand Ambassador program to engage staff and support units and Schools in implementing the brand changes.

The team also manages a number of internal communications channels (broadcast email, E-update, Yammer, Staff News and digital screen advertisements) and provides content for several student communications channels (Western Central, vUWS and social media). During 2015, IT&DS and CW&F installed digital screens at the Parramatta and Kingswood campuses as part of a network that will provide a valuable student communications channel on campus. Internal Communications manages the content, which includes essential student messages and strategic University messages.

Membership of the University's Yammer network continued growing during 2015. Several live 'Ask the VC' and 'Ask the Executive' Yammer chats were held, covering topics such as internationalising the University, global rankings, the new brand, and higher education and research policy. Internal Communications introduced Yammer training for staff members in April. In July, IT&DS transitioned the University to the Enterprise version of Yammer. Internal Communications is now responsible for its administering and reporting functions. In November, Internal Communications developed a plan to support

Yammer communication within the School of Science and Health.

The Student Communication Framework was approved by the University Executive in August 2015. This framework aims for a more strategic and coordinated approach to student communications across the University. Student Communications within Internal Communications will coordinate its introduction in 2016.

Internal Communications also supported several staff events, including the live-streamed 'State of the University' address by Professor Glover in June, the live-streamed Budget Forum in November and the Campus Planning Forum at Penrith campus in November.

THE WHITLAM INSTITUTE

The Whitlam Institute within the University is a dynamic public policy institute that commemorates – and is inspired by – the life and work of The Hon. Gough Whitlam, AC, QC. It pursues the causes he championed and is guided by the principles upon which his parliamentary career and years of service to the people of Australia were founded.

The 'three great aims' that drove the Whitlam Program of 1972 guide the Whitlam Institute. 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 an incorporated entity under an agreement between the University and Mr Whitlam in 2000. The Institute bridges the historical legacy of Mr Whitlam's years in public life and the contemporary relevance of his work on public discourse and policy.

MANAGEMENT

The Whitlam Institute is a separate entity within the University. A company established through a Deed of Trust guides the use of funds collected for the Institute's work. The Board of Directors, the members of which act as Trustees, oversees the Trust.

The Whitlam Institute Board is politically bipartisan and consists of leaders in academia, business, government and community organisations. The Board participates in the strategic development of the Institute. The current Chair is the Hon. John Faulkner. Indicative of the importance the University attaches to the Whitlam Institute, the Vice-Chancellor is a member of the Board *ex officio*.

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

WHITLAM PRIME MINISTERIAL COLLECTION

The Whitlam family donated several thousand additional items to the Institute's Prime Ministerial Collection following Mr Whitlam's death on 21 October 2014. This saw the collection expand to more than 35,000 items, making it one of the more significant collections in the country due both to the importance of individual items (such as the original 'letter of dismissal' and Mr Whitlam's logbooks) and its comprehensiveness.

The collection is an important and freely available resource for students, researchers, journalists and the public. The process of indexing, coding and digitising the documentary materials continues.

In addition to the permanent exhibition, *A Changing Australia: The Time of Gough Whitlam*, other items from the collection were displayed on open days at the Institute; for VIP visits including international delegations; in conjunction with the Schools Program; and to supplement relevant exhibitions in the Margaret Whitlam Galleries.

A number of notable 40th anniversaries were marked in 2015, including the passing of the *Racial Discrimination Act 1975*, the handing

back of traditional lands to the Gurindji people, the establishment of the Law Reform Commission and 'the Dismissal'. The Institute was involved in marking these anniversaries and published, in conjunction with the Centre for Media History, *Gough Whitlam, Double J and the Youth Radio Revolution* by Dr Liz Giuffre under the Institute's 'Whitlam Legacy' series.

WHITLAM INSTITUTE PROGRAM

The Whitlam Institute's public policy research program and related activity has continued to grow.

Public policy research activity includes:

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

In the first major event of 2015, Mr Graham Freudenberg, AM, author and political speechwriter for the Australian Labor Party, delivered the Commemorative Gough Whitlam Oration to a packed St Kilda Town Hall in Melbourne on 4 March.

A central feature of the Institute's public policy work is the Human Rights and Public Life program. In August, the Institute once again held an international Whitlam Workshop on 'Reclaiming the Public', which attracted leading international and Australian scholars. In addition, a major one-day public forum on 'Gough Whitlam and the Social Democratic Imagination' was held in November with leading public intellectuals including Professor Mick Dodson, the Hon. Barry Jones, Professor Jenny Hocking and Mr Freudenberg. The Institute also published two volumes of 'working papers' in 2015.

The Institute mounted a full calendar of public events covering a diverse range of issues, with prominent speakers including US Consul General Hugo Llorens speaking on the clean-tech revolution; panels discussing Australia's security legislation and the politics of the death penalty; and Stephen FitzGerald speaking on his memoir *Comrade Ambassador: Whitlam's Beijing Envoy*.

Dr Kristen Rundle was appointed as a Whitlam Institute Fellow in 2015, following the 2014 appointment of Professor Hocking as the inaugural Whitlam Institute Distinguished Fellow.

EDUCATION AND OUTREACH PROGRAM

The Institute runs a diverse program of education and community activities. Its Schools Program has a strong civics orientation across colonial history, heritage and contemporary democratic history, systems and institutions. The community activities include heritage tours, historical insights and curatorial lectures.

Alongside these more formal activities, the Institute holds regular weekend open days for the public and, for the first time this year, opened its doors for 'Christmas at the Female Orphan School' on the evening of Friday 4 December.

While thousands of people engage with the Institute's events on-site at the Female Orphan School, the program extends more broadly to include public events in central Sydney, Parramatta and interstate. In addition, a wealth of materials is available on the Institute's website and from extensive publications.

The annual 'What Matters?' school essay writing competition set a record in 2015, receiving more than 3,700 entries from 258 schools.

THE FEMALE ORPHAN SCHOOL

This magnificent 1813 building houses the Whitlam Prime Ministerial Collection, a reading room, a permanent exhibition (*A Changing Australia: The Time of Gough Whitlam*), a dedicated learning space for the Institute's

Community and Regional Engagement

developing Education and Outreach program, the Margaret Whitlam Galleries, seminar and function spaces, a visitor information centre and the secretariat.

In 2015, as part of the Schools program, 8,742 people visited the Female Orphan School to see the Institute's exhibitions, either as part of the Schools Program, with community tour groups, or while participating in seminars, workshops or public forums.

THE COLLEGE

Western Sydney University, The College is a not-for-profit company wholly owned by the University. The strategic purpose of The College is to provide quality academic pathways to Western Sydney University for Australian and international students, complemented by various English language and other professional and community programs.

Created in 2006, The College has its antecedents in English language and foundation studies programs offered by various University schools and entities since the 1980s.

During 2015, The College experienced significant (36 per cent) growth in its Academic Pathways Program, offset by a small decline in the English program. As a result, overall student numbers now exceed 3,700. Apart from planning and operating a multi-campus environment, other significant achievements made over the last 12 months include:

- a change of leadership, with Professor Greg Whateley appointed as Dean of The College
- renaming of the **UWS** College Board to the UWS Enterprises Board
- introducing the four-term diploma
- opening a new building on the University's Kingswood campus
- Hosting more than 1,000 students in academic literacy support short courses
- seeking Engineers Australia accreditation for the Associate Degree in Engineering
- developing online courses in all discipline areas
- becoming the largest International English Language Testing System test centre in Australia
- signing memoranda of understanding with Deloitte Australia's Financial Services team and the NSW Department of Justice.

Management and Resources

OFFICE OF PEOPLE AND CULTURE

UNIVERSITY STAFF PROFILE

There were 2,579.39 full-time equivalent staff members in ongoing and fixed-term positions as at 31 March 2015.

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

OPC supports the University in the following areas:

- HR strategy and services
- Aboriginal and Torres Strait Islander employment and engagement
- Organisational development
- Recruitment
- Work, health and safety
- Workplace relations and organisational design.

In 2014, OPC continued to implement the Our People staffing plan, including undertaking significant work in the areas of workforce planning; electronic onboarding, orientation and induction; and academic careers and development.

HR STRATEGY AND SERVICES

HR Strategy and Services (HRSS) is responsible for delivering HR operational services and program initiatives at the University, including payroll, Human Resources Information Systems, administration of superannuation, applications for academic promotions, and staff scholarships and awards. The Recruitment team and was merged with the HR Strategy & Services team early in 2015.

Key events organised by HRSS included the 4th Annual Professoriate Dinner, attended by over 80 members of the University professoriate, and the 6th Annual University Professional Staff Conference, with 16 staff presentations and over 350 professional staff members attending. The University is a sector leader in supporting these innovative approaches to bringing together staff members from the various disciplines and portfolio areas.

Academic Development Program

During 2015, applications for the Academic Development Program (ADP) were called for in two rounds. The ADP allows our academic staff to undertake a sustained period of academic development (up to 22 weeks) to pursue research; to acquire new skills and knowledge that can be applied to their teaching; or to develop ongoing partnerships with international and national collaborators and/or industry that will benefit the University. Eleven academics were successful in Round 1 and will undertake the ADP in the first half of 2016, and 22 were successful in Round 2 and will be undertaking it in the second half of 2016.

HRSS Projects

The project to convert paper-based forms to online format continued throughout 2015.

Other key activities during 2015 included:

- implementing full electronic onboarding for all new ongoing and limited-term staff members
- scoping and initiating the 'Casual Employment Process Improvement online' project
- achieving a significant reduction in the University's excess annual leave liability
- scoping and initiating the 'Refresh' academic career development pathways project
- merging the UWS College HR unit into the HR S&S partnership teams
- scoping and initiating the transition of the UWS Connect payroll to Alesco (WSU payroll system).

ACADEMIC PROMOTIONS

The 2015 round of academic promotions attracted 68 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies, with 45 applicants gaining promotion.

STAFF PROFILE

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Academic (levels A-E)	875.74	871.51	881.28	782.40	850.92	946.10	992.22	1,005.35	990.34	990.85
General (levels 1-9)	1,084.48	1,026.67	1,119.02	1,080.16	1,116.98	1,253.90	1,230.82	1,313.77	1,441.18	1,437.94
Senior (above Academic Level E or General Level 9)	84.40	117.70	138.60	107.70	104.40	114.60	139.8	111.00	156.00	150.60

These figures do not include casuals and are a snapshot of data as at 31 March 2015.

ACADEMIC PROMOTIONS

LEVEL	APPLICATIONS			SUCCESSFUL		
	Total	Male	Female	Total	Male	Female
B	7	3	4	7	3	4
C	30	15	15	19	9	10
D	22	14	8	13	6	7
E	9	3	6	6	2	4
Total	68	35	33	45	20	25

ORGANISATIONAL DEVELOPMENT

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

From January to mid-November 2015, the Office coordinated and/or delivered more than 369 courses and 286 online modules. A total of 3,606 enrolments from staff members were received for the following program streams:

- Career Development: 1,098 (31 per cent of enrolments)
- Leadership and Management: 932 (26 per cent)
- Computer Software and Systems Training: 520 (14 per cent)
- Organisational Knowledge and Policies: 589 (16 per cent)
- Diversity and Wellbeing: 295 (8 per cent)
- Internal Consultancies: 172 (5 per cent).

In addition, the take-up of online learning has increased, with 12,941 online modules completed.

OD also provides an internal consultancy service to Schools and Divisions to coordinate and/or facilitate planning days, team-building activities, customised training, coaching and career advice.

KEY PROJECTS AND PROGRAMS

The Academic Careers and Development Project focuses on the development and implementation of the Academic Capabilities and Performance Expectations Frameworks, to build an innovative, flexible, responsive and high-performing academic workforce. The project recognises the different career profiles, pathways and development and progression needs of academic staff, beginning with early-career academics.

The need for career development resources and information was also highlighted in the MyVoice Staff Engagement Survey results. The project has introduced a suite of career development resources, workshops and activities to support academic staff members and their supervisors.

There are several key programs that support academic career development:

- The Foundations of University Learning and Teaching Program (FULT) is a professional development program for new teaching staff, aimed at encouraging student-focused teaching, helping staff engage students in learning, and aligning teaching and reflective practice with the scholarship of learning and teaching. Four FULT programs were held in 2015, with 72 academic staff participating.
- A number of academic mentoring programs are offered for early- to mid-career academic staff, and provide a unique opportunity for staff members to broaden their knowledge, skills and experience. Since 2010, over 200 academic staff members have participated as mentors and mentees. In 2015, 38 staff (19 mentoring pairs) participated in the nine-month Academic Mentoring Program. Twelve early-career female researchers participated in Speed Mentoring with the Executive, and 69 early-career academics participated in Campus-based Speed Mentoring with members of the professoriate. These short, intensive 'speed' mentoring sessions enable mentees to gain valuable career guidance. The Executive and professoriate also learn about the specific challenges and experiences of early-career academics at the University.
- Early Career Academics (ECA) Campus-based Network Forums enable peer networking across disciplines and Schools, and provide vital support for early-career academics in developing their careers. In 2015, 95 academics participated in the network forums.
- The Future Research Leaders Program (FRLP) supports early-career researchers to develop their capabilities in relation to financial management and reporting; grant

writing and administration; and project management. In 2015, 68 early- and mid-career academics participated in the blended learning program.

There are also a number of programs that enhance leadership and staff capabilities:

- The Inspire Leadership Program is designed to develop and enhance the leadership skills and capabilities of academic and professional managers. Since 2010, more than 300 managers have participated in the program, including 36 supervisors and managers who completed leadership projects in the workplace in 2015.
- Since 2007, 28 Certificate IV in Frontline Management, Certificate IV in Training and Assessment, and Diploma of Management programs have been held, with 443 participants. In 2015, 10 staff members gained qualifications in Certificate IV. Participants are required to complete work-based projects and activities.
- The Compass Program is about supporting and guiding staff members to navigate various career pathways and development opportunities, and to plan their work in alignment with the *Securing Success* strategy and goals. The University uses an online system for monitoring and reporting on performance. In 2014–15, performance reviews were completed for 87 per cent of the staff.
- The Creating a Positive Culture Program introduces the core concepts of positive psychology to promote flourishing and wellbeing, resilience and optimal functioning in the workplace. The program aligns with *Securing Success* Goal 6 (developing a culture of adaptability and flexibility), the Our People Staffing Plan (recognising and valuing staff) and the MyVoice Staff Engagement results (to increase staff engagement, promote a positive workplace culture and improve cross-unit collaboration and communication). The initiative started with a pilot program in late 2013, and so far 210 academic and professional staff members and senior managers from the Schools and Divisional Units have participated.

DATA AT A GLANCE

Between January and December 2015, there were 1,732 requests for recruitment under the following categories:

WORKFORCE SEGMENT	REQUISITIONS: JANUARY-DECEMBER
Academic full time	199
Academic part time	38
Professional full time	550
Professional part time	45
Nominations - academic full time	272
Nominations - academic part time	42
Nominations - professional full time	185
Nominations - professional part time	40
Honorary appointments	361
Total transactions finalised in 2014	1,732

COMPARATIVE INCIDENTS/ACCIDENTS AND CLAIMS AT WESTERN SYDNEY UNIVERSITY

	2011	2012	2013	2014	2015
Incidents/accidents	479.00	478.00	525.00	475.00	585.00
Claims	58.00	54.00	50.00	26.00	35.00
Frequency rate	6.79	5.45	5.07	3.59	3.70
Incident rate	0.51	0.43	0.36	0.26	0.27
Average lost time (days)	23.54	9.13	18.89	14.09	7.24

Note: 2015 figures are year-to-date as at 31 December 2015.

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

- The Senior Management Conference was held in June 2015, with the theme of 'Securing Success through Leadership and Innovation.' It was attended by more than 63 senior staff members, who engaged in strategic conversations around the future of the teaching and learning program, developing the new brand strategy, and innovation in research and engagement.
- The University's Quality Forum was held in November 2015, with the theme 'Quality in a Distinctively Student-Centred University'. The forum provided an opportunity for over 130 academic and professional staff members to engage in discussions about quality in relation to students, learning and teaching, and research, with a focus on data, service and outputs.

MYVOICE: STAFF ENGAGEMENT

The 2015, the MyVoice Staff Engagement Survey elicited a very strong response, with 86 per cent of the staff taking the opportunity to have their say. The University achieved the second-highest response rate of the universities that participated. At the organisational level, all survey items showed an increase in satisfaction since 2012, with overall results around 6 percentage points above university benchmarks. Staff engagement increased 5 points to 81 per cent,

and satisfaction with the University's progress increased 10 points to 65 per cent. As a result, the University was awarded second place in the Voice Project Change Challenge Awards, for the second-highest positive change from one survey to the next.

As a result of the survey, a number of recommendations were made for areas of improvement and discussions were held with deans, directors and staff in the Schools, Institutes and Divisions to identify areas for development and create action plans at the local level for implementation over the next year.

In response to reported lower levels of engagement by academic staff at levels B and C, the Vice-Chancellor hosted campus-based discussion forums from late July to early August with over 80 academic staff from levels A to E, to understand and address the issues experienced by staff. The next MyVoice Staff Engagement Survey will be held in 2017.

RECRUITMENT

Recruitment manages all aspects of the recruiting process for business units at the University. The recruitment team merged with the HR Partnership teams in early 2015. The Relocations Officer assists with immigration, visa and relocation matters for all staff members recruited from overseas and interstate.

WORK HEALTH AND SAFETY

The focus for Work Health and Safety (WHS) during 2015 was to further enhance the level of engagement in building WHS into the University's core business. The approach of integrating WHS into the business fabric of the organisation has proven successful, with greater levels of accountability and responsibility being demonstrated. The WHS Unit ensures the University complies with WHS legislation, helping to make it a safe place to work and study.

The Unit continued to help management and staff establish a culture that encourages every person to work and study in a safe manner and to care for the health and safety of other people and the environment.

There was a significant increase in the completion rates of mandatory training and WHS modules during 2015. This suggests there is greater awareness of the modules, as well as greater willingness to increase WHS compliance.

There has been continued effective management of high-risk areas such as laboratories and areas with biological and radiation safety risks.

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

Management and Resources

There were no prosecutions of the University for breaches under WHS legislation during 2015.

WORKPLACE RELATIONS AND ORGANISATIONAL DESIGN

The Workplace Relations and Organisational Design (WROD) Unit oversees industrial relations, change management and workforce planning.

WORKFORCE PLANNING

The WROD Unit coordinated and assisted the Schools and Institutes in completing an initial workforce plan for their respective areas.

CHANGE MANAGEMENT

The Unit provided specialist advice to assist the Divisional Assessment and Process (DSPA) Review that resulted in two change proposals for the University and additional change proposals for two University entities: Western Sydney University The College and Connect. Additionally, six change proposals were progressed outside the DSPA review.

The Unit also provided specialist advice to assist in the transfer of business of some The College professional staff to the University.

ENTERPRISE BARGAINING

The implementation of the approved staff Enterprise Agreements has been ongoing, and has resulted in a number of academics being converted and placed in teaching-focused roles.

FAIR WORK COMMISSION MATTERS

A number of industrial matters were initiated before the Fair Work Commission, which were discontinued or found to be in the University's favour. No adverse findings were made against the University.

DIVISION OF FINANCE AND RESOURCES

The Division of Finance and Resources came into existence in January 2015 as part of the University's management and organisational restructure.

The position of Chief Financial Officer was expanded and retitled Vice-President, Finance and Resources (VPFR) and reports directly to the Vice-Chancellor.

The Division is responsible for the University's overall planning, strategy, policy and accountability functions relating to Finance, Information Technology and Digital Services, Capital Works and Facilities, Commercial and Estate Planning, Project Management and Procurement.

The Division works to optimise the financial and operational planning, strategy and performance of the University. It provides strategic direction and oversight of the University's financial activities, including commercial arrangements and opportunities; investments and the use of the building and land assets; and improving efficiency and reducing costs across the University. The Division sponsors projects across the portfolio that should help the University achieve optimal financial sustainability.

The Division manages the University's annual budget process, including capital funding; developing appropriate financial policies; and monitoring, advising and reporting on the financial health of the University, including its controlled and associated entities.

The Division also delivers the IT systems and technology infrastructure that enables our learning, teaching and research programs.

Core business units within the Division of Finance and Resources include:

- Information Technology and Digital Services
- Financial Operations
- Office of Commercial and Estate Planning
- Capital Works and Facilities
- Project Management Office.

The VPFR interacts with the Board of Trustees and a number of Board sub-committees such as the Audit and Risk Management Committee, Finance and Investment Committee and the University Infrastructure Committee.

Each year, the Division manages projects from the planning to the delivery stages in finance, IT, commercial and estate planning, and campus development and capital works, and makes sure all projects align with the strategic direction and objectives of the University.

The Division completed many key projects in 2015, including:

Unmodified financial statements - The University and its entities received unmodified audited financial statements for the 2014 year because of prudent financial management, governance and compliance.

Improved key financial systems - The Division continued working on systems in 2015, migrating financials on Oracle to an externally hosted environment; integrating student load modelling in TM1; and introducing an online end-to-end travel and expense management system. These have all helped strengthen the University's financial capabilities, improving administrative efficiencies and user experiences.

Centralised functions - A 'hub and spoke' model has been implemented, in which Central Office employs staff members to provide a client service to other Offices, Schools or Institutes. This model will be adopted across the University to:

- improve efficiency and consistency of service delivery across the University
- create 'centres of excellence' by grouping staff with similar knowledge and skills, and supporting best practice approaches to service delivery
- provide more professional development and career enhancement opportunities for staff members
- allow for more effective and efficient governance and risk management, and provide more flexibility for managing staff members' workload and absences.

Campbelltown residential development

The Division, in partnership with UrbanGrowth, is developing a 950-lot subdivision over 122 hectares on the south-west portion of the Campbelltown campus. The project will be delivered in five stages through to the end of 2016.

Westmead campus redevelopment – The campus has been identified as a strategic land asset for development due to its location within the specialised health, education and research precinct of Westmead. The site has been rezoned to provide up to 120,000 square metres of mixed-use development including residential, education, commercial, retail and community spaces – and is intended to achieve the optimal value for the University. An Expression of Interest (EOI) and Request for Tender (RFT) process was run in the second half of 2015 with sale contracts for two lots exchanged in December.

Westmead campus estate major works – These works for the Westmead subdivision development include demolishing buildings K, N, M, L and P. The detailed design phase for a new road and loop around parkland to connect with Darcy Road has been finalised and the civil works contractor has begun work, with construction due for completion in early 2016. This project is critical to maximising the return on redeveloping the site.

Werrington Park Corporate Centre – A new three-storey, five-star, Green Star-rated building has been built on the Penrith (Werrington south) campus, as stage one of the Werrington Park Corporate Centre. The building is located on the north-eastern corner of the campus, fronting the Great Western Highway. It offers commercial and research spaces with associated amenities and on-site parking. The project will strengthen ties between the University and industry, attract new industries to the area and facilitate the establishment and growth of those industries. A new industry incubator space (Launch Pad) run by Research and Innovation has been operating since March 2015.

vF2F and Zoom – The first phase of the Virtual Face to Face (vF2F) project has established the Zoom video collaboration service. In 2015, this was the fastest growing

IT service in the University, which is now the largest university user of Zoom in Australia. The first phase focused on desktop and room-based video conferencing, with the second phase using this technology for teaching, enabling students to interact with their teaching sessions from anywhere and on any device.

IPSQ – Planning and construction continues for the new Parramatta City campus at IPSQ. The vision is to create an iconic vertical campus in the heart of the Parramatta CBD that connects to business and community. The new campus, to be finished in 2017, will be a showpiece for collaborative and blended learning pedagogy in a focused, diverse and student-centric environment. The building will consist of 14 levels of A-grade space over approximately 26,500 square metres, and the University has committed to lease the entire building for 15 years, with options to extend. Architectural firm Architectus won an international competition to design the building, which will be highly integrated with inter-floor connectivity within and on-site amenities including a vibrant ground-floor retail area.

IPSQ technology master plan – A dedicated Information Technology and Digital Services (ITDS) team has been implementing the IPSQ Technology Master Plan. The Division's goal is to promote the University as an innovator by using the latest technologies for every area of the building, focusing on the student experience.

Parramatta Integrated Transport Plan – The Office of Commercial and Estate Planning (OCEP) has been leading a project to develop an integrated transport plan for travelling between the University's Rydalmere, CBD and Westmead campuses. The aim is to address short-term challenges and medium- to longer-term opportunities. This cooperative project is being undertaken with the assistance of other University divisions and student input.

Core IT system upgrades – From a core systems perspective, the University implemented the InPlace system to manage student placements. A staged rollout has begun, with four Schools already on board. In the final quarter of 2015, the Concur

Travel and Expense Management System was introduced to reduce red tape. We also completed a market scan in preparation for seeking tenders to replace our Student Management System, which will probably be our most significant IT undertaking.

FINANCIAL RESOURCES AND BUDGET OUTCOMES

The University ended the 2015 financial year with a consolidated reported surplus of \$41.3 million, compared to \$66.2 million in 2014 and a budget for 2015 of \$43.9 million. The resultant surplus of \$2.6 million was under budget predominantly due to increased expenditure on minor infrastructure assets. Overall, the surplus reflects control of staff numbers, centralisation of functions (particularly in the divisional areas), strict fiscal discipline on overhead expenditure and better than anticipated returns on commercial activities. The outcome is in line with the previously discussed plan to create a buffer in 2015 and 2016 to counter any dramatic impacts that may arise from proposed regulatory changes. The proposed changes were not enacted during 2015, and the Australian Government has announced that there will be no changes while it consults further on the matter.

Total revenue from continuing operations increased to \$755.6 million in 2015, which was \$25.9 million (3.5 per cent) higher than in 2014. This increase incorporates the University's move towards uncapped demand-driven student funding, and includes Australian Government financial assistance, which increased by \$13.2 million (2.4 per cent) to \$563.4 million. Revenue from international student fees increased by \$1.8 million (2.4 per cent) to \$76.3 million, and revenue from other course fees decreased by \$3.7 million (30.9 per cent) to \$8.3 million.

Expenses from continuing operations rose by \$50.9 million (7.8 per cent) to \$714.3 million, and employee-related expenses increased by \$29.8 million (7.2 per cent) to \$442.4 million.

The University's overall net worth has increased by \$152.4 million (10.5 per cent) to \$1,607.4 million. This includes the University's

Management and Resources

operating result of a \$41.3 million surplus and the subsequent increase in cash and investments of \$111.1 million.

During 2015, higher education funding continued to be somewhat unpredictable, and all universities needed to ensure they were in a position to generate new sources of revenue while using their financial resources as efficiently and effectively as possible. To this end, the University is committed to pursuing opportunities to use its assets in ways that provide alternative and sustainable income streams.

INFORMATION TECHNOLOGY AND DIGITAL SERVICES

Our students, staff members and community partners use technologies to communicate, collaborate, research, learn, teach and conduct business. Increasingly, users expect these services to be available at any time and place, creating challenges with balancing privacy and security with flexibility and agility. In response to this, we published an updated Information Technology and Digital Services (ITDS) strategy, *Future Now – Securing Digital Success*, in late 2015.

The strategy sets out five core objectives, each guided by seven strategic digital principles that will guide our IT decision making over the next five years. Our mission is to ensure that Western Sydney University is 'consistently contemporary'. We will achieve this by simplifying our approach to core services and allowing for more focused innovation to differentiate ourselves from other institutions. ITDS will deliver this in conjunction with quality, industry-standard processes, combined with measured risk taking through iterative experimentation, prototyping and collaboration.

This year saw the completion of the ITDS restructure, creating six focused teams:

- Digital Strategy and Innovation
- IT Operations
- Academic and Campus Experience
- Solutions and Project Services
- Digital Security and Risk

→ University Procurement and IT Planning.

At the same time, ITDS continued working on its portfolio of projects and day-to-day activities, achieving a number of significant outcomes including:

Parramatta Square – The technology master plan for 1PSQ has been well received and formed the basis of our work in 2015. The most significant outcome was integrating the technology in the prototype teaching space at Kingswood. In conjunction with Capital Works and Facilities and the Deputy Vice-Chancellor (DVC) (Academic) portfolio, ITDS has delivered a capability that is the very best that can be found anywhere.

Student placement system – While a few Schools await deployment in 2016, the system is operating well in many areas of the University. Both staff members and students are accessing the platform to manage placements, including in the major areas of Nursing, Midwifery and Education.

Core network upgrade – Every network switch across our campuses has been replaced and the overall number of switches has been reduced. This is due to the greater capacity of the new equipment and design that gives us a tenfold increase in throughput to accommodate the unrelenting growth in traffic.

Travel and expense management – A new system to support these two key activities was deployed during the first week of November. Ongoing training, practise change and systems configurations were needed to fine tune the service, but adoption has increased and a solid foundation has been established for 2016.

Oracle financials managed cloud services – The management of the University's finance and procurement systems was outsourced following the finalisation of a market tender and subsequent transition activities. The Division is now confident that the platform will have long-term support.

Student management system – After assessing systems, we have a clear idea of our options and have adopted a budget proposal to replace Callista, probably making the

University one of the first Callista clients to seek a replacement.

Upgrades and improvements – We upgraded Callista, Alesco and the Blackboard Learning Management System (vUWS) in 2015. We also established Internet Explorer 11 as the standard desktop browser, allowing staff and students more seamless access to websites. In addition, we moved our disaster recovery datacentre from an on-campus location to a commercial provider, consistent with the production centre relocation in 2013.

Western Central – The default student portal was transitioned to the platform previously known as Cube or MyC³. Students now have a more contemporary service from which to access their core services, create and maintain digital workbooks and keep up to date with notifications, news and events from around the University.

Rebranding – This campaign affects almost every digital asset in the portfolio. Initially it focused on public-facing services, followed by those used by students. The updating of assets used by staff has begun, but this project will continue into 2016.

Service and culture – The ongoing focus on improving our services and establishing the right proactive culture has continued. The fourth year of our sector-wide benchmarking survey has shown another increase in overall student satisfaction with our IT services. Staff satisfaction is also high, however we need to increase our focus in this area.

The ITDS project pipeline contains more than 90 initiatives that will either be started in 2016 or await further funding and prioritisation. In conjunction with the day-to-day activities that form such a fundamental part of our operations, ITDS has achieved significant outcomes in 2015 and hopes to build on this momentum in the future.

OFFICE OF FINANCE

The Office of Finance oversees the University's financial performance and ongoing financial sustainability. It does this by aligning the University's financial systems

and frameworks to the *Securing Success* strategic plan to build a competitive, efficient and financially sustainable organisation. Key drivers and functions include developing quarterly forecasts and annual budgets; monitoring finances monthly and reporting on performance; providing audited annual financial statements; managing Treasury, taxation, insurance, assets and travel; and providing daily financial transactions and advice supporting the Schools, Divisions and entity operations.

Key achievements in 2015 included migrating the core financial system (Oracle) to an externally hosted environment; improving performance and reducing operational risk; realigning and consolidating the Office of Finance into core functional areas as part of the Divisional Services and Processes Assessment (DSPA); performing a successful 2014 year-end audit including an unmodified audit opinion; introducing online financial dashboard reporting; and commissioning a more efficient vehicle booking system.

OFFICE OF COMMERCIAL AND ESTATE PLANNING

The Office of Commercial and Estate Planning (OCEP) supports strategic planning and development of the University's network of campuses and assets. OCEP identifies and assesses development opportunities and, if approved, manages the developments to create an endowment that will underpin the University's financial sustainability.

A number of project milestones were achieved in 2015.

STRATEGIC AND ESTATE PLANNING

OCEP contributed to strategic planning for the campus network and the estate through the following projects:

Reshaping Western Sydney University – The Division began initial planning to redistribute activities across the campus network.

10-Year commercial and estate plan – This plan enables the University's strategic plan. Endorsed by the Board of Trustees in April

2014, the plan establishes principles for development, and identifies short to medium-term activities and longer-term opportunities. A review of the plan began in 2015 and will be presented for endorsement in 2016.

Werrington estate master plan – Over 2015, OCEP further developed the master plan for future land uses on the Werrington North and Werrington South campuses and activation of the site as a technology-focused business park.

Development projects – OCEP has provided commercial and planning advice and support for the many development projects underway across the University, including the Westmead Redevelopment, 1PSQ, Campbelltown residential development and Werrington Park Corporate Centre.

Nirimba Education Precinct – OCEP is working with the Nirimba Precinct Partners to resolve the longstanding issues around the Nirimba Education Precinct community title. The community title subdivision was finalised in 2015.

International college – The University reached agreement with Navitas Limited in March 2015 to establish an international college as a joint venture between the two organisations. An initial intake of a small cohort of students occurred in September 2015, before a bigger operation in 2016. The courses are being marketed in India and selected South East Asian countries and the number will grow over time to complement those at the college, providing another stream of students for admission to the University.

uwconnect review – The Commercial Business Unit undertook an operational review of uwconnect, and the University Executive Committee endorsed its recommendations in November 2013. During 2014, the Unit restructured management, aligned a number of activities with the University, streamlined the management approach to retail and gym activities, and began reviewing food and beverage services. A number of outlets on the campuses will be leased to external suppliers to create variety in both food offerings and price points. Venues Management has also transitioned to OCEP to align with the University's commercial leasing arrangements.

Commercial agreements – Rationalisation of operational efficiencies and renegotiation of commercial leases and licence agreements across the portfolio have achieved revenue growth of 32 per cent. Further growth is expected in 2016 as new agreements are negotiated for food and beverage outlets, sporting fields, venues and other commercial opportunities.

CAPITAL WORKS AND FACILITIES

Capital Works and Facilities (CW&F) is responsible for planning and constructing new buildings, refurbishing and adapting existing buildings, maintaining almost 2,000 hectares of landscape and maintaining and cleaning more than 550 buildings across six campuses and external sites. It also provides cleaning and presentation services, waste removal, relocations and event set-ups, furniture acquisition and installation, space management, spatial data collation and management, campus signage and logistics (mail and stores). The Hawkesbury campus farm and associated resources are also part of the CW&F portfolio. CW&F is also committed to providing professional and project delivery support to OCEP commercial ventures.

2015 CAPITAL PROJECTS REVIEW

Learning Commons at Campbelltown campus – A learning commons at Campbelltown campus was created by adapting a storage area in 2015. A central student facility shifts the focus on entering the campus away from the adjoining residential development and ensures an active and vibrant 'face' for the University. Two levels of student spaces connect to the existing food court, enhancing student amenities and ensuring access to flexible and technology-enabled spaces. Concurrently, the external forecourt has been refurbished to create extra space for students. The forecourt has been landscaped to complement the School of Medicine building and entry to the new UrbanGrowth subdivision. This project is part funded by the SSAF.

Management and Resources

New anatomy building at Campbelltown (building 24) – To meet future teaching requirements and additional student load, a three-storey anatomy facility has been built for the School of Science and Health and the School of Medicine at the Campbelltown campus. The facility has shared back-of-house functions, such as refrigerated cadaver storage and embalming and dissection areas for the University's Body Donor Program, as well as teaching laboratories, thus serving the distinct needs of both Schools.

Refurbishment of building 10, Campbelltown – A major refurbishment to bring building 10 at the Campbelltown campus up to the collaborative learning standard has been completed. This project included upgrading the teaching facilities to create collaborative learning spaces. A major upgrade of IT services, collaborative-style furniture and the incorporation of social learning spaces in the circulation spaces have greatly improved the facilities.

Refurbishment of the Graham Swain Library, Hawkesbury – The Graham Swain Library (building G1) at the Hawkesbury campus is the latest of the University's existing library facilities to undergo a significant refurbishment. Increased student numbers and demand on campus made this a priority project. Dual entries to the library have been built and linked to the heart of the campus, creating a greater connection between the precincts. The work raised the standard of the library to that of the surrounding buildings, and it now provides better amenities and greater flexibility for students.

New College building, Penrith – A new five-star, Green Star-rated, single-storey teaching building has been built for the College at the Penrith (Kingswood) campus to give University students greater study options. The new teaching facility comprises a lecture theatre, four flat-floor teaching spaces, a computer lab and a dry lab, and social/collaborative learning spaces. The facility opened at the start of the 2015 semester.

John Phillips Library, Penrith – A new state-of-the-art library has been built for the Penrith (Kingswood) campus. The six-storey purpose-built John Phillips Library consolidates the

teaching facilities and gives students a new, central resource centre that provides a synergy between traditional hardcopy resources and contemporary, electronic, interactive learning.

College corporate offices (building U11) – The College has experienced significant growth in student numbers, which is expected to continue with population growth in north-western Sydney. Teaching capacity must grow to meet this demand. The redevelopment of the Westmead precinct means that a number of administrative and corporate staff have relocated to Nirimba, which is the hub of the College activity and the only location where all College programs are offered. The new corporate office building is located on the site of the former building U9, which was demolished. The single-storey building is 550 square metres and accommodates the executive offices. It has a reception area, accommodation for the Dean and CEO, a large meeting room, administrative offices and a professional unit.

Westmead major estate works – CW&F has managed the project, undertaking the estate major works for the Westmead subdivision development. The works are due to be completed in early 2016.

Rebrand and signage – CW&F have worked closely with the Vice-President (People and Advancement) on the rebranding initiative. Tasks are prioritised and are being rolled out to meet the University's cash flow and budget constraints and requirements.

Relocation of the Chancellery – During 2015, the Chancellery was relocated to Parramatta (south) campus, with level 2 of building EB being refurbished to accommodate the team.

Maker space/Blank slate pilot on Parramatta (south) campus – These new and innovative learning spaces allow suitably trained students to access technologies to support creativity, foster new approaches such as rapid prototyping, and underpin the development of design-based thinking in an inter-disciplinary environment.

Penrith (Kingswood) campus building Z prototype teaching space – The prototype is

for the construction of a 50-space teaching space in building Z that mirrors 1PSQ's proposed teaching space. Any issues or improvements to this prototype will be taken into consideration for the final 1PSQ fit-out. All schools are able to book and use this space.

2015 RELOCATIONS PROGRAM REVIEW

The relocation projects budget has been allocated to internally reconfigure buildings in response to changes in organisational and functional structures and requirements.

A number of relocation projects took place in 2015, including Campbelltown campus building 1 relocation of the School of Business, and Hawkesbury campus building H3 relocation of ITDS and building P16 relocation of Audit & Risk Assessment.

2015 INFRASTRUCTURE RENEWAL REVIEW

The infrastructure renewal program comprises about 80 projects with numerous sub-projects, all of which are based around upkeeping and upgrading the University's physical infrastructure. Infrastructure renewal projects are crucial to achieving and maintaining compliance of University assets with standards and legislation. They included:

- identifying and rectifying occupational health and safety 'trips, slips and falls' on paving and access ways
- providing equitable access solutions
- augmenting critical power supply
- removing asbestos (and other Hazmat)
- replacing fire indicator panels and dealing with other fire safety compliance issues
- renewing and installing new energy-efficient air-conditioning systems and the central plant
- upgrading and resurfacing roads and car parks, as well as providing new car parking
- introducing sustainability initiatives such as water reuse, solar energy generation, LED lighting and green building design.

The infrastructure renewal program also provided funding for statutory compliance issues including work, health and safety (WHS) upgrades, disability access and fire safety.

Notable projects in this program during 2015 included:

- introducing energy savings action plans
- upgrading fire detection devices on the Penrith campus
- upgrading the façades of buildings U2, U3 and U4 of the Nirimba Education Precinct at the Blacktown campus
- upgrading roof gutters and downpipes at the Parramatta (south) campus
- replacing outdoor furniture
- upgrading preparation areas for building K16 at the Hawkesbury campus.

2015 BACKLOG CAPITAL WORKS PROGRAM REVIEW

A number of noteworthy projects were identified from the backlog priority list during 2015–16, such as the adaptive reuse of Allen Library (building O) at the Penrith (Kingswood) campus to accommodate new social learning and teaching spaces, and administration and academic development spaces for the School of Social Sciences and Psychology. Given the complexity of the project, it has had a significant budgetary impact on the backlog capital works program.

ENVIRONMENT AND RISK MANAGEMENT

During 2015, Environment and Risk Management (E&RM) initiatives included enhancing service provision, aiding key business transformations, and developing ongoing cross-unit collaboration. Across the E&RM portfolio, alignment with the *Securing Success* strategy is sought, with services supporting quality buildings, social spaces and campuses, and seeking to 'embrace and embed sustainability within the University's culture'.

Key services included those associated with campus presentation and external civil works, cleaning, waste management and recycling; relocations and event management; environmental operations; and logistics and mail services. The amenity and quality of campus landscapes is continuously improved. The in-house nursery grew 50,000 plants for

University gardens. Cleaning services were extended to major new buildings, including the Werrington Park Corporate Centre and the Phillips Library on the Kingswood campus, and waste and recycling services based on waste compaction technologies were extended to the Nirimba campus. A number of major and minor events were supported, including Open Day at the Parramatta campus and the Centenary remembrance of ANZAC Day at the Hawkesbury campus, along with the ethical donation of furniture. Environmental operations included ongoing efforts to conserve energy and recycle water, and environmental risk management associated with bushfire mitigation and controlling feral animals. The logistics and mail team streamlined services and were consolidated into E&RM.

Key business transformations continued in 2015, particularly around environmental systems and performance, contractor WHS and operations at the Hawkesbury Farm. Along with upgrading the University's Environmental Management System, performance and targets associated with campus operations were developed as part of broader University sustainability reporting. Waste recycling rates of 80 per cent were achieved, 10 per cent higher than in 2014. The CW&F contractor induction program was upgraded, along with WHS procedures for the Hawkesbury Farm. Substantive progress was made on increasing the productivity and income of the Hawkesbury Farm, with the engagement of a new Farm Production Co-ordinator.

Cross-unit cooperation has been a continuing theme for the 2015 E&RM initiatives. Energy-efficient solar hot water heating has been installed on the Kingswood and Parramatta campuses in collaboration with Minor Capital Works. The Hawkesbury Bushfire Unit and bushfire mitigation strategy builds on collaboration between CW&F, Campus Safety and Security, the Hawkesbury Institute for the Environment and the NSW Rural Fire Service. Developments and services at the Hawkesbury Farm and the associated water-recycling scheme seek to demonstrate sustainable peri-urban agriculture and environmental management, in association with the School of Science and Health

and NSW Local Land Services. A federally funded Green Army initiative with a local employment agent provides training for local unemployed people in bush regeneration and weed management in the Cumberland Plain vegetation of the Hawkesbury campus.

PROJECT MANAGEMENT OFFICE

The Project Management Office (PMO) is a single, central support structure designed to drive and assist change-related projects across the University. The Office supports individual projects and programs across the organisation, allowing for the successful introduction of projects. The PMO's main objective is ensuring that the University is run as an efficient, agile and cost-effective organisation that is ready to face future challenges.

The Office is currently leading a number of projects that form part of the Divisional Services and Processes Assessment (DSPSA). These projects focus on improving the effectiveness and efficiency of the University's corporate support activities (Capital Works and Facilities, Finance, HR, ITDS and Marketing) by implementing a 'hub and spoke' service delivery model. In applying this model, the University has been able to aggregate staff performing similar corporate activities to create centres of excellence, group specialised skills and achieve economies of scale. This has included University entities such as Western Sydney University The College and Connect.

The Student Experience is another major initiative being driven by the PMO. This project focuses on student attraction, application and admission through to graduation and becoming alumni. A key outcome has been the development of the University's Student Lifecycle and using this as an organising framework for business units delivering administrative services to students. This project in particular aims to achieve the University's goal of being student-centred.

Other key achievements for the PMO in 2015 have included initiating improvement projects identified as part of the Red Tape Task Force program launched by the Vice-Chancellor.

Management and Resources

ENTITIES

UWSCONNECT LTD

The University established uwconnect Ltd (uwconnect) as a not-for-profit, controlled entity of the University in 2004. It is student-centric and community focused, providing a wide range of services – including Campus Life, food and beverages, functions, book sales, campus retail and gyms – for students, staff, alumni and the Western Sydney community.

It has recently undergone a significant management reorganisation to make its offering more efficient. uwconnect employs more than 200 people across Western Sydney.

UWS EARLY LEARNING LTD

Incorporated in 2012, UWS Early Learning Ltd is a not-for-profit, controlled entity of the University, which provides early learning facilities on all campuses for zero to six-year-old children of students, staff and the broader community. The University subsidises childcare places for students and staff, in addition to SSAF support for students. In 2014, it opened its latest 57-place service at the Parramatta (south) campus.

TELEVISION SYDNEY LTD

Television Sydney Ltd (TVS) was the only free-to-air, not-for-profit community television licence-holder in Sydney. The company began operating in 2006 and broadcasted on digital channel 44.

Following the decision in 2014 by the then Minister for Communications, Mr Malcolm Turnbull, to terminate community television licences, the Board of Trustees and the Board of TVS decided to cease operations at the end of 2015.

RISK MANAGEMENT

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

The Strategic Risk Register is updated every six months. Risks are identified via interviews and risk workshops are conducted with senior executive, and managerial and key operating staff members across the University and its related entities.

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

This work is based on a structured framework, the elements of which are summarised in the Risk Management Framework diagram below. 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 management program is also subject to an independent peer review at least every five years as part of the Office of Audit and Risk Assessment quality improvement program.

Key outcomes of the 2015 risk management program include the:

- commencement of staged implementation of the University's enterprise risk management system (Protecht)
- maintenance of a cyclical risk assessment program and operational risk databases across both administrative and academic operations

- attendance of senior staff at Audit & Risk Management Committee meetings in order to report on the management of strategic risk in key areas of University operations
- maintenance of a corruption prevention training program in accordance with our strategy to reduce corruption risks
- introduction of more rigorous reporting processes, together with procedures for ensuring risk mitigation strategies are closely monitored and completed.

RISK MANAGEMENT FRAMEWORK



ESSENTIAL ELEMENTS FOR THE IMPLEMENTATION OF RISK MANAGEMENT

RISK GOVERNANCE

Guidance, directions, control and support provided by senior management as well as the management style and organisational structure in which risks are being managed

MANAGING RISKS AND CONTROLS

A structured process by which risks are identified, assessed, prioritised and treated/controlled

MONITORING AND EVALUATION

Systems/processes in place to track the progress of risk treatment tasks and to assess the effectiveness of the treatment actions

INTEGRATION AND REINFORCEMENT

To embed risk management into organisational business processes, functions and operations. To train staff to improve their understanding, skills and knowledge of risk management

COMMON LANGUAGE

Using the same terminology, evaluation criteria and methodology across the organisation for managing and communicating risk information

INFORMATION

A risk management system/database designed to capture, analyse, record and report risk data/information

REVIEW

To provide assurance on the risk management programs' effectiveness, relevance and currency via regular reviews by senior management and independent assessors

APPENDIX 1

BOARD OF TRUSTEES MEMBERS

THREE OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor

Professor Barney Glover, Vice-Chancellor

Associate Professor Paul Wormell, Chair of Academic Senate

SIX APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks

Ms Elizabeth Dibbs (Pro Chancellor)

Ms Genevieve Gregor

Ms Vivienne James

Mr Paul Newman (resigned 5 June 2015)

Mr Ian Stone

FOUR APPOINTED MEMBERS (BOARD)

Mr Christopher Brown, AM

Mr Michael Pratt (Deputy Chancellor)

Ms Gillian Shadwick (Deputy Chancellor)

Ms Gabrielle Trainor

FIVE ELECTED MEMBERS

Mr Tim Ferraro, graduate

Mr Elie Hammam, postgraduate student (term concluded 30 June 2015)

Ms Sophie Kobuch, postgraduate student (term commenced 1 July 2015)

Doctor George Morgan, academic staff

Ms Taylor Macdonald, undergraduate student

Ms Jenny Purcell, general staff

APPENDIX 2

BOARD OF TRUSTEES MEETINGS

A = Number of meetings attended B = Number of meetings held during the time the member held office or was a member of the committee during the year#	Committees of the Board of Trustees											
	Board of Trustees		Audit & Risk Management		Remuneration & Nominations		Board Standing		University Infrastructure		Finance & Investment	
	A	B	A	B	A	B	A	B	A	B	A	B
Mr John Banks	3	6										
Mr Christopher Brown	6	6										
Ms Elizabeth Dibbs	6	6	6	6	4	4	5	5				
Mr John Fehon			5	6								
Mr Tim Ferraro	6	6										
Professor Barney Glover	6	6			5	5	6	6	4	5	5	5
Mr Peter Graham									3	5		
Mr Michael Gratton									2	5		
Ms Genevieve Gregor	6	6									5	5
Mr Elie Hammam	4	4										
Ms Susan Hartigan			4	6								
Mr Damian Horton									3	4		
Mr Craig James			6	6								
Ms Vivienne James	6	6										
Ms Sophie Kobuch	2	2										
Ms Georgia Lee									5	5		
Ms Taylor Macdonald	5	6										
Mr Alastair Metcalf											4	5
Doctor George Morgan	6	6										
Mr Paul Newman	3	4							0	2		
Mr Lee Pinder									5	5		
Mr Michael Pratt	5	6			4	5	6	6	4	5		
Ms Jenny Purcell	6	6										
Mr Bob Sahota											3	4
Ms Gillian Shadwick	6	6			5	5	6	6				
Professor Peter Shergold	6	6	1	1	3	5	4	6	1	1	1	1
Ms Jodi Stanton									2	3		
Mr Ian Stone	5	6									3	4
Ms Kerry Stubbs											5	5
Ms Gabrielle Trainor	5	6										
Ms Michelle Tredenick									0	1		
Associate Professor Paul Wormell	6	6										
Mr Alan Zammit			5	6								

In 2015 the Board held five regular meetings and one Strategy Day meeting.

APPENDIX 3

COMMITTEES AND OTHER BODIES ESTABLISHED BY THE BOARD OF TRUSTEES

BOARD OF TRUSTEES COMMITTEES	CHAIR
Academic Senate	Associate Professor Paul Wormell
Audit and Risk Management	Mr Alan Zammit
Board Standing	Professor Peter Shergold, AC
Finance and Investment	Ms Genevieve Gregor
Remuneration and Nominations	Professor Peter Shergold, AC
University Infrastructure	Mr Michael Pratt

UNIVERSITY BODIES

Aboriginal and Torres Strait Islander Advisory Council	Professor Denise Kirkpatrick
Foundation Council	Mr Danny Gilbert, AM

APPENDIX 4

ACADEMIC SENATE MEMBERSHIP (as at 15 July, 2015)

EX-OFFICIO

- Professor Barney Glover, Vice-Chancellor and President
- Professor Denise Kirkpatrick, Deputy Vice-Chancellor and Vice-President (Academic)
- Professor Scott Holmes, Deputy Vice-Chancellor and Vice-President (Research and Development)
- Vacant, Pro Vice-Chancellor (Strategy and Performance)
- Mrs Ellen Brackenreg, Acting Pro Vice-Chancellor (Students)
- Associate Professor Bronwyn Cole, Pro Vice-Chancellor (Education)
- Associate Professor Linda Taylor, Pro Vice-Chancellor (International)
- Professor Deborah Sweeney, Pro Vice-Chancellor (Research & Innovation)
- Professor Scott Holmes, Dean, School of Business
- Professor Simeon Simoff, Dean, School of Computing, Engineering and Mathematics
- Professor Michele Simons, Dean, School of Education
- Professor Peter Hutchings, Dean, School of Humanities and Communication Arts
- Professor Michael Adams, Dean, School of Law
- Professor Annemarie Hennessy, Dean, School of Medicine
- Professor Rhonda Griffiths, Dean, School of Nursing and Midwifery
- Professor Gregory Kolt, Dean, School of Science and Health
- Professor Kevin Dunn, Dean, School of Social Sciences and Psychology
- Professor James Arvanitakis, Dean, Graduate Studies
- Professor Greg Whateley, Dean, UWS College
- Professor Kate Stevens, Director (Research and Engagement), MARCS Institute, or nominee
- Professor Ian Anderson, Director (Research), Hawkesbury Institute for the Environment, or nominee

- Doctor Alpha Possamai-Inesedy, Associate Pro Vice-Chancellor (Education)
- Associate Professor Craig Ellis, Associate Pro Vice-Chancellor (Education)
- Associate Professor Betty Gill, Associate Pro Vice-Chancellor (Education)
- Ms Shaneen McGlinchey, Academic Registrar
- Ms Sue Craig, University Librarian

ELECTED

(term to 31 December 2015, unless otherwise indicated)

- Associate Professor Paul Wormell, Chair, Academic Senate (31 January 2016)
- Doctor Elfriede Sangkuhl, Deputy Chair, Academic Senate (31 January 2016)
- Doctor Terri Mylett, Academic Staff, School of Business (Level A, B or C)
- Associate Professor Terry Sloan, Academic Staff, School of Business (Level D or E)
- Doctor Qinghua Zeng, Academic Staff, School of Computing, Engineering and Mathematics (Level A, B or C)
- Associate Professor Leanne Rylands, Academic Staff, School of Computing, Engineering and Mathematics (Level D or E)
- Associate Professor Catherine Attard, Academic Staff, School of Education (Level A, B or C)
- Associate Professor Anne Power, Academic Staff, School of Education (Level D or E)
- Doctor Christopher Peterson, Academic Staff, School of Humanities and Communication Arts (Level A, B or C)
- Associate Professor Alana Lentini, Academic Staff, School of Humanities and Communication Arts (Level D or E)
- Mr John Juriansz, Academic Staff, School of Law (Level A, B or C)
- Professor Donna Craig, Academic Staff, School of Law (Level D or E)
- Doctor David Mahns, Academic Staff, School of Medicine (Level A, B or C)

- Professor Janette Perz, Academic Staff, Centre for Health Research (Level D or E)
- Ms Maxine Veale, Academic Staff, School of Nursing and Midwifery (Level A, B or C)
- Professor Sheree Smith, Academic Staff, School of Nursing and Midwifery (Level D or E)
- Doctor Cindy Kersaitis, Academic Staff, School of Science and Health (Level A, B or C)
- Professor Janice Aldrich-Wright, Academic Staff, School of Science and Health (Level D or E)
- Doctor Awais Piracha, Academic Staff, School of Social Sciences and Psychology (Level A, B or C)
- Associate Professor Jane Mears, Academic Staff, School of Social Sciences and Psychology (Level D or E)
- Vacant, Academic Staff, Badanami Centre for Indigenous Education
- Doctor Matthias Boer, Academic Staff, Hawkesbury Institute for the Environment
- Mr Jarrod Bradley, one of two undergraduate students (to 31 May, 2017)
- Mr Mitchell Klievens, two of two undergraduate students (to 31 May, 2017)
- Mr Murray Robertson, one of two postgraduate students (to 31 May, 2017)
- Mrs Ushi Ghoorah Hurrychurn, two of two postgraduate students (to 31 May, 2017)

APPOINTED

- Professor James Arvanitakis, Head of The Academy
- Professor Donald McNeill, ARC Future Fellow, Institute for Culture and Society
- Professor Zhong Tao, Institute for Infrastructure Engineering

APPENDIX 5

BOARD OF TRUSTEES REPORT

MEMBERS

The members of the Board of Trustees of the University are detailed in Appendix 1, on page 82.

MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2, on page 83.

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 focus on Western Sydney. 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 these entities are provided on page 80.

REVIEW OF OPERATIONS

The operations and activities of the University are outlined in detail in this Annual Report and, in particular, in the sections Learning and Teaching, Research and Community, and Regional Engagement.

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 Board is of the opinion that no other matter or circumstance will significantly affect the operations or activities of the University.

LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS

At the end of 2015, the University had approved the sale of the residential lots on the Westmead campus. Work will continue throughout 2016 to finalise this transaction and to implement the strategic plan for the remaining lots on the Westmead campus.

COMPLIANCE WITH THE VOLUNTARY CODE OF BEST PRACTICE FOR THE GOVERNANCE OF AUSTRALIAN UNIVERSITIES

The Board of Trustees adopted the code from the beginning of 2012 and resolved to review the University's compliance with the code at its first meeting each year. In 2015, the Board noted the report evidencing compliance with the code.

ENVIRONMENTAL REGULATION

The University is subject to various Commonwealth, state and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation. Details of the University's general activities related to environmental issues are provided on page 79.

INSURANCE OF OFFICERS

Clause 5 of Schedule 1 of the *University of Western Sydney Act 1997* provides a degree of protection from personal liability for Board members and officers of the University. The University also has Directors and Officers Liability insurance with Unimutual.

LEGAL PROCEEDINGS ON BEHALF OF THE UNIVERSITY

In 2015, the University was served with a claim in relation to a dust-related condition of a former employee of the former Hawkesbury Agricultural College. The claim was settled.

This report is made in accordance with a resolution of the Board of Trustees on 6 April 2015.

Professor Peter Shergold, AC
Chancellor

APPENDIX 6

EXECUTIVE REMUNERATION AND PERFORMANCE DATA

PROFESSOR BARNEY GLOVER

POSITION	Vice-Chancellor & President
TOTAL REMUNERATION PACKAGE	\$830,000
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

PROFESSOR SCOTT HOLMES

POSITION	Deputy Vice-Chancellor & Vice-President (Research and Development)
TOTAL REMUNERATION PACKAGE	\$493,319
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

PROFESSOR DENISE KIRKPATRICK

POSITION	Deputy Vice-Chancellor & Vice-President (Academic)
TOTAL REMUNERATION PACKAGE	\$493,319
PERIOD IN POSITION	11 months
RESULTS	Met all objectives

MR PETER PICKERING

POSITION	Vice-President (Finance & Resources)
TOTAL REMUNERATION PACKAGE	\$443,987
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

MR ANGELO KOURTIS

POSITION	Vice-President (People and Advancement)
TOTAL REMUNERATION PACKAGE	\$421,787
PERIOD IN POSITION	10 months
RESULTS	Met all objectives

SENIOR EXECUTIVES EMPLOYED AND GENDER

2014	2015
Males: 3	Males: 4
Females: 3	Females: 1

AVERAGE TOTAL REMUNERATION PACKAGE OF EXECUTIVES

2014: \$492,686	2015: \$492,922
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PERCENTAGE OF TOTAL EMPLOYEE-RELATED EXPENDITURE

2014: < 1 per cent	2015: < 1 per cent
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APPENDIX 7

PRINCIPAL OFFICERS OF THE UNIVERSITY

CHANCELLOR

Professor Peter Shergold AC

BA (Hons) *Hull*, MA *Illinois*, PhD *LSE*, FASSA

VICE-CHANCELLOR

Professor Barney Glover

PhD *Melbourne*, MSc *Melbourne*, BSc (Honours) *Melbourne*, Dip Ed *Melbourne*, MAICD

CHAIR, ACADEMIC SENATE

Associate Professor Paul Wormell

BSc *Syd*, PhD *Syd*, FRACI, CChem

DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (ACADEMIC) (FROM 12 JANUARY 2015)

Professor Denise Kirkpatrick

PhD *ECU*, M.Ed *UWA*, B.Ed *Western Australian College of Advanced Ed*, Dip Teaching *Western Australian College of Advanced Education*

DEPUTY VICE-CHANCELLOR (RESEARCH AND DEVELOPMENT)

Professor Scott Holmes

PhD *ANU*, BCom *Uni Newcastle*

VICE-PRESIDENT (FINANCE AND RESOURCES)

Mr Peter Pickering

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

VICE-PRESIDENT (PEOPLE AND ADVANCEMENT) (FROM 5 MARCH 2015)

Angelo Kourtis

BA *UWS*

APPENDIX 8

GOVERNMENT INFORMATION (PUBLIC ACCESS)

GIPA ANNUAL REPORT

Agency Name	Western Sydney University
Principal Department	Secretariat, Office of Governance Services
Reporting Period	1 January to 31 December 2015

OBLIGATIONS UNDER THE GIPA ACT

Review of Proactive Release Program – Clause 7(a)

Under Section 7 of the *Government Information (Public Access) Act 2009*, agencies must review their programs for the release of government information to identify the information that can be made publicly available. This review must be performed at least annually.

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

During the reporting period, AIGRC met on 28 October 2015, welcoming Mr Ian Londish, Associate Director, Secretariat, as chair.

The meeting noted some activities of the Information Commissioner since the last reporting period.

1. The *Agency guide on GIPA reporting* was published in September 2014.
2. The *Authorised proactive release of government information* fact sheet was published in June 2015.
3. The Information Commissioner performed an inaugural review of University contract registers in April 2015 and reported in August 2015.

The publication of items 1 and 2 provided a plainly worded elaboration on the reporting requirements of the Act to assist compliance. Item 3, the contract register audit, has been a significant event in the university sector. It found a relatively low average level of compliance. However, the range of results was significant and the meeting noted that the University is examining its individual audit report and looking to improve data collection and reporting.

Significantly for the University, the change of name and associated branding in the second half of the year meant that the University's website needed refreshing. Almost every page needed to be reviewed to comply with rebranding requirements, which also provided an opportunity to review the website more generally.

The analysis of web page views provided by the Web Services Unit suggested that more information searches may be taking place through external search mechanisms than within the University's website. This could explain the observed reduction in individual page views on the University's website, but was inconclusive.

Much more conclusive were the improvements led by the Web Services Unit to populate the website with a greater amount of information relevant to common searches. In particular, recent initiatives have greatly improved crossover between admissions-related course pages and the School pages related to the course. As a result, School pages experienced a significant increase in page views.

In the meeting, the committee noted the provision of personal human resources (HR) information to applicants as an ongoing challenge, particularly to applicants who were former staff members. This matter was considered in the context of the HR web pages and an ongoing review of HR structure. It was noted that there is capacity to increase the monitoring of such information requests to produce data the University can use to assess its ability to provide access to this information. The AIGRC intends to revisit this issue during the HR restructure.

Number of Access Applications Received – Clause 7(b)

During the reporting period, our agency received six formal access applications.

Number of Refused Applications for Schedule 1 Information – Clause 7(c)

During the reporting period, our agency did not refuse any formal access applications because none of the information requested was referred to in Schedule 1 of the GIPA Act.

APPENDIX 8

STATISTICAL INFORMATION ABOUT ACCESS APPLICATIONS – CLAUSE 7(D) AND SCHEDULE 2

Table A: Number of applications by type of applicant and outcome*

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	1	1	0	0	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not-for-profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	1
Members of the public (other)	1	2	0	0	0	0	0	0

*More than one decision can be made in relation to 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*	1	1	0	0	0	0	0	1
Access applications (other than personal information applications)	0	2	1	0	0	0	0	0
Access applications involving both personal and other information	0	0	0	0	0	0	0	0

*A 'personal information application' is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

The total number of decisions in Table B should be the same as Table A.

Table C: Invalid applications

REASON FOR INVALIDITY	NUMBER OF APPLICATIONS
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	1
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	1
Invalid applications that subsequently became valid applications	0

Table D: Conclusive presumption of overriding public interest against disclosure – matters listed in Schedule 1 of the Act

	NUMBER OF TIMES CONSIDERATION USED*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

*More than one public interest consideration may apply in relation to a particular access application. If so, each such consideration is to be recorded (but only once per application). This also applies to Table E.

Table E: Other public interest considerations against disclosure – matters listed in table relate to section 14 of the Act

	NUMBER OF OCCASIONS WHEN APPLICATION NOT SUCCESSFUL
Responsible and effective government	3
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

APPENDIX 8

Table F: Timeliness

	NUMBER OF APPLICATIONS
Decided within the statutory timeframe (20 days plus any extensions)	4
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	1
Total	5

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*	1	0	1
Internal review following recommendation under section 93 of Act	1	0	1
Review by NCAT	0	0	0
Total	2	0	2

*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.

Table H: Applications for review under Part 5 of the Act (by type of applicant)

	NUMBER OF APPLICATIONS FOR REVIEW
Applications by access applicants	1
Applications by persons to whom information on the subject of access application relates (see section 54 of the Act)	1

Table I: Applications transferred to other agencies under Division 2 of Part 4 of the Act (by type of transfer)

	NUMBER OF APPLICATIONS TRANSFERRED
Agency-initiated transfers	0
Applicant-initiated transfers	0

APPENDIX 9

CONSULTANCIES

Consultancies commissioned in 2014 amounting to \$50,000 or more, included:

CONSULTANT	COST \$	TITLE/NATURE OF CONSULTANCY
Finance and Accounting/Tax		
Cubewise Pty Ltd	372,981	TM1 Consulting
Concur Holdings Netherlands BV	57,953	Travel and Expense Management System
Subtotal	430,934	
Information Technology		
Callista Software Services Pty Ltd	258,116	Callista Upgrades and Support
Holt Innovations Pty Ltd	165,000	Campus Network Upgrade Project
Holt Innovations Pty Ltd	75,000	Wifi and Security Project
GD Solutions Holdings Pty Ltd	70,685	SMS Benchmarking Project
Fedtec Pty Ltd	60,500	Callista Upgrades and Support
Nous Group Pty Ltd	60,500	IT Governance Program
Subtotal	689,801	
Management Services		
The Finch Company Pty Ltd	1,177,550	Videography Production
Woods Bagot Pty Ltd	726,483	Parramatta CBD Project
Uber Biz Pty Ltd	656,960	Digital Project Management and Website Development
VCD Pty Ltd	610,321	Creative and Marketing Strategy and Development
The Trustee For Citizen Trust	575,045	Visual Identity, Brand Architecture and Guidelines
Archerfield Capital Partners Pty Ltd	520,000	Parramatta CBD Project
The Red Agency Pty Ltd	501,500	Public Relations and Event Management Consulting
WSP Buildings Pty Ltd	488,900	Parramatta CBD Project
Open University Worldwide Ltd	282,113	Online Learning
Gibber Aust Pty Ltd	276,000	Theatre In Schools Program
KPMG	220,454	Chinese Medicine Centre
Rider Levett Bucknall NSW Pty Ltd	186,422	Parramatta CBD Project
Cultural and Indigenous Research Centre Aust	169,091	Circles of Social Life Questionnaire
Western Sydney Football Club Ltd	146,675	NESB Program
Tridant Pty Ltd	140,000	Blackboard Analytics Project
Fayshell Pty Ltd	131,850	Parramatta CBD Project
Western Sydney Football Club Ltd	130,000	Mature Age Program
MIP Aust Pty Ltd	124,600	Blackboard Analytics Project
Access Programs Aust Ltd	95,190	Employee Assistance Program

APPENDIX 9

CONSULTANT	COST \$	TITLE/NATURE OF CONSULTANCY
Uber Biz Pty Ltd	93,055	Implementation for Strategic work for Western Online
KPMG	92,466	Evaluation Consultancy Project
Cubewise Pty Ltd	86,775	Predictive Modelling for Student Enrolment
Landcom	85,236	WSU Campbelltown Residential Development
Lee Hecht Harrison Pty Ltd	83,527	WSU Lifting Performance Manager Toolkit and Framework
Ascender Pay Pty Ltd	74,040	CEPI Project
Red Rock Consulting Pty Ltd	73,688	Oracle EBS Host
4th Dialectic Pty Ltd	72,858	Project Advice and Procurement Services
Perrett Laver Pty Ltd	72,800	Research Theme Chairs
Alba Solutions Pty Ltd	65,255	Nursing and Midwifery 2015 Academic Work Plans
Debowski Shelda Jane	62,576	Academic Capabilities Framework
Gibber Aust Pty Ltd	62,000	Building on Bridges NSW Rural Tour Term 3, 2015
Vivid Qual Pty Ltd	62,000	Information Gathering Research
Youth Off The Streets	60,000	Low SES
Voice Project Pty Ltd	59,250	MyVoice Survey
Aust Indigenous Mentoring Experience Indigenous Corporation	55,000	Mentoring Services ATSI High School
IBM Aust Ltd	54,582	SPSS Data Collection
Paxus Aust Pty Ltd	54,462	Blackboard Analytics Project
GHO Sydney Pty Ltd	53,128	Digital and Mobile Design Standards
Axicom Pty Ltd	50,000	Telco Relocation Project
ID Consulting Pty Ltd	50,000	40 Year Journey to Work Scenarios
Life Without Barriers	50,000	Reach Program
Ted Noffs Foundation Inc	50,000	Streets University
Subtotal	8,681,852	
Organisational Review		
Nous Group Pty Ltd	263,543	Divisional Review
Subtotal	263,543	
Total consultancies equal to or greater than \$50,000	\$10,066,130	
During 2015 other consultancies were engaged in the following areas:		
Finance and accounting/tax	24,000	
Information technology	674,502	
Management services	1,307,133	
Recruitment services	40,640	
Total consultancies less than \$50,000	\$2,046,275	
Total consultancies	\$12,112,405	

APPENDIX 10

EQUITY AND DIVERSITY STATISTICS

Table A.1 Trends in the Representation of Equal Employment Opportunity (EEO) Groups – Academic staff

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015
Women	50%	49%	50%	48%	49%	49%	49%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	2%	3%	2%
People whose language first spoken as a child was not English	19%	26%	26%	26%	28%	27%	30%
People with a disability	N/A	8%	7%	8%	6%	7%	7%
People with a disability requiring adjustment at work	1.50%	2%	2%	2%	1%	1%	2%

Table A.2 Trends in the Representation of EEO Groups – General staff

EEO GROUPS: PROFESSIONAL STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015
Women	50%	66%	68%	67%	68%	67%	68%
Aboriginal and Torres Strait Islander people	2%	2%	3%	3%	4%	4%	3%
People whose language first spoken as a child was not English	19%	17%	17%	18%	18%	17%	19%
People with a disability	N/A	10%	10%	9%	8%	7%	8%
People with a disability requiring adjustment at work	1.50%	3%	3%	3%	3%	2%	3%

Table B.1. Trends in the Distribution of EEO Groups – Academic staff

Distribution index

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015
Women	100	85	83	87	85	88	90
Aboriginal and Torres Strait Islander people	100	n/a	n/a	76	79	83	N/A
People whose language first spoken as a child was not English	100	95	97	98	93	90	90
People with a disability	100	90	87	88	86	86	103
People with a disability requiring adjustment at work	100	n/a	n/a	88	n/a	N/A	117

APPENDIX 10

Table B.1. Trends in the Distribution of EEO Groups – General staff

Distribution index

EEO GROUPS: PROFESSIONAL STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015
Women	100	90	89	89	90	92	90
Aboriginal and Torres Strait Islander people	100	103	97	98	95	95	98
People whose language first spoken as a child was not English	100	97	99	98	98	99	99
People with a disability	100	101	98	100	103	103	101
People with a disability requiring adjustment at work	100	101	104	107	109	111	105

APPENDIX 11

STUDENT ENROLMENT DATA

Table 1: Student Headcount by Residency Status, 2011–15 (p)

RESIDENCY STATUS	2011	2012	2013	2014	2015 (p)
Domestic	34,989	35,986	37,596	39,086	40,328
International - onshore	4,021	3,846	3,896	4,306	4,277
International - offshore	451	425	431	391	325
Total	39,461	40,257	41,923	43,783	44,934

(Source: Enrolment submissions to the Department of Education and Training)

Table 2: Commencing Student Headcount by Residency Status, 2011–15 (p)

RESIDENCY STATUS	2011	2012	2013	2014	2015 (p)
Domestic	13,339	13,219	14,288	14,801	15,940
International - onshore	1,928	1,792	1,900	2,218	2,013
International - offshore	163	145	161	125	141
Total	15,430	15,156	16,349	17,144	18,098

(Source: Enrolment submissions to the Department of Education and Training)

Table 3: Student Headcount by Gender, 2011–15 (p)

GENDER	2011	2012	2013	2014	2015 (p)
Females	21,852	22,372	23,109	24,073	24,609
Males	17,609	17,885	18,814	19,710	20,322
Total*	39,461	40,257	41,923	43,783	44,934

* Includes gender not specified

(Source: Enrolment submissions to the Department of Education and Training)

Table 4: Student Headcount by Course Level, 2013–15 (p)

COURSE LEVEL	2013	%	2014	%	2015 (p)	%
Undergraduate	34,207	81.6%	35,243	80.5%	37,041	82.4%
Higher degree by coursework	5,792	13.8%	6,144	14.0%	5,628	12.5%
Higher degree by research	983	2.3%	955	2.2%	1,080	2.4%
Other*	941	2.2%	1,441	3.3%	1,185	2.6%
Total	41,923	100.0%	43,783	100.0%	44,934	100.0%

*Other includes enabling, non-award and cross-institutional

(Source: Enrolment submissions to the Department of Education and Training)

APPENDIX 11

Table 5: Student Headcount by Broad Field of Education, 2013–15 (p)

BROAD FIELD OF EDUCATION	2013	%	2014	%	2015 (p)	%
Society and culture	11,082	25.1%	11,503	26.3%	12,415	27.6%
Management and commerce	10,006	27.6%	9,886	22.6%	9,354	20.8%
Health	7,207	15.8%	7,772	17.8%	7,963	17.7%
Natural and physical sciences	3,502	7.1%	3,626	8.3%	3,751	8.3%
Education	2,999	6.9%	3,239	7.4%	3,197	7.1%
Engineering and related technologies	1,614	5.6%	1,703	3.9%	1,991	4.4%
Information technology	1,548	3.7%	1,676	3.8%	1,902	4.2%
Creative arts	1,912	3.3%	1,833	4.2%	1,863	4.1%
Architecture and building	1,141	2.3%	1,188	2.7%	1,424	3.2%
Mixed field programs	567	0.9%	1,098	2.5%	791	1.8%
Agriculture, environment and related studies	21	0.6%	4	0.0%	6	0.0%
Non-award course	324	1.1%	255	0.6%	277	0.6%
Total	41,923	100.0%	43,783	100.0%	44,934	100.0%

(Source: Enrolment submissions to the Department of Education and Training)

Table 6: Student Headcount by Campus, 2012–15 (p)

CAMPUS	2013	%	2014	%	2015 (p)	%
Bankstown	7,107	17.0%	7,677	17.5%	8,183	18.2%
Blacktown (Nirimba)	1,498	3.6%	1,865	4.3%	2,244	5.0%
Campbelltown	6,816	16.3%	7,129	16.3%	7,210	16.0%
Hawkesbury	2,639	6.3%	2,705	6.2%	2,729	6.1%
Lithgow	0	0.0%	69	0.2%	59	0.1%
Parramatta	14,430	34.4%	15,129	34.6%	14,981	33.3%
Penrith	8,703	20.8%	8,484	19.4%	8,660	19.3%
Online	0	0.0%	0	0.0%	188	0.4%
Other*	730	1.7%	725	1.7%	680	1.5%
Total	41,923	100.0%	43,783	100.0%	44,934	100.0%

*Other includes external, offshore and other

(Source: Enrolment submissions to the Department of Education and Training)

Table 7: Student Low SES* Participation Rate 2011–15 (p)

YEAR	UWS	SECTOR**
2011	23.0%	15.9%
2012	23.6%	16.1%
2013	24.4%	16.4%
2014	24.5%	16.5%
2015 (p)	24.9%	n.a

(Source: Department of Education and Training statistical publications, and enrolment submissions to the Department of Education and Training)

* Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2011 Census SEIFA Index for Education and Occupation for postcodes.

** Table A Providers only

Table 8: Student Load (EFTSL) by Funding Source, 2013–15 (p)

FUNDING SOURCE	2013	%	2014	%	2015 (p)	%
Commonwealth Grants Scheme	27,039	86.2%	28,217	86.2%	29,158	86.6%
Research Training Scheme	526	1.7%	493	1.5%	494	1.5%
Sub-total commonwealth funded	27,564	87.9%	28,710	87.7%	29,652	88.1%
Domestic fee-paying	685	2.2%	616	1.9%	590	1.8%
International onshore	2,836	9.0%	3,162	9.7%	3,196	9.5%
International offshore	129	0.4%	124	0.4%	121	0.4%
Non-award	137	0.4%	111	0.3%	114	0.3%
Sub-total fee-paying load	3,787	12.1%	4,013	12.3%	4,021	11.9%
Total	31,351	100.0%	32,723	100.0%	33,673	100.0%

EFTSL = equivalent full-time student load

(Source: Enrolment submissions to the Department of Education and Training)

Table 9: Explicit Bachelor Graduate Satisfaction, 2012–15

YEAR – PERCENTAGE OF EXPLICIT SATISFACTION	OVERALL SATISFACTION		GOOD TEACHING		GENERIC SKILLS	
	UWS	SECTOR	UWS	SECTOR	UWS	SECTOR
2012	85.2%	83.3%	72.2%	66.9%	82.4%	77.1%
2013	83.6%	83.1%	70.8%	67.3%	81.3%	77.4%
2014	84.4%	83.0%	71.3%	67.8%	81.5%	77.7%
2015	85.3%	83.5%	71.2%	68.4%	82.0%	78.3%

(Source: Graduate course experience data files)

APPENDIX 11

Table 10: Commencing Bachelor Student Retention, 2010–11 to 2014–15 (p)

YEAR	UWS	SECTOR
2010–11	80.0%	83.1%
2011–12	79.1%	83.0%
2012–13	78.5%	82.2%
2013–14	79.1%	80.8%
2014–15 (p)	78.6%	n.a

(Source: Department of Education and Training statistical publications)

Table 11: UWS Market Share of Preferences, UAC Admissions, 2013–15

UWS MARKET SHARE OF PREFERENCES	FIRST PREFERENCES			FIRST TO THIRD PREFERENCES		
	2013	2014	2015	2013	2014	2015
Current school leavers	14.5%	13.2%	12.4%	14.0%	13.2%	12.7%
Non-current school leavers	15.0%	16.5%	17.1%	15.8%	17.0%	17.8%
Total*	14.7%	14.6%	14.3%	14.7%	14.6%	14.5%

NUMBER OF PREFERENCES TO UWS	FIRST PREFERENCES			FIRST TO THIRD PREFERENCES		
	2013	2014	2015	2013	2014	2015
Current school leavers	7,226	6,663	6,350	20,229	19,212	18,797
Non-current school leavers	5,390	5,895	5,823	13,343	14,482	14,274
Total*	12,616	12,558	12,176	33,572	33,694	33,077

(Source: UAC main round) * Includes school leaver type unknown

Table 12: UWS Market Share of Greater Western Sydney (GWS) Preferences, UAC Admissions, 2013–15

UWS MARKET SHARE OF PREFERENCES FROM GWS	FIRST PREFERENCES			FIRST TO THIRD PREFERENCES		
	2013	2014	2015	2013	2014	2015
Current school leavers	38.4%	35.1%	33.1%	34.7%	32.7%	31.4%
Non-current school leavers	40.3%	42.4%	43.8%	37.5%	39.2%	40.6%
Total*	39.2%	38.2%	37.4%	35.8%	35.2%	34.8%

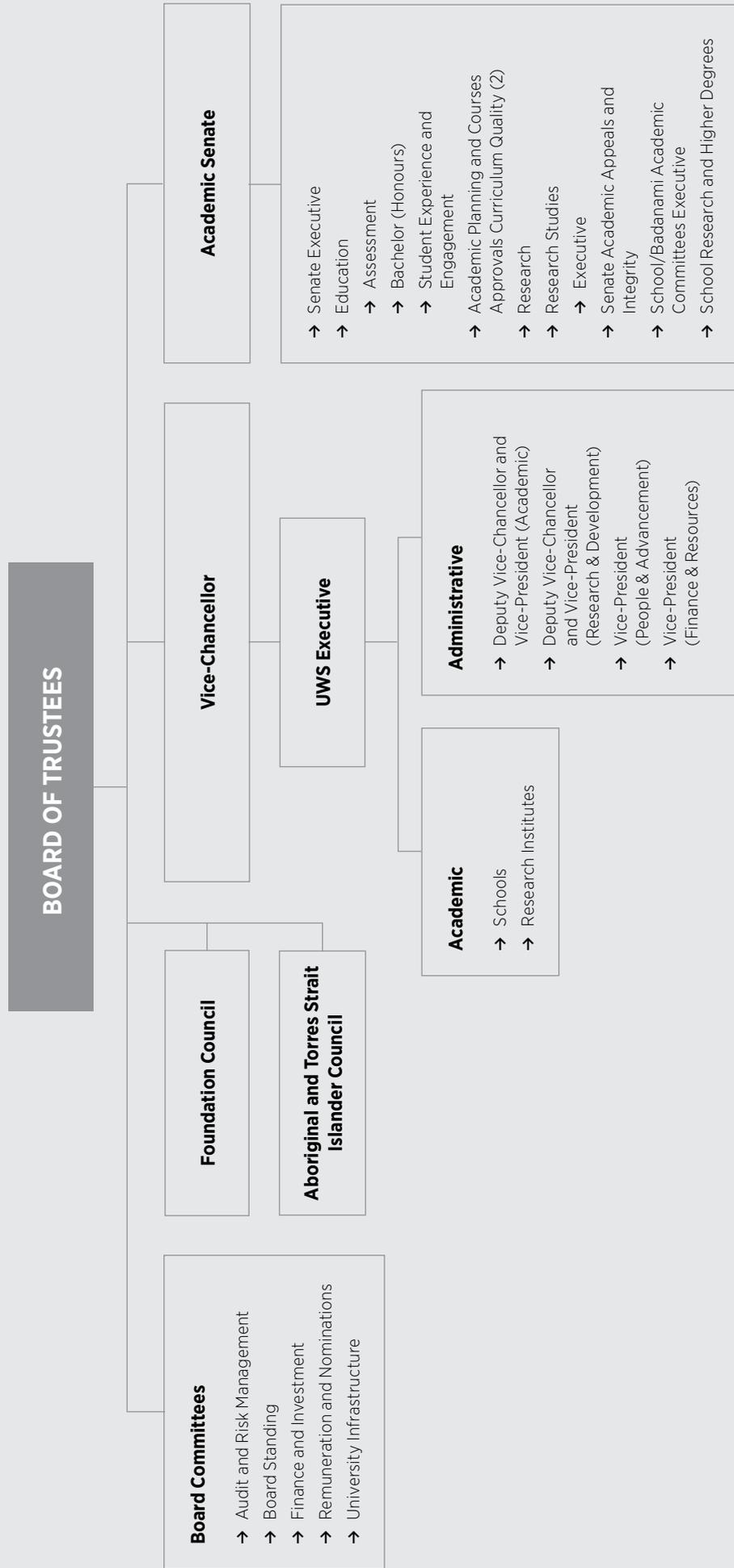
NUMBER OF PREFERENCES FROM GWS TO UWS	FIRST PREFERENCES			FIRST TO THIRD PREFERENCES		
	2013	2014	2015	2013	2014	2015
Current school leavers	5,433	5,073	4,896	14,486	13,868	13,648
Non-current school leavers	4,144	4,510	4,394	9,522	10,429	10,038
Total*	9,577	9,583	9,292	24,008	24,297	23,688

(Source: UAC main round) * Includes school leaver type unknown

APPENDIX 12

WESTERN SYDNEY UNIVERSITY GOVERNANCE STRUCTURE

30 August 2015



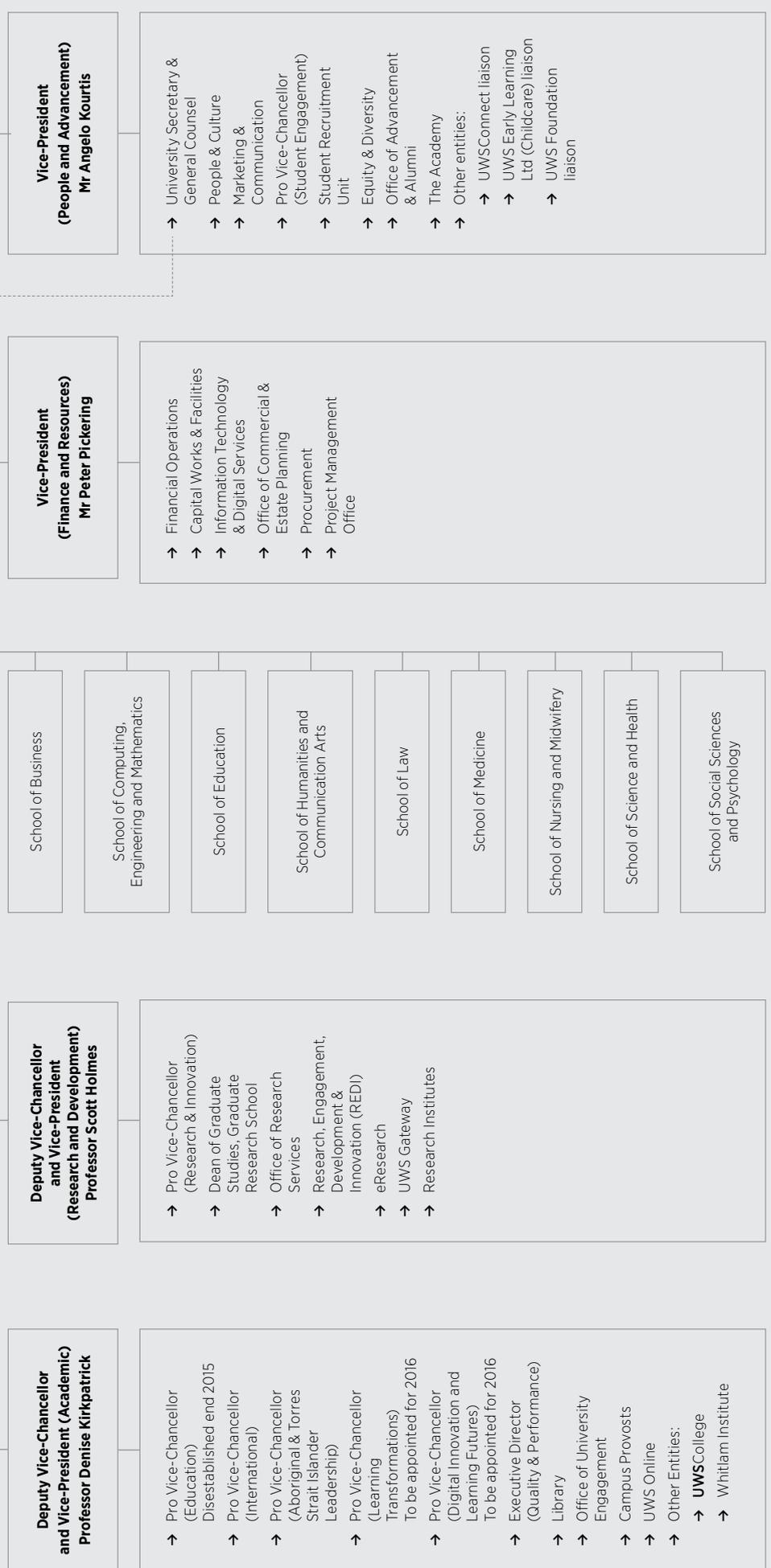
APPENDIX 13

WESTERN SYDNEY UNIVERSITY ORGANISATION STRUCTURE

May 2015

BOARD OF TRUSTEES

Vice-Chancellor and President
Professor Barney Glover



Western Sydney University
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