ANNUAL
REPORT 2013
Volume 1
The Year in Review
The University of Western Sydney (UWS) Annual Report 2013 has been produced in a two volume set: Volume 1, ‘The Year in Review,’ contains statutory reports while Volume 2, ‘Financial Statements,’ contains the financial statements of the University and related entities.

The cost of production for the Annual Report 2013 is $18,000.

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

LETTER OF SUBMISSION

9 April 2014

Dear Minister,

The Board of Trustees of the University of Western Sydney has pleasure submitting the Annual Report of the proceedings of the University of Western Sydney and its audited financial statements for the year ended 31 December 2013, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

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

Yours sincerely,
Peter Shergold AC  Chancellor
Professor Barney Glover  Vice-Chancellor

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The University of Western Sydney is, rather like Sydney itself, a ‘city of villages’. We’re located on six major sites (Bankstown, Blacktown, Campbelltown, Penrith, Hawkesbury and Parramatta) on 1,835 hectares of land. Almost 40,000 student ‘residents’ mirror the ethnic diversity of our region. They are joined by over 4,000 ‘international visitors’, our overseas students.

The University is responsible for the maintenance and operation of 550 buildings – lecture halls, laboratories and seminar rooms, of course; but also child care centres, restaurants, coffee shops and gymnasiums. We have to look after roads, lighting, football fields, tennis courts, parks and lakes. Like any town mayor many of the complaints I receive are about how difficult it can prove to find car parking in peak hours. Although designed with our students in mind, our resources are often used by the community we serve for sporting and cultural events. That’s as it should be.

In short, the Board of Trustees, which I chair, is in many ways a bit like a local government authority. We have to ensure that we provide a high level of safety and enjoyment to those who live, work or study on our campuses. We also have a duty to improve our amenities and steward our capital resources for generations to come.

The University is also a major business. We have over 2,500 employees. Around 1,000 are academics. Too often forgotten, we have around 1,500 general staff: not just administrators, accountants and lawyers but laboratory technicians, gardeners, drivers and cleaners. We also have a wide variety of contractors, many constructing or refurbishing our buildings. Our student accommodation is managed externally, for over 1,500 residents: that’s not just bedrooms but common spaces, laundry facilities and study areas. We run clinics, we operate a TV studio and we are the community sponsors of a major soccer team.

Overall expenditure of the University this year exceeded $600m while the value of our assets has reached nearly $1.4b. Deloitte conservatively estimated the economic contribution that the University makes to Greater Western Sydney as $845m in 2010. That’s 1 per cent of gross regional product. Financial sustainability, however, is not assured. We operate in a highly regulated but increasingly competitive market. The Trustees are a board of directors. We have to ensure that we balance our books. We do not seek to make a short-term profit but we do need to run a long-term surplus. Our appetite for growth must be tempered by a prudent approach to risk management.

Most of all, however, the university is a major educational institution. It connects our students to the world and, through an increasing array of blended learning opportunities, allows them to keep studying even when they’re not on one of our campuses. We’re growing both in size and importance. Our innovative approaches to teaching are widely recognised in the sector. Our improving research excellence is attracting scholars from around the globe. Many of our staff – as you’ll have heard on the radio or read in the newspapers – are contributing to public debate and community interest. Our alumni – around 100,000 of them – are making their mark in business, politics, law, medicine, public administration and community services. Some, particularly among our rising number of postgraduate students, head to academia.

The Trustees are committed to that educational purpose. That’s why they contribute their time, experience and enthusiasm for no financial reward. They believe in the liberating power of higher learning. They know that it provides not just enormous public value but private advantage. Equal access university education is the gateway to social mobility and opportunity.

UWS graduates will probably enjoy a more fulfilling and purposeful life than those who have not had a university education. They are more likely to earn higher salaries, enjoy larger lifetime incomes and develop more rewarding careers. Equally important, they are more likely to value learning, build stronger families, enjoy better health and contribute more to a civic, civil and tolerant society.
That’s why I, and all of those who serve on the Board and other university committees, believe that higher education should remain within reach of all Australians, no matter what their family circumstances or personal means. We will continue to espouse our faith in UWS as a university that is open to all those with the capacity to benefit from its diverse learning environments. It’s our shared mission to keep UWS a ‘university of the people’.

It’s not an easy job to contribute to the Board of Trustees, whether you are the elected student or staff representative or a senior banking executive, an alumni or a major corporate lawyer. The responsibilities of being a director sit equally on the shoulders of all those who serve. Each of us, working with the Vice-Chancellor, recognise the challenge of anticipating and managing dangers in a fragile and uncertain operating environment. We have to marshal our resources, monitor our performance and plan for the future. Our goal might be to provide the highest quality educational experience, but to do so means shouldering the burden of fiduciary duty and public accountability. It requires us to rise above the hurly-burly of day-to-day executive management and to focus on strategic intent: how can we run the ‘town’, operate the ‘business’ and pursue our bold educational ambitions in the long-term interests of the University.

I know that all of my fellow Board members thought deeply about these issues during what has been a busy and challenging year. It was, after all, an appropriate year to reflect on our successes and prepare for our challenges. This was the year in which our long-serving and esteemed Vice-Chancellor, Professor Janice Reid AM, retired after 16 years of strong leadership.

I and other Board members felt honoured to attend her farewells, and to pay our individual tributes to an individual who, in a real sense, had formed the university and framed its distinctive mission. As the Australian Universities Quality Agency said in its report in 2007, the University’s ‘...commitment to its immediate communities is a significant distinguishing feature of UWS’. That, I think, will be Jan’s legacy and the ongoing responsibility of the Board. We see our job as opening Western Sydney to the world and, conversely, ensuring that students, leaders and researchers come and contribute to the region.

The Board was acutely aware that its most challenging role for the year would be to find a new Vice-Chancellor who could take the UWS mission forward, albeit in their own distinctive manner. We feel lucky indeed, after an extensive world-wide search, to have attracted Professor Barney Glover. He is the Vice-Chancellor of Charles Darwin University, a distinguished researcher and academic leader whose skills have been honed in previous senior appointments at the University of Newcastle and Perth’s Curtin University of Technology. He will join us in January. We are confident he will look to further strengthen our research capability, attract more students from overseas, build our regional engagement with politicians, business and community leaders and invest in blended learning infrastructure while providing a strong voice for the University both in Greater Western Sydney and the nation. We look forward to working with him.

In the meantime the Board has had plenty on which to focus. We have overseen the significant decision to provide all new undergraduates with a UWS iPad as an indication of our commitment to providing access to learning 24/7. We committed to a significant expansion of the UWS Summer teaching program to allow students more flexibility in undertaking their education on campus. We decided to expand the additional support that we provide to students who have struggled at school or who seek mature age entry, with wonderful new UWS College facilities being constructed on the Blacktown and Bankstown campuses and – in a daring move – the establishment of a College in Lithgow. The Board was persuaded by the emerging evidence that students who are given additional educational assistance in their first year are highly likely to enter second year and then do as well (indeed, often better) than students who gained direct entry to UWS on the basis of their ATAR scores.

The Board also supported UWS entering into an agreement with Open University UK to provide a suite of fully supported online units. At the same time, the Board agreed that the university should trial a new campus site in Parramatta CBD, which is our fastest-growing market for students. A UWS Foundation Council was established under the energetic chairmanship of Danny Gilbert, founder and managing partner of the law firm Gilbert and Tobin. Internally, a Red Tape taskforce was established to reduce the administrative burden placed on academic staff: my view was that we should preach at home what I have advocated for so vehemently at a national level.

Sometimes strategy necessarily has to give way to crisis management. The Board was unanimous in its belief that UWS should respond positively and promptly to the bushfire disaster in the Blue Mountains. We offered all HSC students...
2013 was a year of significant achievements for the University. While UWS is well-positioned for the future, the global higher education landscape continues to evolve and in the face of uncertainty in policy directions and funding we have been working hard to position the University to continue to grow and thrive.

A key component of this was the work to transform the UWS academic program to meet the needs of the next generation of students for relevant and career-focused courses that can be accessed in a flexible, timely and responsive way. Examples include our work in blended learning, more sophisticated use of technology, and the introduction of UWS Summer. The University also worked towards reducing ‘red tape’. This was an important task for an organisation as large and complex as ours.

Our institutional strategy focused on three areas: learning and teaching; research; and organisational strength.

UWS is increasingly becoming known for its research excellence and growth. We remained in the top 20 universities within the sector for Australian Research Council Discovery grants. Not only did we expand the size of our research ‘footprint’, but we also increased the quality of our assessed research outcomes.

We continued to take pride in the quality of our learning and teaching, as demonstrated by longitudinal indicators, while redesigning the curriculum to support blended learning and an extended academic year. The results are truly outstanding.

I thank my Board sincerely for the support they have given to UWS and to me personally. Two longstanding Trustees, both Deputy Chancellors, have been farewelled. Glen Sanford and Kim Yeadon have together served the university for almost 20 years, contributing their experience particularly in the areas of financial management and campus development. I will miss them mightily; they were key members of the UWS family. With the agreement of the Minister of Education, Adrian Piccoli, we will make new appointments early next year.

Next year, as I’ve mentioned, will see UWS celebrate with pride its first 25 years as a multi-campus university. As Chancellor, I look forward to participating in events to commemorate that auspicious occasion. But I will do so knowing that I, the incoming Vice-Chancellor, and the Board of Trustees are fully focused on the quarter century ahead.

Professor Peter Shergold AC
Chancellor
» Develop focused, relevant and world-class engaged research;
» Develop mutually beneficial engagement partnerships; and
» Build organisational capacity.

We have identified six important indicators of our success in these areas: widening participation, student retention, research outcomes, international enrolments, postgraduate load, and student satisfaction. Our performance against these key performance indicators will be reported in detail in the new year.

In 2014, UWS will open the new Parramatta City and Lithgow campuses, celebrate the University’s 25th anniversary, launch The Academy at UWS for high-performing students, and complete an important review of Aboriginal and Torres Strait Islander education. There will be a continued focus on transforming our academic programs to meet future ‘market’ needs and on expanding the University’s research performance. We are also aiming to strengthen the University’s leadership profile within Greater Western Sydney, enhance our focus on regional engagement in strategic planning and evaluation, better manage partnerships and relationships, and take a more strategic approach to alumni relations and fundraising.

It has been a great honour to have served the University for almost 16 years. During that time UWS has evolved remarkably in size, reputation and strength and it has been a privilege to have played a part in this remarkable journey. Professor Barney Glover takes over as Vice-Chancellor in 2014. He will undoubtedly take the University from strength to strength, drawing on a wealth of experience in the sector and a deep appreciation and experience of the mission of a university which is embedded in its region. I move on with great confidence in the University, leadership and its future.

Professor Janice Reid
Vice-Chancellor
### Five Years – Key Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 (p)</th>
<th>% Change 2012–13 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students (Includes UWS College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35,461</td>
<td>37,895</td>
<td>39,461</td>
<td>40,257</td>
<td>41,980</td>
<td>4.3%</td>
</tr>
<tr>
<td>Female %</td>
<td>56.9%</td>
<td>55.8%</td>
<td>55.4%</td>
<td>55.6%</td>
<td>55.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Commencing</td>
<td>14,830</td>
<td>15,756</td>
<td>15,430</td>
<td>15,156</td>
<td>16,352</td>
<td>7.9%</td>
</tr>
<tr>
<td>Female %</td>
<td>56.5%</td>
<td>55.2%</td>
<td>55.4%</td>
<td>55.4%</td>
<td>55.0%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Student Load (Includes UWS College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26,133</td>
<td>28,396</td>
<td>29,730</td>
<td>30,194</td>
<td>31,375</td>
<td>3.9%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>21,491</td>
<td>23,493</td>
<td>24,931</td>
<td>25,631</td>
<td>26,474</td>
<td>3.3%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4,015</td>
<td>4,273</td>
<td>4,200</td>
<td>4,038</td>
<td>4,166</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other*</td>
<td>627</td>
<td>629</td>
<td>599</td>
<td>526</td>
<td>715</td>
<td>36.1%</td>
</tr>
<tr>
<td>* Other includes enabling, cross institutional and non award</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Load by Funding Source (Includes UWS College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commonwealth Supported Places</td>
<td>21,544</td>
<td>23,553</td>
<td>25,124</td>
<td>25,748</td>
<td>27,029</td>
<td>5.0%</td>
</tr>
<tr>
<td>Commonwealth Research Training Scheme</td>
<td>355</td>
<td>459</td>
<td>519</td>
<td>526</td>
<td>527</td>
<td>0.3%</td>
</tr>
<tr>
<td>Domestic fee-paying (award and non award)</td>
<td>1,225</td>
<td>1,132</td>
<td>1,028</td>
<td>926</td>
<td>842</td>
<td>-9.3%</td>
</tr>
<tr>
<td>International fee-paying</td>
<td>3,009</td>
<td>3,252</td>
<td>3,059</td>
<td>2,992</td>
<td>2,977</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Award Completions (Includes UWS College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,953</td>
<td>8,610</td>
<td>8,503</td>
<td>8,322</td>
<td>n.a</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5,245</td>
<td>5,379</td>
<td>5,646</td>
<td>5,652</td>
<td>n.a</td>
<td>0.1%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2,708</td>
<td>3,231</td>
<td>2,857</td>
<td>2,670</td>
<td>n.a</td>
<td>-6.5%</td>
</tr>
<tr>
<td>% Change based on 2011–12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff (full-time equivalent) (Includes the UWS College from 2011)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,551</td>
<td>2,643</td>
<td>2,947</td>
<td>2,970</td>
<td>3,049</td>
<td>2.3%</td>
</tr>
<tr>
<td>Academic</td>
<td>1,151</td>
<td>1,199</td>
<td>1,397</td>
<td>1,430</td>
<td>1,426</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Teaching Only</td>
<td>335</td>
<td>339</td>
<td>517</td>
<td>502</td>
<td>518</td>
<td>3.1%</td>
</tr>
<tr>
<td>Teaching and Research</td>
<td>657</td>
<td>707</td>
<td>722</td>
<td>736</td>
<td>699</td>
<td>-5.0%</td>
</tr>
<tr>
<td>Research only</td>
<td>30</td>
<td>49</td>
<td>49</td>
<td>45</td>
<td>51</td>
<td>12.6%</td>
</tr>
<tr>
<td>Other</td>
<td>129</td>
<td>104</td>
<td>109</td>
<td>147</td>
<td>158</td>
<td>7.2%</td>
</tr>
<tr>
<td>Professional</td>
<td>1,400</td>
<td>1,444</td>
<td>1,550</td>
<td>1,549</td>
<td>1,623</td>
<td>4.8%</td>
</tr>
<tr>
<td>2013 includes estimated casual based on 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Funding ($’000)</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013 (p)</td>
<td></td>
</tr>
<tr>
<td>Australian Competitive Grant Income (Category 1) includes ARC, NHMRC &amp; Other</td>
<td>9,290</td>
<td>10,279</td>
<td>10,017</td>
<td>12,542</td>
<td>n.a</td>
<td>25.2%</td>
</tr>
<tr>
<td>Collaborative Income (Category 2, 3 and 4)</td>
<td>6,602</td>
<td>8,452</td>
<td>7,694</td>
<td>8,732</td>
<td>n.a</td>
<td>13.5%</td>
</tr>
<tr>
<td>Total HERDC Income</td>
<td>15,892</td>
<td>18,731</td>
<td>17,711</td>
<td>21,275</td>
<td>n.a</td>
<td>20.1%</td>
</tr>
<tr>
<td>% Change based on 2011–12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operating Revenue ($’000)</td>
<td>535,092</td>
<td>562,313</td>
<td>558,856</td>
<td>662,820</td>
<td>684,198</td>
<td>3.2%</td>
</tr>
<tr>
<td>Total Net Assets ($’000)</td>
<td>951,003</td>
<td>1,256,105</td>
<td>1,234,397</td>
<td>1,321,023</td>
<td>1,366,870</td>
<td>3.7%</td>
</tr>
<tr>
<td>(p) – Provisional figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
bushfire disaster in the Blue Mountains, the Board approved a proposal to offer all HSC students in the Blue Mountains a place at UWS either directly, or through an approved pathway through UWS College or TAFE. These initiatives reflect the University’s response to the constantly changing environment and emerging technologies, and aim to improve the student experience and strengthen the University’s position.

The Board passed resolutions at its annual strategy day covering academic and research excellence, student choice, academic sustainability, campus and resource optimisation, and technology investment and opportunities for teaching in Western Sydney CBD locations. The Board also reaffirmed its commitment to the University’s engagement in Greater Western Sydney and noted the progress in the review of UWS Community and Regional Engagement. The final engagement masterplan will be presented to the Board in early 2014.

The Board approved changes to the governance arrangements for its fundraising activities, resulting in the establishment of the UWS Foundation Council, an advisory council of the Board. Complementing this strategic focus on fundraising and development, the new Office of Advancement and Alumni was created and an Executive Director appointed. The Board also noted the work of the Red Tape taskforce which has been convened to examine efficiencies in administrative processes. Regarding financial and asset management, the Board passed resolutions relating to financial transactions, including outsourcing student residence management. The Board also monitored negotiations around the development of parts of the University estate and approved the 2014 budget.

The Board noted the University’s deliberations about course and unit review and received reports from Academic Senate about the University’s Academic Programs and Pathways project, the Tertiary Education Quality and Standards Agency and the Australian Qualifications Framework.

Following the announcement of the retirement of the University’s Vice-Chancellor and President, Professor Janice Reid AM, the Board established a selection committee to make recommendations in regard to her replacement. Following an extensive selection process, the Selection Committee provided its final report and the Board resolved at its meeting on 29 July 2013 to appoint Professor Barney Glover as the new Vice-Chancellor from 1 January 2014.

The Board farewelled its two Deputy Chancellors and made recommendations to the Minister in regard to new Board
BOARD OF TRUSTEES

OFFICIAL MEMBERS

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

APPOINTED MEMBERS (MINISTERIAL)

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

APPOINTED MEMBERS (BOARD)

Mr Christopher Brown
Ms Gillian Shadwick (Pro Chancellor)
Mr Michael Pratt
Ms Gabrielle Trainor

ELECTED MEMBERS

Dr Ken Langford, Graduate
Dr George Morgan, Academic Staff
Mrs Lorraine Fordham, General Staff
Ms Jing Chen, Undergraduate Student
Ms Linda Ayache, Postgraduate Student
Ms Taylor Macdonald, Undergraduate Student
Mr Tim Ferraro, Graduate
Mr Elie Hammam, Postgraduate Student
Mr Elie Hammam, Postgraduate Student
THE ORGANISATION

appointments. The Board also appointed new external members to its Finance and Investment Committee, Audit and Risk Management Committee and the University Infrastructure Committee (formerly Campus Development Committee).

Board Membership
The Board elected Ms Gillian Shadwick and Mr Michael Pratt as Deputy Chancellors for terms of office coinciding with their terms as members of the Board. The Minister appointed Ms Genevieve Gregor to fill a casual vacancy, for a term ending on 31 December 2013. At year’s end, the Board had provided a submission to the Minister in relation to three Ministerial appointments for terms commencing on 1 January 2014.

In terms of elected members, Mr Tim Ferraro replaced Dr Ken Langford as the Graduate member and Mr Elie Hamman replaced Ms Linda Ayache as the Postgraduate member. Ms Taylor Macdonald, the newly elected Undergraduate member for a two year term commencing 1 January 2014, filled a casual vacancy as the Undergraduate member.

HONORARY MATTERS
In 2013, honorary awards of the University were conferred by the Board on:

» Mr Stepan Kerkyasharian AO – Honorary Doctor of Letters
» Dr Kim Oates AM – Honorary Doctor of Science
» Professor Janice Reid AM – Honorary Doctor of Letters
» Mr Kevin Sheedy AM – Honorary Doctor of Letters
» Mr Ian Thorpe OAM – Honorary Doctor of Letters

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

» Professor Stuart Hill
» Professor Janice Reid AM

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

» Mr Jorge Aroche

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

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

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

Academic Senate’s Work Plan aligns with the University’s Making the Difference strategy and Our Future Program activities, and sets out the main priorities for Senate’s activities, taking account of Senate’s role and terms of reference.

Activities in 2013
During 2013, Academic Senate prioritised work in the areas of: academic standards and assessment; curriculum renewal, including blended learning; engagement with Our Future Program activities; enhanced communication; and benchmarking in relation to research, academic standards and assessment. Senate affirmed its legislated role as ‘the primary custodian of academic values and standards for the University’, and its function of providing advice on major academic matters under its terms of reference.

Throughout the year, Senate agendas included standing items on aspects of the Our Future Program initiatives, developed during 2012 in response to a set of resolutions by the UWS Board of Trustees that aimed to strengthen the University’s position in the increasingly competitive higher-education sector. Senate received briefings and gave advice about a range of activities, including strategic development of the
THE ORGANISATION

Highlights in 2013
During the year, Senate discussed a wide range of academic matters, including the review and updating of several academic policies to streamline processes and align them more closely with sector-wide standards and the Standing Orders for Senate and its standing committees, to align them with those of the Board of Trustees. Significant achievements included the approval of a consolidated Doctorate Policy, which replaced a number of individual policies for doctoral awards, and the approval of a Lecture Recording Policy as part of the blended-learning strategy.

Other topics for discussion at Senate included the establishment of The Academy, which was recognised as a valuable initiative to promote academic excellence and student engagement. The Head of The Academy was appointed to Senate during the year. Senate and its Research Committee received briefings on the University’s PhD Pathways project, in which a working group of the Research Committee is reviewing the role of end-on Bachelor (Honours) degrees as pathways to Higher Degree Research candidature, and examining the feasibility of implementing an alternative model which involves a combination of research and advanced coursework. Stage one of this project has been completed, with a report to be provided in early 2014.

During 2013, 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.

Professor James Arvanitakis, Head of The Academy

academic program; the greatly enhanced role of blended learning, including the iPad initiative and standards for learning space design; review of the UWS academic year, including the expanded UWS Summer program; and the Red Tape Taskforce, established to review a range of administrative tasks required in support of teaching and research programs.

Senate and its standing committees received regular briefings about sector-wide standards and regulation, including the Tertiary Education Quality Standards Agency (TEQSA) and the Australian Qualifications Framework (AQF). Senate members contributed responses to a set of proposed revisions to the Higher Education Standards for coursework, research and research training. A more comprehensive review of the Standards is expected in 2014. The University is required to ensure that all UWS award courses comply with the revised AQF from 1 January 2015, and Senate has approved a process and timeline for achieving this.

The schools and UWSCollege, overseen by the relevant Senate committees, undertook a large volume of AQF-related work during 2013, and this will continue in 2014.

During 2013, 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.
In 2013 Senate endorsed the Singapore Statement on Research Integrity, which was created by consensus among the international research community at an international meeting in 2010. This statement provides a clear statement of the University’s commitment to research integrity, and it has been widely disseminated among staff and students. Senate’s Research Committee has considered a number of strategic matters such as the impact of changes to the Autonomous Sanctions Act and Defence Trade Controls Act. The Research Studies Committee continued to promote good academic governance and quality assurance for Higher Degree Research across the University, with a focus on examination processes and standards, and scrutiny of autonomous sanctions requirements.

Other highlights of the year included the conversion of first-year coursework units to blended learning format, with second and third year units to be converted in 2014. The success of this program of work reflects an excellent partnership across Schools and other areas of the University, and there have been enquiries from other institutions regarding the scale and speed of reform in the blended learning area at UWS. A preliminary evaluation of this program has been carried out and further analysis will be undertaken in 2014. Other important developments include the implementation of strategies in each school to assure or improve the setting and communication of assessment expectations for first year students, and good progress with developing a comprehensive UWS curriculum mapping tool, acknowledged by Senate Education Committee as ‘ground breaking and valuable’, and a powerful tool for curriculum development at UWS.
Quality Management and Assurance

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

UWS has well developed processes for tracking performance and providing feedback and we work with key stakeholders to review and improve the results. We seek to ensure the quality of the students’ total experience of the University. In 2013, UWS continued working to ensure that these quality management processes are well aligned to the Tertiary Education Quality and Standards Agency’s (TEQSA’s) framework and priorities which were launched in 2011.

In 2013, we continued reporting against the Key Performance Indicators (KPIs) which were established to support the UWS Making the Difference 2010–2015 strategy. Performance outcomes against KPIs and institutional reviews are reported to the Board of Trustees as well as to all staff. At its December 2013 meeting, the Board of Trustees approved a revised Making the Difference strategy for the period 2014–2016 to more clearly reflect the changing higher education environment.

We also continue to work to ensure alignment between core activities and the University’s mission and strategic directions through coordinated planning and review processes. To ensure that performance measures remain relevant and targeted, in 2013 we began implementation of the Our Future Program (OFP): a set of six strategic transformational projects which operationalise key segments of the broader UWS Making the Difference strategy. The six project streams within the OFP are: Learning and Teaching Flexibility; Academic Year Optimisation and Infrastructure; Staffing for Development; Financial Sustainability; Academic Program and Pathways; and Brand Identity and Marketing.

Tracking and improving quality

In 2013, UWS continued its Annual Course Review process that emphasises strong partnerships with Schools in order to report on course performance across a wide range of metrics, as well as implement and follow up on improvement action where appropriate. This reporting mechanism provides easy access to performance data on market demand, student feedback and student outcomes and is aligned to the UWS Academic Standards and Assessment Framework for Learning and Teaching. This review process has been designed in conjunction with a course planning process and a tool for analysing external and internal risks in relation to UWS courses.

In 2013, UWS continued its reporting mechanisms to ensure that qualitative student feedback is easily accessible to frontline staff. Comments from the Commencing Student Survey, Student Feedback on Units survey and the Course Experience Questionnaire are analysed and presented in an interactive format that highlights areas of both positive and negative feedback. Other important surveys undertaken include the University Experience Survey, Student Feedback on Teaching survey, Commencing Student Survey, Course Experience Questionnaire, Postgraduate Research Experience Questionnaire and the Graduate Destination Survey. Online delivery of surveys was also implemented in 2013 and will be expanded in 2014.

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

Planning and Review

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

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

In 2013, the University developed and began implementing recommendations from the 2012 major thematic review of UWS Community and Regional Engagement. The University is also undertaking a major thematic review of its Aboriginal and Torres Strait Islander Education. It is anticipated that this
review, which continues into 2014, will contribute to improving educational outcomes of Aboriginal and Torres Strait Islander peoples, especially those residing in Greater Western Sydney.

COMPLAINTS MANAGEMENT

The University’s Complaints Resolution Unit (CRU) manages complaints from students, staff and members of the public, across a range of areas. During 2013, the CRU managed 187 complaints and advised on a further 113 matters that were dealt with by managers in the various academic and administrative units of the University. Where appropriate, the CRU provided feedback and advice on policies and processes, as a result of issues arising from complaints. Staff of the Unit shared their expertise in complaints handling, providing consultancy services within the sector and presenting at various workshops and symposia during the year.

PUBLIC INTEREST DISCLOSURES

In 2013, the University received three public interest disclosure requests. The categorisation of the disclosures as received was as follows:

- Corrupt conduct – 2
- Maladministration – 1
- Serious and substantial waste of public money – 0
- Government information contravention – 0
- Local government pecuniary interest contravention – 0

The number of public interest disclosures finalised – 1

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Statistical information on Public Interest Disclosures (PIDs)

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<tr>
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<td>Maladministration</td>
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<td>Government information contravention</td>
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<tr>
<td>Local government pecuniary interest contravention</td>
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</tr>
<tr>
<td>Number of PIDs finalised</td>
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</tr>
</tbody>
</table>

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

Staff are reminded of the University’s Public Interest (Protected) Disclosures Policy during the year, which includes information on the University’s contact officers.
School Highlights

School of Business

The year 2013 saw a consolidation of much of the work undertaken in 2012 in establishing the School. A fall in student enrolments created a need to review our staff profiles in each program and our unit offerings. This process commenced in late 2012 with a Change Plan being issued in November that year and a process commenced to adjust academic staffing profiles across the School’s programs. The School is now focused on clarifying longer term strategic objectives in respect to building a robust organisational culture and quality research and teaching programs. We are also actively considering opportunities for innovation to attract new student load, particularly at postgraduate levels, which includes working collaboratively with a number of other Schools. The move of our postgraduate programs to the new Parramatta City campus, starting in 2014, will facilitate this process.

The financial result for the year was basically one of break-even, with a small surplus recorded. This was a good result from the perspective of the School, particularly given the financial austerity applied in 2013.

As a School of Business, there is a need to be cognisant of business trends, changes to the marketplace and the rapidly developing industries that are emerging, particularly in the area of e-commerce. This creates a challenge that the School is keen to embrace and will impact on almost everything we do. There is a need to carefully manage expenditure but it is also recognised that the School must better market its brand, its products and clearly identify the market or markets that should be targeted. The School is in the process of finalising a Business Plan that will cover these important issues and more.

Teaching and Learning

Our work in late 2012 established the vision for a transformation in our learning and teaching designed to improve student retention, and enhance the student experience through innovation and design to align our curriculum with course learning outcomes. The extensive program of work that commenced in 2012 has continued in 2013 and has produced some early successes.

Of note is the work undertaken to support commencing students during the turbulent transition to university as well as later year students who have experienced difficulties in completing foundation units in our undergraduate programs. The School has refined the approaches taken to identify students at risk and, working with the Transition Success team, have extended our peer mentoring program and advisory service. The program will be extended in 2014 with the implementation of a management system to monitor feedback and collect detailed evidence regarding the interventions and their effectiveness.

We have continued our work to develop and refine course learning outcomes for both our bachelor and master level programs and, importantly, we have created the rubrics that will be used to ensure we are meeting our goals. The development process has been collegial, with over one third of all academic staff and the entire curriculum team working on the project.

The School has also undertaken a number of other initiatives to enhance the efficiency and effectiveness of our learning and teaching delivery including retiring over 180 units that were not part of our continuing curriculum, establishing a program to manage and support students in courses that have had major changes, the development of a unit coordination guide in response to suggestions from unit coordinators within the School, the establishment of our School’s blended learning Toolkit (an online resource for unit coordinators) and the production of a series of videos that document our best practice in learning and teaching to form part of our curriculum showcase on the School’s YouTube channel.

Academic colleagues have participated in a large number of professional development activities led by members of the Curriculum Development team to introduce and support work in curriculum change and blended learning. We were delighted that our collegiate commitment to learning and teaching has led to the establishment of two communities of practice, one in work integrated learning and a second in educational innovation. Working with members of the academy, the School Academic Committee and colleagues from the work-integrated learning community of practice, have undertaken a review of our engaged units which has highlighted the importance of the development of core skills for work as a learning outcome for our degrees.

Curriculum Review/Blended Learning: As a requirement from the 2012 School of Business Organisational Change Plan, the School implemented a suite of changes to its courses. Consequent to these changes the School is now implementing a program of regular course reviews, including refreshment curriculum, alignment of curriculum to course learning outcomes and incorporating blended learning pedagogy in courses and units. The Curriculum Team have been working with our various disciplines to enable discussion.
and lead review requirements for courses and majors. The Economics Major has been added to the Bachelor of Business and Commerce degree, along with a revised Applied Finance major. In the Accounting, Financial Planning and Management courses we are currently reviewing units and revising curriculum. The Blended Learning team are working to complete the introduction of a blended learning and teaching approach to all Level 1 and selected Summer School offerings. Our first fully ‘blended’ unit, 200116 Management Accounting Fundamentals, was delivered in Autumn 2013. A review of student and academic feedback will determine the success of the new delivery format.

In 2014, the Curriculum and Blended Learning teams will continue to work with various disciplines to manage curriculum review and blended learning requirements for courses and units. For example, we will be reviewing and seeking re-accreditation of the undergraduate Human Resource Management major. It is also proposed to review Sports Management, Hospitality Management and the Advanced Business Leadership programs.

Accreditation: In March, the School successfully gained CPA and CA re-accreditation for our Accounting BBC major and the postgraduate suite of Accounting courses for a further period of five years.

The revised and renewed Master of Commerce (Human Resource Management) course gained AHRI accreditation in July. This was quite an achievement given this was essentially a new degree to be delivered from 2014.

With a focus on the contribution of the Professional staff within the School, the School achieved ISO 9001:9008 certification following an audit by SAI Global. This project was managed by Renata Susanj, Quality and Accreditation Manager, with the scope for the certification focused on the support and administrative process for academic and student activities undertaken by the School.

In 2014, the Property courses (both undergraduate and postgraduate) and the undergraduate Human Resource Management major are due for re-accreditation. This work has been prioritised and commenced in late 2013.

The School will be piloting assurance of learning protocols in 2014. These protocols are a ‘closing the loop’ process that form a key component of demonstrating how our courses comply with the Higher Education Standards and, in the longer term, the Association to Advance Collegiate Schools of Business (AACSB) accreditation standards.

Engagement
The School continued its focus on engaging with the local business and general community with a number of projects including the Smart Cities project, the LUCY mentoring project for female students and the Max Potential coaching program.

Staff from the School attended a number of business functions throughout the year and actively engaged with many of the local businesses and business groups, including Jenny Hannan who was a member of the Western Sydney Business Connection board up until September and Don Wright, Program Integration Manager with the Small Business Connect team, who is a member of the Cumberland Chamber of Commerce Board. The Lucy Program and Max Potential also bring staff from the School into contact with many businesses, from small to large, and provide benefits to the staff, students and wider community. We continue to run a number of capstone units that engage students and staff with local businesses.

Following the departure of our Director, Engagement, Jenny Hannan, in September 2013, the School is reviewing how this important function can be managed from 2014 onwards.

Consulting activities: The School commenced the Small Business Connect Program in 2013. The School was awarded the contract for Small Biz Connect, under the Office of the Small Business Commissioner for six Western Sydney local government areas (The Hills, Parramatta, Auburn, Holroyd, Blacktown and Fairfield). The aim of the program is to increase the economic sustainability and growth of the small business sector in the six LGAs. This contract has three elements: a face to face traditional business advising role; the use of the online Small Business Toolkit as one of the interventionist tools; and a research program to measure the effectiveness of the interventionist activities. This work is also part of a research project that commenced late 2013 and will continue into 2014.

Research
Professor Louise Young was appointed Director, Research in mid-2013 and the School has commenced a number of research initiatives including a research mentoring program focusing on early career researchers, holding a series of research-based seminars and developing stronger links between academics and business in the region relevant to research development.
REVIEW OF ACTIVITIES

For our higher degree by research students, Professor George Lafferty has taken over the role of Director, HDR, from Associate Professor Terry Sloane who finished his period as Director in June 2013.

In 2013, the School focused on building research culture and capability. The following initiatives were developed with wide-spread participation:

» Six Research Liaison Officers were appointed to advise the Research Director, facilitate communication with the discipline groups and guide the School’s research seminars. Seminars showcasing each discipline group’s and Campbelltown’s research have resulted.

School Granting schemes were implemented:

» Five Mentoring Grants were awarded, to enable development of Early Career Research projects and for research projects involving non research active staff working with senior staff.
» Twenty-three small Harvesting Grants were awarded, to allow completion of existing projects and papers including editing, research assistance for additional analysis, literature review extension and other similar projects.
» Fourteen Conference Grants were awarded paying for registration, accommodation and incidentals where already-accepted refereed papers were being presented.
» Thirty-two Last Chance Grants were awarded, to enable end-of-year short term research, last minute conference registrations to present papers, research training, the purchase of software and to fund visitors to UWS.
» Three Mini Postdocs (for up to five months) were awarded, employing recent graduates to work part- or full-time to develop and harvest projects associated with proposed research concentrations.

Research training and development included bringing eminent researchers to present their work, development of in-house research training courses and funding attendance at research skill development courses, including:

» Nineteen academics attended research training courses run by ACSPRI, CenSoc (UTS), New Zealand Statistical Society and MattLab, to develop quantitative and qualitative research skills.
» Two eminent researchers (Professor Geoff Souter, UWA, and Professor Chuck Ingene) visited for a week, each presenting seminars on their research and more general development areas including top journal reviewing, ARC processes and citation analysis. All seminars were well attended by up to 30 staff.
» Two, two-day in-house courses were run – Leximancer and multi-level modelling using SPSS.

SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

The School of Computing, Engineering and Mathematics (SCEM) at UWS is responsible for the major disciplines which drive contemporary technological innovation and entrepreneurship. The key focus areas of the School in 2013 included:

» further leveraging the interaction and integration of the disciplines of engineering, computing, mathematics, industrial design and construction management in creating ‘trademark’ academic programs, research and engagement
» embedding continuous quality control and improvement of the academic programs
» developing initiatives which implement the nexus between teaching, research and engagement
» developing the national and international presence of the School through its academic programs, educational and research partnerships, and professional involvement.

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

For the period, the School had steady enrolments across its disciplines.

Learning and Teaching

In the 2012 report Mathematics, Engineering and Science in the National Interest, Australia’s Chief Scientist, Professor Ian Chub, indicated that Australia’s universities needed to examine how they offered Science, Technology, Engineering and Mathematics (STEM) education to their students, taking into account its essential role in the future prosperity of Australia. Consequently, 2013 was a year of considerable
action with many of UWS’s SCEM academic programs undergoing review, renewal and accreditation. These activities were underpinned by the School’s philosophy which aims to establish a trademark set of common synergetic competencies across all of its academic programs, labelled as ‘computational thinking’, ‘engineering systems thinking’, ‘design thinking’ and “Big Data” analytical thinking.

Following rationalisation of the degree structures in 2012, the School focused on the development of new academic programs, targeting different segments of potential students. These included:

» Undergraduate Bachelor of Information and Communications Technology (Health Information Management) [BICT (HIM)] which addresses the workforce skills shortage in HIM and targets the education of future health informaticians.

» Draft of the undergraduate and postgraduate versions of the Data Science degree addressing the emerging and rapidly growing need for specialists with in-depth knowledge and practical skills for interpreting vast quantities of data.

Reshaping the School’s academic programs is also aimed at creation of modularised and flexible curriculum structures, tailored towards establishment of double degrees, embedding blended learning delivery and creating the capacity for agile and rapid design of academic programs in a highly dynamic and competitive STEM higher education environment. Together with the School of Law, the School completed double degrees in Law and Construction Management, and Law and ICT. In line with the School blended learning strategy, it has also reshaped its suite of postgraduate degrees in Building Surveying and Fire Safety Engineering.

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

During the year, SCEM introduced a schedule of rolling curriculum reviews for all programs, involving curriculum review and renewal on a three-year cycle, or a cycle to synchronise with accreditation requirements. The first program to undergo this was undergraduate (UG) Engineering, now substantially completed. The UG Engineering curriculum review led to the discontinuation of three programs: Computer, Environmental, and Telecommunications Engineering. It is the intention of SCEM that in 2014 the remaining five key programs will become individually named degrees for marketing purposes. A curriculum review of the UG Construction Management program is currently taking place, together with the redesign of the Industrial Design program. Reviews for Computer Science, ICT and IS will be take place simultaneously in 2014 as these programs have a high degree of integration.

A significant part of all review and renewal processes in 2013 was the introduction or enhancement of blended learning methodologies in all courses. The emphasis in 2013, in line with UWS practice, was on first year units. Priority has also been given to introducing blended learning in disciplines with significant staffing pressures, such as UG Construction Management, where the anticipated efficiency dividend offered by blended learning will be most useful in the short and medium term. In mid year, SCEM ran its first School workshop of the series ‘Innovation in Blended Learning in STEM Education’.

Undergraduate commencement numbers continued to increase in 2013, with low SES numbers at an all-time high of 24.5%. Retention in 2013 was improved over previous years, but still marginally below target at 79.2%. In October 2013, the School held a special all-day workshop on assessment to address the issues identified in the student feedback.

For the period, the School slightly increased its international enrolments to 425 with China and India continuing their major student presence in the School’s academic programs. The Bachelor of Engineering and the Bachelor of Information and Communications Technology remain the leading undergraduate courses attracting international students.

An essential feature of SCEM strategy for maintaining academic standards is achieving professional accreditation of all its programs. This year, the undergraduate courses in Computer Science and Computing (Information Systems) received full accreditation from the Australian Computer Society. The postgraduate offerings in Building Surveying were re-accredited for 12 months, with further accreditation subject to the completion of some designated curriculum renewal. The undergraduate courses in Engineering, which had a provisional accreditation to 2014, had their new curriculum reviewed and are now fully accredited to 2016. The undergraduate Construction Management degree was successful in being re-accredited by the Australian Institute of Building until 2016.
REVIEW OF ACTIVITIES

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

The School enters 2014 with established academic systems, structures and better interaction between the disciplines. Industrial Design is a high priority area for SCEM leadership in 2014, taking into account its central integrating role and the slower than hoped progress with the curriculum review.

Engagement

In 2013, SCEM continued its quest for entrepreneurial opportunities which integrate engagement, research and teaching in line with the strategic positioning of UWS as a leader in STEM innovation.

A key area of the strategy is engagement with primary, secondary and high school students, university scholars and industry partners. Highlights in 2013 included:

» UWS SolAce solar car participated for the first time in the 2013 World Solar Car Challenge in October, contesting the Challenger class. UWS team finished in eleventh position with 2891 km of total solar distance. Lessons learned will help in the preparation for the next Challenge competition in 2015. The academic leader of the project, Dr Ali Hellany, received the UWS Learning and Teaching Award for Excellence in Teaching relating to solving the challenges in the Solar Car Project. The Project includes Strathfield South High School as one of the partners, and involved engineering, computing, industrial design and management expertise, linking in an integrated and engaged way more than 12 units within SCEM.

» The NSW State Finals for the F1 in Schools Technology Challenge were hosted for the first time at UWS in October with participating students from Years 7–11 from 15 high schools. The challenge is part of the World’s Largest STEM Competition. A full size F1 racing car was on display at Kingswood campus.

» UWS Observatory sustained its development into a UWS STEM outreach hub, running public programs, outreach programs for primary and secondary schools, teachers’ workshops, and specialised group programs. In 2013, the UWS Penrith Observatory Team was awarded Vice-Chancellor’s Excellence Awards in University Engagement both for the staff team and the student team.

SCEM had a strong presence at this year’s CeBIT – the flagship event for the ICT industry held in May, with technology demonstrations from the School researchers carried on the Channel Seven television network. For the first time, the School extended its Widevision exhibition of the achievements of the Industrial Design students, held traditionally in November, to Widevision+, incorporating also student work across Engineering and ICT. The exhibition provided an integral view of student innovation and potential for entrepreneurship in technology.

Research

In line with UWS’s objective for its Schools to perform at or above world standard research in areas of core teaching competence, SCEM focused on increasing:

» its external research income through diversification
» its performance in Excellence in Research Australia (ERA) terms, aligned with SCEM teaching profile
» the number of effective, productive and committed funded research partnerships
» the quality of training experience of its higher-degree research students.

In 2013, SCEM researchers achieved significant success in securing competitive research funding, including competitive infrastructure grants. Some of the successes included researchers from the following SCEM Research Groups: Advanced Materials and Smart Structures, Geotechnical, Water and Environment Engineering Lab and Computational Astrophysics, Imaging and Simulation.

At the close of 2012, SCEM Research Group Social Computing and Knowledge Ecosystem secured four-year funding from the National Science Foundation of Sri Lanka for the project Social Life Networks for Farmers. Based on the developments in that project, in 2013, the group secured funding from Transport NSW for the Development of Information Architecture, Processes and Technologies for creating, converting and managing large repositories of architected content.

SCEM Research Group THRIL Lab is strategically involved in an e-Health development project in collaboration with the University of Sydney.

As part of its strategy for increasing SCEM capability in securing competitive research income, the School introduced the SCEM Challenge Grant Scheme, stimulating projects that
address challenging problems within the Strategic Research Priorities 2013–16 and require collaborative teams.

The Research Centre in Mathematics (CRM), established in 2012 to strengthen UWS capacity in pure and applied mathematics, saw steady development. CRM has started a distinguished visitors program concentrated on two campuses, which includes regular seminars with leading national and international scholars, and has sustained its publication performance.

SCEM hosts two University Research Groups: Solar Energy Technologies (SET) and Artificial Intelligence (AI). In 2013, SET focused on the establishment of the Australian Network on Oxide Semiconductors for Solar Energy Conversion, which includes ANSTO, University of Sydney, University of Newcastle and University of South Australia. During the year, the Network progressed in developing a major research program in its area. The AI group maintained its publication performance in 2013 in the areas of knowledge representation and reasoning, automated negotiation and machine learning.

SCEM continued its work with all UWS institutes, focusing primarily on its commitments with the MARCS Institute and the Institute for Infrastructure Engineering. SCEM continued the lead of the Human-Machine Interaction program in the MARCS Institute with developments in intelligent information visualisation, social robotics and believability technology. SCEM supported broadly the IIE research projects.

In 2013, SCEM approved a process for improving communication and presentation skills of its higher degree research (HDR) students. It continues to strengthen international research collaboration. In 2015, the School will be hosting the Australasian Computer Science Week and the 8th International Structural Engineering and Construction Conference.

SCHOOL OF EDUCATION

The School of Education offers a range of postgraduate programs in early childhood, primary and secondary education, social ecology, educational leadership, special education, and a number of research higher degrees. Our suite of initial ‘pathways into teaching’ programs allows entry into teaching through a sequenced major of education studies. Educational research is undertaken in the Centre for Educational Research and the Centre for Positive Psychology and Education. Research programs comprise teams of researchers, postgraduate students and other partners who are committed to a common research area, and who collaboratively plan to win research grants, undertake field research, and publish in their field.

During 2013, the School received the report from the External Review that was completed at the end of 2012. The report provided a range of constructive suggestions which are being used to guide the School as it moves into its next stage of development. The School also welcomed the appointment of a new Dean, Professor Michele Simons.

Teaching and Learning

Learning and teaching performance in the School was commended by the School Review Panel in their Report (2013) and continues to maintain a high quality across a range of criteria. The Review Panel commended the School for its results-focused and student-centred courses which prepare career-ready graduates who are both confident and capable of working in culturally diverse environments. These outcomes continued to be reflected in high student satisfaction, as measured by the Student Feedback on Units instrument, with the School achieving a mean result of 4.05 out of 5 for Autumn/1H 2013 for the overall student experience, the highest result across UWS.

During 2013, a major curriculum review for the Master of Teaching (Birth–5/Birth–12), Master of Teaching (Primary) and the Master of Teaching (Secondary) was undertaken to ensure compliance with the Australian Qualifications Framework standards and for professional accreditation with the NSW Institute of Teachers and the Australian Children’s Education and Care Quality Council. The Directors of Academic Program, the Director of Learning and Teaching, the Course Design Academic Project Manager and the Acting Dean as Chair of the School Academic Committee provided strong leadership during the course design process. Review and redesign of other courses include the Master of Education (Social Ecology), Master of Education (Leadership), the Master of Special Education and the undergraduate Education Studies major. Stakeholder input has been provided through four external Advisory Committees.

The School has embraced the introduction of Summer Sessions by attracting the second highest student enrolments in the University across thirteen units. Two of these units were offered online with all remaining units offering students enhanced blended learning opportunities as part
of the School’s overall strategy to offer greater flexibility
to students in the ways they undertake their learning.

The School’s reputation for teaching excellence continues to
be recognised. In 2013, Catherine Attard, Jane Hunter and
Kaylene Kritharides received prestigious Office of Learning
and Teaching Citations for Outstanding Contribution to
Student Learning, Jorge Knijnik received a Vice-Chancellor’s
Excellence in Teaching award and Tonia Gray and Deirdre
Russell-Bowie were recognised with a Vice-Chancellor’s
Citation for Outstanding Contribution to Student Learning.
All of these achievements have contributed significantly to
the School’s 2013 QS World University Ranking within the
world’s top 200 institutions for the discipline of Education.

Engagement

Engagement in the School comprises a number of activities
including professional experience, service learning, the
 provision of professional development through the Education
Knowledge Network and ongoing interaction with our Alumni.

The placing of our students for their professional experience
and service learning remained a prime focus with 4,038
placements occurring in 2013. Because these interactions
provide the critical interface with our professional and
broader community we are working assiduously to
strengthen and extend these partnerships through
research and professional development opportunities.

With respect to its international engagement, the School has
three main approaches: HDR cohort programs, research
partnerships and overseas professional experience programs.
The ROSETE Program (a partnership with the Ningbo Municipal
Education Bureau and the NSW Department of Education
and Communities), which involves research students from
Ningbo, China researching their own teaching of Mandarin
as volunteers in Sydney schools, continued in 2013. Also
continued was the Support Network for Arabic Postgraduates
(SNAP) program which uses a cohort model that encompasses
regular seminars and peer support to facilitate the HDR
study of international students who are Arabic speaking.

International research partnerships are exemplified
through the Futuro Infantil Hoy project (an early childhood
intervention program in several regions of Chile) which
won a UWS partnership award for Associate Professor
Christine Woodrow and Minera Escondida in 2013.

The School’s overseas and professional experience
program (OPEP) also continued to offer students the
opportunity to undertake professional experience in
Malaysia and China. These experiences were very
positively evaluated and it is the intent of the School
to expand the number of places available in 2014.

Finally, recognition of the School’s expertise and continuing
success in engagement activities was shown by Associate
Professor Diana Whitton’s winning the Vice-Chancellor’s
Award for Excellence in University Engagement, while
Dr Brenda Dobia also won a UWS Partnership for the
Aboriginal Girls’ Circle Project. This is a record which
the School intends to maintain and strengthen.

Research

Research continued to be a major priority for the School
during 2013. The Centre for Educational Research, under
the leadership of Professor Margaret Somerville, continued
to develop its three research programs: Sustainability, Equity
and Globalisation. Researchers in the Sustainability program
worked on eight funded research grants in 2013, those in the
Equity program held five funded research grants and those
in Globalisation worked on 10 projects. Researchers were
also equally active in publications, producing four books, 21
book chapters and 17 refereed journal articles in 2013.

The Centre for Positive Psychology in Education continued
its successful track record of attracting ARC grants
in 2013 by winning a further two Discovery grants. A
prestigious Discovery Early Career Researcher Award
(DECRA) was also awarded to Dr Philip Parker.

The School continued to advance its reputation for
providing high quality professional learning for doctoral
students and staff. Through the combined efforts of both
research centres and the School, over 50 events were
held for staff and doctoral students during the year.
**SCHOOL OF HUMANITIES AND COMMUNICATION ARTS**

The School of Humanities and Communication Arts is one of the largest and most diverse schools in UWS with five Bachelor of Arts degrees, Bachelor of Communication, Bachelor of Design and Bachelor of Music degrees, several double degrees and coursework Masters degrees in communication, creative music therapy, interpreting and translating, TESOL, and writing. It is located on three UWS campuses – Bankstown, Parramatta, and Penrith. The School hosts the Writing and Society Research Centre, the Digital Humanities Research Group, the Justice Research Group and Philosophy@UWS RIF initiative.

**Learning and Teaching**

**Blended Learning:** In 2013, the School began to implement its blended learning strategy with three projects including moving all first year assessment into blended mode, implementing a blended mode of delivery for Summer session units and developing exemplars of blended learning materials across the School’s disciplines. As part of the strategy, the School undertook a range of capacity building projects to assist academic staff to become proficient in the softwares and other technologies associated with blended learning. These projects will continue in 2014 with the assistance of academic staff who have been recognised for excellence in developing blended learning curricula.

**Learning and Teaching Awards:** The School has a strong reputation for its innovation and scholarship in learning and teaching. In 2013, the highlight was Dr Gwyneth Howell being named PR Educator of the Year. Mr Roman Goik received an OLT Citation for Outstanding Contributions to Student Learning and Ms Nicole Bridges and Ms Jacki Krahmalov received UWS Learning and Teaching Citations for their work in adapting to the blended delivery of teaching. A citation was also awarded to the Academic Literacy Support iPad App Team of academic and technical staff for their contribution to student learning. Dr Howell and Ms Bridges also won the UWS Learning and Teaching Award – Team category. Two staff received Vice-Chancellor’s Professional Development Scholarships.

**Other Awards and Prizes:**

- Professor Willard McCarty received the Busa Award of the international Alliance of Digital Humanities Organisations (given triennially, recognising outstanding lifetime achievements in the application of information and communications technologies to humanities research).
- Dr Mridula Nath Chakraborty was nominated as a Finalist at the Australian Arts in Asia Awards, announced in July 2013, by the Minister for the Arts, the Honourable Tony Burke, for the Australia-India Literatures International Forum held at the State Library of NSW.
- Dr Kate Fagan was shortlisted for the Kenneth Slessor Poetry Prize in the NSW Premier’s Literary Awards for ‘First Light’ (Giramondo).
- Dr Alex Wright’s new novel, The Swan Book, has been shortlisted for the Victorian Premier’s Award for Fiction.
- Professor Paul Arthur was shortlisted for the WA Premier’s Book Prize for Voices from the West End (edited with Geoffrey Bolton).

**Engagement**

The School continues to initiate activities and projects which engage with the international academic community and other stakeholders. Successes in 2013 include:

**Digital Humanities**

- Professor Paul Arthur and Professor Harold Short successfully bid for UWS to host the 2015 international conference of the Alliance of Digital Humanities Organizations, the first time the conference will be held outside of North America or Europe since its establishment over two decades ago.
- Professor Paul Arthur was named Visiting Professor and Dr R. Marika was named Chair of Australian and Indigenous Studies (2013-14) at the University of Cologne, Germany.

**Writing and Society Research Centre**

- The China Australia Literary Forum in Beijing with two Nobel Prize winning authors, Mo Yan and J M Coetzee.
- The establishment of the Sydney Review of Books.
- Two Nominations for the Inaugural Australia Asia Engagement in the Arts Award (for China Australia and India Australia).
- The inaugural Autumn School in Literary Translation in India (convened by Mridula Nath Chakraborty), bringing together the Writing and Society Research Centre in international collaboration with the Centre for Advanced Studies in Comparative Literature at Jadavpur University, Kolkata India, and the British Centre for Literary Translation, University of East Anglia, Norwich UK.
- 11 PhD/DCA completions.
- Giramondo Press published ten books – three were by DCA candidates: Felicity Castagna, *The Incredible...*
SCHOOL OF LAW

The School of Law has functioned in its own capacity since the re-organisation in 2011, and has been able to conduct student-focus activities with a pure law emphasis. There have been a few individual changes within the law management team, but generally academic and professional staffing has been stable.

The School of Law External Review, referenced in the 2012 annual report, required an action plan to be developed and approved by the Executive to implement the Review's 22 recommendations. This was developed and approved during the early part of 2013 and the majority of recommendations have now been implemented. In November, the school conducted a two-day Retreat at Q Station in Manly to focus on the next three years of the school. This has helped to strengthen the law school across its teaching and learning activities, research and engagement activities.

Learning and Teaching

The school’s Learning and Teaching Committee, chaired by Associate Professor Sue Armstrong, has done an exceptional job to develop the whole of the first year Bachelor of Laws (LLB) program into blended learning. This has required a refreshment of many law units, in both the LLB and in the interdisciplinary law units (ILU) taught within other degrees, such as the Bachelor of Business and Commerce (BBC).

In keeping with UWS’s major focus in 2013 on blended learning, the School of Law has developed 17 new approaches to existing units. The majority of these were first year units, but some later core LLB units and alternate elective units were also blended. Two significant examples were Constitutional Law and Introduction to Law, which both replaced a three-hour seminar model with a lecture (online, with PowerPoint, video and podcasts) and a two-hour face to face tutorial, with smaller sized classes. The feedback from students has been very positive. In respect of the Introduction to Law classes, all law professoriate and senior academics were asked to produce one of the weekly online lectures and taught at least one tutorial, including the Dean.

Books and other Research Publications:


The Awards and Prize Night, First Year High Achievers function and Law Orientation Camp, as well as a variety of Law Alumni Events to celebrate the law school’s 10th anniversary, were highlights with staff and students/alumni during the year.

Engagement
One of the recommendations from the 2012 School Review was for the appointment of a Director of Engagement and the establishment of a School Engagement Committee. Michael Brogan was appointed as the Director and he is working on the establishment of the supporting committee for 2014. The three main activities of the law school’s engagement strategy continue. They are the Parramatta Community Justice Clinic (PCJC), activities with High Schools and engaging with the legal profession.

The PCJC is an important partnership with the Macquarie Legal Centre (MLC), which provides free legal advice to the community, and UWS law students have the opportunity to get practical experience by observing and helping the MLC solicitors. The service has been expanded by the student amenities fees to provide free legal services to all UWS students. This has enabled a second solicitor to be employed by MLC for this program and double the number of UWS law students to study Clinical Legal Placement.

During 2013, High School speeches, drawing on a variety of academics, were presented in a number of schools, and leading constitutional lawyer, Professor George Williams, was part of the Public Law Lectures series. The successful New South Wales Premier’s Debating Challenge again took place for Year 11 students on both law campuses. For 2014, a planned High School Mooting Competition is being developed by John Juriansz. The winner will receive the Hon Michael Kirby Cup. We are delighted that the former High Court Justice has agreed to be the Patron of the competition.

The Robert Hayes Memorial Scholarship was awarded for the first time to Ms Mel Pudig. The wife of the late Dr Robert Hayes, Elayne Hayes, was both on the selection panel and made the formal award at the Prize Night. This scholarship fund continues to grow with various fund raising events held in conjunction with the Law Alumni and Elayne’s amazing network of friends associated with her late husband.

Research
During 2013, the number of higher degree research (HDR) students continued to increase with a steady number of completions and graduations. In July, there was sadness at the passing of Professor Michael Jeffery QC, who supervised a number of HDR students. His widow, Professor Donna Craig, and law colleagues stepped in to share the wider supervision of these students to enable them to continue their doctorates.

There has been a steady stream of quality conference papers, journal articles in high quality publications, as well as book chapters and monographs. There were a few Australian Research Council (ARC) grant applications, but fewer than in previous years, due to the school’s major focus on blended learning in 2013.

Strategies are in place to help address the balance of research and teaching during 2014. The Co-Directors of Research, Professors Michael Head and Steven Freeland, help support the Research Committee and all its associated activities.

The Research Seminar Series, run every fortnight throughout the year, and are well organised by Dr Marina Nehme. Since mid-2013, each presentation has been video recorded and placed on the Law website or vUWS site. The UWS Law Review journal, under the chief editor Dr Elfriede Sangkuhl, continues to progress from strength to strength. The new referencing Australian Guide to Legal Citation (AGLC) ‘app’ described in the 2012 annual report is now available in both Apple iTunes and the Google Play stores for free. All students at any university have access to this useful resource.

SCHOOL OF MEDICINE
The UWS School of Medicine (SoMed) operates and strives to be recognised as an integrated teaching and research institution that is informed by a commitment to the communities it serves. The School also formally acknowledges the support and commitment received from retiring Vice-Chancellor Professor Janice Reid AM during its establishment and development.

In 2013, we were therefore proud of the efforts of staff, graduates and students in their endeavours. The choice of our 2012 graduates to undertake their internship in Greater Western Sydney was very pleasing with 80% taking up offers based at centres including Blacktown/Mt Druitt, Liverpool, Nepean, Westmead and Campbelltown/Camden. The 2011 graduates are taking up training positions in a range of specialties, many of these based in Greater Western Sydney. The academic staff at Campbelltown/Camden and Blacktown/Mt Druitt hospitals are active participants in the development of the expanded clinical services and hospital
Review of Activities

growth at those sites and are working to expand the clinical training opportunities that come with the expansion.

In 2013 there was competitive National Health and Medical Research Council and other grant income growth and, with the Ingham Institute coming online, growth in the areas of microbiology, infection diseases, cancer pathology and colorectal surgery, as well as clinical sciences, will continue. The relationship with the University of New South Wales (UNSW), at Liverpool in particular, is strong in terms of teaching support and research collaboration and was commended by the Australian Medical Council in its review of the UNSW Faculty of Medicine.

The School is proud of its staff and students, and recognised student achievements through graduation, a Combined Prize Night with Schools of Nursing and Midwifery and Science and Health, and Year 5 prizes awarded on the final day on campus. In 2013, we were proud to have six Aboriginal and Torres Strait Islander students graduate from the Bachelor of Medicine, Bachelor of Surgery program. We also welcomed the first graduates from the Graduate Certificate in Allergic Diseases and recognised the contribution of the Course Convenor (Prof Connie Katelaris) and Senior Lecturer (Dr Miriam Codarini).

We were also pleased to note the achievement of a number of academic staff in receiving promotions, Dr Christine Chui and Dr Rachael Brown to Lecturer, and Dr Michael O’Connor and Dr Shameran Slewa-Younan to Senior Lecturer.

Staff and students of the School were saddened by the death of Kim Bugallo in late 2013. Kim was a valued member of the professional staff at the Macarthur Clinical School who provided direct support to students as Administrative Coordinator of the Year 3 program.

Learning and Teaching

The high standard of teachers at the UWS School of Medicine was formally recognised during 2013 both externally and within UWS. Dr Joanne Lind received an Office of Learning and Teaching Award for Teaching Excellence in a ceremony at Parliament House in Canberra. She also received a Vice-Chancellor’s Excellence in Teaching Award.

Dr Laura Surmon, a recent doctoral graduate from the School of Medicine and Foundations of Medicine Lecturer, was also recognised at the VC’s Excellence Awards receiving a UWS Learning and Teaching Award Citation for Outstanding Contribution to Student Learning. Dr Slade Jensen, Senior Lecturer – Microbiology and Infectious Diseases, was acknowledged at an Awards evening at the Ingham Institute receiving the 2013 Excellence in Teaching Award.

The School’s efforts in blended learning in 2013 focused on the opportunities that emerged from the iPad initiative. With funding from the Our Futures program, the SoMed’s initiative was on an application to deliver a mechanism for students and staff to visually engage with the way curriculum content is delivered across all modes of learning and teaching. Work on this project is ongoing, and will continue to enhance the clinical training experience in the early years and to the assessment tasks of students in over 100 locations during the course. This builds on an existing online program undertaken during the clinical years of the course focusing on cross-disciplinary areas of study such as addiction medicine, technology, critical care and cancer.

Work commenced during 2013 on the assessment activities across the duration of the program. With the graduation of three cohorts, there is increased richness of data available to analyse in addition to direct engagement with all staff involved in assessment, especially that conducted in the clinical years of training.

Engagement

With a commitment to meet regularly with our community – both specific and broader than health managers and professionals – the SoMed held community forums at the Campbelltown campus and Blacktown/Mt Druitt Hospital. These provided a great opportunity to showcase activities in research and teaching and to hear from alumni, hospital executives and clinicians teaching UWS med students about their experiences and priorities as we continue to plan our efforts in collaboration. These very positive relationships are particularly important given the current growth in the hospital precincts at Campbelltown and Blacktown/Mt Druitt.

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

The School was also very pleased to share in the building completions and beginnings at two of our Aboriginal Medical Service partners. Their contribution as a partner and assisting
with the grant proposal was recognised at the opening of the Health Facility for the Prevention and Treatment of Chronic Disease at Walgett Aboriginal Medical Service in September 2013. On the same day, UWS SoMed staff were also in attendance for the Smoking and Turning of the Soil Ceremony at Tharawal Aboriginal Medical Service for its new Clinical Teaching and Training Centre in which UWS SoMed was also a supporting partner. UWS SoMed staff and students also attended a ball in Campbelltown celebrating Tharawal’s 30th anniversary of service to the local community.

Research
The SoMed, incorporating the Centre for Health Research, produced over 200 journal articles in 2013, delivering a significant contribution to knowledge in diverse fields ranging across laboratory based explorations of the mechanisms of the proteins in our bodies to studies drawing on samples of a quarter of a million people in regard to healthy ageing.

SoMed staff were again successful in receiving funding from the increasingly competitive National Health and Medical Research Council. Professor Jens Coorssen received $373,000 to continue work in the area of molecular medicine, and a team led by Professor Louisa Jorm and including Deborah Randall from the Centre for Health Research, received $672,000 to support research on early childhood health and development in Aboriginal Children. Dr Vita Birzieve from the Blacktown/Mt Druitt Clinical School received $650,000 to explore the factors involved in regulating lipid metabolism.

We are also very grateful to a number of philanthropic and community organisations, including Narrellan Rotary, that have provided funding to support research undertaken by the staff and students that is contributing to improving medical knowledge. The numbers of doctoral graduates from the School is growing and we are also pleased to be able to provide a range of research opportunities to students in the medical program, whether through a one year Bachelor of Medical Research, embedded honours, summer research scholarships and the compulsory work undertaken in Medicine in Context and the Community Medicine Group Project.

The SoMed also has significant and growing research collaborations globally. The breadth of sites across Europe, the Americas and South East Asia where researchers have connections is also reflected across the fields in which this research is undertaken. From General Practitioners involved in undertaking teaching and curriculum support in Bolivia and Nepal, to investigations of genetic issues for a patient in Campbelltown in conjunction with experts in France and the molecular effects of ageing with colleagues in Canada, SoMed researchers are contributing to challenges that are both local and global.

SCHOOL OF NURSING AND MIDWIFERY
The School of Nursing and Midwifery (SoNM) has had a very busy, challenging and rewarding year. The School has welcomed new staff, with a wealth of experience and their positive contributions will continue to help shape and grow the School in line with our mission to be a national and international leader in nursing and midwifery education and research through the delivery of high quality education, engaged learning, industry partnerships, research excellence and professional leadership that embraces diversity and celebrates the individual.

Learning and Teaching
The SoNM student load continues to grow, having increased by 19% since 2010, and a taught load in 2013 of 4,372 – which equates to 3,092.7 EFTSLs.

The Bachelor of Midwifery (BM) course had its first intake in February and the revised Bachelor of Nursing (BN) was also introduced.

A variety of blended learning strategies were introduced in 2013 to complement the underpinning philosophies and pedagogy in the new BN and BM curricula. There is a focus on enhancing students’ engagement with learning and teaching materials to support active learning and prepare students with the necessary attributes and skills for professional practice. A significant change was that face to face lectures were replaced with online materials. This initiative has enabled all students to access lecture material prior to their small group tutorials and enables students to access lecture material at a time that suits them and as frequently as they need to revise.

The Academic Literacy program is continuing with Professional Communication and Literacy (PCAL) tutors participating in tutorial groups and providing over 3,000 group and individual consultations for students. The Peer Assisted Study Sessions (PASS) program is also continuing to support students.

Engagement
The SoNM and the Chinese Huazhong University of Science and Technology (HUST), have continued the student and academic exchange program. Fifteen UWS students visited
HUST for a two week placement in January, and academics and students from HUST were at UWS for one semester. This experience gave UWS students the opportunity to observe clinical health care delivery and to compare their own nursing educational experience with the local student nurses in China.

The Master of Nursing (Clinical Leadership) (MNCL) and the Master of Primary Health Care (MPHC) continue to attract strong enrolments in Hong Kong. These courses, offered in partnership with Hong Kong Baptist University, serve an identified need for nurses and other health professionals in senior positions to further develop their leadership and mentorship capacity, and to strengthen research and excellence in clinical practice. Enrolments to both these postgraduate courses remained steady in 2013, with 108 students admitted into the MNCL and 34 into the MPHC.

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

Research
The Centre for Applied Nursing Research (CANR) has continued to achieve recognition for research and projects, with researchers receiving awards in recognition of the high standard of their work.

Dr. Ajesh George received 2013 Ingham Institute Applied Medical Research Early Career Researcher Award for his program of research of Maternal Oral Health (MIOH program) which has projects funded by NHMRC and UWS.

Professor Maree Johnson, Catherine Zheng and Paula Sanchez received the 2013 South Western Sydney Local Health District (SWSLHD) Quality Award for their project Four parts of the puzzle: Engaging Patients and Nurses at Handover in the Category: Improvement in Patient Safety.

The Midwifery Initiated Oral Health (MIOH) team had success as winner of the 2013 South Western Sydney Local Health District Quality Awards (Awarded) for their project A Midwifery Initiated Dental Service: An Australian First in the Category: Collaboration Working as a Team.

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

Higher Degree program enrolments continue to increase with 41 HDR Students presenting their research at the Research Futures and Annual Report Forum held in June at Parramatta campus.

Grants

Professor Hannah Dahlen received an ARC Linkage grant of $149,682 for ‘Characteristics, trends, co-admissions and service needs of women admitted to residential parenting services in the year following giving birth in New South Wales’.

Dr Glenda McDonald received support under the Research Seed Grant Scheme Program for the research project ‘The use of seclusion and its effects on recovery and personal resilience: perceptions of mental health service consumers’.

Awards and Achievements
In addition to the research awards, academics from the School achieved recognition by:

Dr. Kath Peters was promoted to Associate Professor

Dr. Diane Jefferies received a VC’s Professional Development Scholarship to attend the Australian and New Zealand Society for the History of Medicine in Darwin last July.

SCHOOL OF SCIENCE AND HEALTH
The School of Science and Health is responsible for teaching a broad range of contemporary courses in the areas of Science, Medical Science, Natural Science and Health Science, accompanied by significant research conducted across this range of disciplines.
2013 has seen continued growth in popularity in the School's courses, increased success and growth in research outcomes, continued development of engagement activities and ongoing establishment of changed structures to support the School's academic and professional activities, as the School grows its capabilities and capacities centred on a strategic direction that seeks to:

» Create a superior and engaged learning experience
» Develop focused, relevant and world-class engaged research
» Build organisational and financial strength.

The School has continued to maintain its success and growth in 2013. Students of the School were part of a winning team in the Trans-Tasman HealthFusion Team Challenge, a competition designed to educate the nation's next generation of health care professionals in collaborative client care. As a result of this success, the team were highly commended in the Vice-Chancellor's Excellence Award for Excellence in University Engagement. School partners Lachlan Macquarie College, Department of Education and Communities, and Humble Bee Films, received Community Partnership Awards and South West Sydney Academy of Sport and the Aboriginal Environmental Health Unit, NSW Health received University awards in the area of Learning and Teaching Partnerships.

Learning and Teaching

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

The School responded to a range of opportunities in 2013. An important milestone was achieved in 2013 by the School with the first student cohort in the Physiotherapy program graduating.

The successful introduction of UWS Summer required the School to respond by developing changed academic content and delivery of units offered, and significant planning by professional technical and administrative staff to meet the changed demands on support required.

Increased use of blended learning approaches saw a large number of first year teaching units being reviewed to reflect a growing change in blended teaching and learning. New staff appointments were made in 2013 in the field of Paramedicine with intensive program preparations for the first cohort of students in this new program scheduled for 2014.

The Advanced Simulation Laboratory located at the Campbelltown campus, providing additional student learning opportunities between the classroom and laboratory, was opened. The 50-seat laboratory completes the work undertaken in 2012 of revising the suite of Science programs offered through the provision of a contemporary facility allowing students to directly take laboratory work back to the classroom for further analysis.

The School has expanded its miHub facilities across the School through the introduction of additional capacity at Hawkesbury and Werrington South campuses. These facilities house the tools needed for developing electronic teaching and flexible learning activities, and offer students greater access to blended and flexible learning opportunities.

As part of curriculum development, the School introduced a new science unit ‘Mangamai bangawarra’, standardised learning guides across all programs, and introduced revised level 2 science units in the Bachelor of Science, Bachelor of Medical Science and Bachelor of Natural Science programs.

Engagement

The School has continued to maintain its success and growth in the area of engagement in 2013. Students of the School were part of a winning team in the Trans-Tasman HealthFusion Team Challenge, a competition designed to educate the nation's next generation of health care professionals in collaborative client care. As a result of this success, the team were highly commended in the Vice-Chancellor's Excellence Award for Excellence in University Engagement. School partners Lachlan Macquarie College, Department of Education and Communities, and Humble Bee Films, received Community Partnership Awards and South West Sydney Academy of Sport and the Aboriginal Environmental Health Unit, NSW Health received University awards in the area of Learning and Teaching Partnerships.

The School of Science and Health has continued to lead a wide range of community engagement activities across a broad domain of areas. The Men's Health Information and Resource Centre continue to undertake a range of community-embedded service delivery and research with Indigenous communities, most notably their work with the Men's Shed at Mt Druitt.
Bensoussan, was been awarded the Fifth International Award for Contribution to Chinese Medicine by the World Federation of Chinese Medicine Societies, in the Great Hall of the People, Beijing, China.

In the 2013 Vice-Chancellor’s Excellence Awards, Professor Janice Aldrich-Wright won the award for Excellence in Postgraduate Research, Training and Supervision and Associate Professor Robert Spooner-Hart was highly commended.

2013 also saw the development of additional, purpose-designed hubs for the growing number of Higher Degree by Research and Honours students at both the Hawkesbury and Campbelltown campuses. This is part of an ongoing plan to create research student concentrations across the School by co-locating research and honours students.

The School of Social Sciences and Psychology had staff who were bushfire effected in 2013 during the bushfires in the Blue Mountains, and some sessional staff lost their homes. The School acted promptly to assist those staff, and to provide consideration to those students who were affected by the bushfires.

Other community engagement activities of importance to the school over 2013 included the UWS Youth Science Forum, Science Ignites, the UniSchools Steer Challenge, the School’s Harvest event, and various activities that bring primary and secondary school students onto our campuses to experience a taste of science and health. We also continue to engage with a wide range of industry partners in research across our broad disciplines.

The appointment of Science Education Officers in the School has continued the School’s program of awareness raising and potential career pathways for secondary school students in areas related to the primary industries. The new team is undertaking a range of promotional, linkage and engagement activities in the secondary education sector.

The School has continued to seek international engagement opportunities, through developing short course educational opportunities in therapeutic recreation and diversional therapies with government agencies in Japan, and maintaining student learning opportunities in the Traditional Chinese Medicine program with its partner university in China.

In its policy and advocacy role, the National Institute of Complementary Medicine (NICM) was extremely active in encouraging government and public support for evidence-based research into complementary medicine.

Research
The School of Science and Health has again continued to make significant contributions to the ongoing success of the University in the area of research.

The School was successful in the Australian Competitive Grant schemes, including the ARC and NHMRC. Of particular note, the Nanoscale Group was successful in obtaining NHMRC grants and a major infrastructure grant of $1 million as part funding to purchase a next generation Magnetic Resonance Imaging machine. The School was also successful in achieving two ARC Discovery grants.

The Centre for Complementary Medicine Research, more recently named the National Institute of Complementary Medicine (NICM), commenced a $1.3 million clinical trial with a major pharmaceutical company toward development of a herbal medicine formula for the treatment of vascular dementia.

Individual success was also recognised in the field of research. The School’s Director of NICM, Professor Alan...
Learning and Teaching

The School received resoundingly positive student feedback through the University’s Student Feedback on Unit (SFU) process for the Autumn 2013 semester, maintaining its position as UWS’s second best School in the SFU evaluations. This data exemplifies the quality and commitment of the School’s dedicated professional staff and committed educators.

During 2013, the School’s Academic Innovation Unit (AIU) assisted with the adaptation of 29 first year units for “blended” delivery, and 14 units were blended in preparation for UWS Summer 2013/2014. The AIU is focused on creating interactive E-lectures, E-content with local content, online tutorials and online assessment methods. In doing so, from 2014 a further 42 units (mostly second year and above) will be blended for delivery the following year.

The School of Social Sciences and Psychology developed three new undergraduate programs and a Masters program during 2013, for commencement in 2014: Bachelor of Criminology; Bachelor of Social Science (Psychology); Bachelor of Criminal and Community Justice; and the Master of Planning. The School also prepared to offer four programs on additional campuses: Bachelor of Community Welfare, Bachelor of Social Work, and Bachelor Social Science at Parramatta; and the Bachelor of Psychology at Penrith. Two new exit awards were also developed: Bachelor of Policing Studies and Bachelor of Psychological Studies.

The introduction of new undergraduate and graduate programs will build organisational and financial strength for the School and University. These programs continue to provide students with the opportunity to engage in real-world problems drawing on social scientific and psychological scholarship.

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

The School’s retention emphasis in 2013 continued to focus on first year students. The retention of commencing students to second year remained high for 2012-13, at 80.9% (the same rate as 2011-12). Strategies included our LTEG funded retention officers; embedded academic literacy initiatives within first year units; and strong messaging to first year students to persist with their studies. Our retention officers ran informal meetings, plagiarism workshops, academic skills workshops, monitored vUWS engagement and used data from in-depth focus groups and student surveys.

The School of Social Sciences and Psychology exceeded its KPI on the proportion of students from low socio-economic backgrounds (23.1%), and proudly maintained its position as being the school with the second highest proportion of Indigenous and Torres Strait Islander students.

To enhance the quality and international standing of our Policing studies programs, the School funded an external review of the Policing Program. This Review Panel was Chaired by Professor Eli Silverman (City University of New York) and included Professor Richard Hobbs (University of Essex); A/Professor Brian Stout (UWS) and David Madden (former Deputy Commissioner of the NSW Police).

Engagement

Doctors Pol Theerapappisit and Zulfan Tadjoeddin secured a Short Term Mobility Program (STMP) grant, which was the only one awarded to UWS for 2013. Twenty of the School’s third year students travelled to Southeast Asia to experience development issues first hand. A sample of the student evaluations is the following by Deanna Jones: ‘In short, I could only really describe this study tour as life-changing; it has challenged and enhanced my own value systems and understanding of development, and provided new academic and personal connections’. The initiative won AsiaBound Grants funding for repeating in 2014.

Dr Renu Narchal won the Zest Exceptional Partnership Project award for the project she led with the Hills Holroyd Parramatta Migrant Resource Centre (MRC). The Each-One-Assist-One project involves UWS students working as interns at the MRC and providing two services: face to face assistance with increasing the skills of refugees and migrants with job seeking competences, and looking at barriers facing these job-seeking individuals and referring them to other support services. For the students, it helps break down any previous biases and stereotypes. For the clients, it increases their confidence in looking for work.
In 2013, the School sponsored four UWS Community Award winners with whom we have substantial engagement: Jo Steinwede (Caseworker, Parramatta Mission); Ahmet Keskin (Executive Director and Co-Founder, Affinity Intercultural Foundation); Melissa Monteiro (Executive Director of the Community Migrant Resource Centre); and Priscilla Brice-Weller (Managing Director, All Together Now).

The Cerebral Palsy Alliance, one of the largest NGOs in New South Wales, worked with the School to launch a field placement unit for Social Work students. A plaque adjacent to the dedicated ‘student unit’ acknowledges the role of UWS. Almost half of all social work field placements are being made available in health orientated agencies, facilitated through the Health Workforce Australia scheme.

UWS received Regional Centre of Excellence status from the United Nations in recognition of the University’s input in the areas of Peace and Sustainability. The Peace and Development Studies major is a leading contributor to UWS achieving this recognition, enabling the Peace and Development Studies major and UWS to become a Network Member of the United Nations University (UNU).

Art Therapy at UWS celebrated 20 years in 2013. This was marked with a cocktail event, attended by over a hundred local practitioners, alumni, representatives from therapy agencies and academics. The latter included arts therapy academics from across the world, who were in attendance at the 23rd Arts Therapy Conference which UWS hosted in 2013. In addition to celebrating the longevity and strength of this program, the function also provided an opportunity to acknowledge and thank the program’s leaders, to engage the Art Therapy community and to discuss the future of the program.

The UWS Graduates of League program is a strategic partnership with the National Rugby League (NRL), offering one-on-one tuition for at least one hour a week for the 14 NRL players currently studying at UWS. The program is hosted by the School of Social Sciences and Psychology and headed by Dr Jioji Ravulo. The program aims to ensure that the League players at UWS can reach their academic goals, while balancing training and playing.

A HSC Enrichment workshop was run for Year 12 Geography students from across Sydney. Eleven students who successfully sat an exam following the workshop were provided early conditional offers to School programs. All of the students accepted an offer to UWS.

**Research**

The Higher Education Research Data Collection (HERDC) publication reports for UWS show that academic staff in the School of Social Sciences and Psychology produced 24% of the UWS monographs, 18% of the chapters, 8% of the refereed journal articles, and 8% of the creative works for 2012. In all, SSAP staff contributed 11% of the publication effort of the University.

The School participated in the official launches of the following books by members of our staff: *Gender Capital at Work, Intersections of Femininity, Masculinity, Class* (Huppatz); *Organised Sexual Abuse* (Salter); *Driving Detroit* (Galster); *The Weight Escape: Stop fad dieting, start losing weight and reshape your life using cutting-edge psychology* (Ciarrochi); *Sufism in the Secret History of Persia* (Milani); *The Diaspora of Brazilian Religions* (Rocha); *Religious Change and Indigenous Peoples* (Onnudottir); *Legal Pluralism and Sharia Law* (Possamai).

Ryan McMullan won the University’s 3 Minute Thesis competition, and represented the University in the TransTasman 3MT finals in October, held at UWS. Ryan’s talk was titled, ‘The Good, the Bad, and the Body’.

The School was successful in winning numerous prestigious and competitive grants throughout 2013. Our staff were part of four new successful ARC Discovery applications, two linkage projects and a Future Fellowship, as well as an Office of Learning and Teaching grant. The School also secured five internal UWS research grants, and contract research grants from Family and Community Services, and Beyond Blue Foundation. The School’s external income target was exceeded, with $2.05 million in external research grants being held in 2013. The actual grants that were won illustrate the applied and engaged scholarship of the School.
The Education portfolio now encompasses a number of key academic functions, including the Learning and Teaching Unit, the Badanami Centre for Indigenous Education, and the Library. Together, these areas support the academic program of UWS, including support for quality learning, teaching and curriculum design. The UWS Learning and Teaching Plan 2012–2014 provides the blueprint for ensuring that UWS continues to demonstrate leadership in the sector in balancing the widening participation mission with a commitment to excellence in students’ educational experiences and outcomes. It is supported by significant investment in school-based learning and teaching initiatives, including 40 new staff to work with schools in support of the curriculum renewal and blended learning targets.

This year, UWS achieved national recognition for teaching excellence and support for student learning through the Office for Learning and Teaching (OLT) Australian Awards for University Teaching. UWS received four citations for Outstanding Contributions to Student Learning and one highly competitive Teaching Excellence award. Thirteen of a possible 16 Teaching Excellence awards were conferred by OLT, with UWS being one of only three New South Wales universities to be successful, a significant achievement.

UWS continued to increase participation in OLT grants programs, which are designed to raise the profile of learning and teaching scholarship and support systematic change in the higher education sector. Importantly, in 2013, OLT announced that its major grants and Fellowship programs have been listed as Category 1 research on the Australian Competitive Grants Register. In 2013, there was a 60% increase in OLT grant submissions from 2012. One Leadership for Excellence grant was successful in Round 1 with Round 2 results yet to be announced. As well, UWS was successful as a partner institution in three Innovation and Development proposals and one major Commissioned Project: Enhancing the Training of Mathematics and Science Teachers.

A highlight was Dr Gwyneth Howell receiving the prestigious 2013 Public Relations Institute of Australia’s Golden Target Award. Dr Howell was named the ‘PR Educator of the Year’ in recognition of her skill at preparing students for professional life in the unpredictable and ever-changing digital media landscape.

Another notable achievement in 2013 was UWS’s successful bid for a highly competitive Office for Learning and Teaching inter-university project on Student leadership in curriculum development and reform led by Professor Elizabeth Deane. This project will provide a framework and good practice guidelines on how to achieve valid student contributions to improve curriculum, learning and teaching.

**Priority Areas**

**Learning and Teaching Plan 2012–2014**

University priorities in the area of Learning and Teaching are reflected in the UWS Learning and Teaching Plan 2012–2014. The Learning and Teaching Plan was developed to guide institutional and School-level initiatives over a three year period. This Plan addresses the strategic priority of creating a superior and engaged learning experience, as articulated in the Making the Difference strategy. It also addresses the Board of Trustees’ priorities which aim to ensure that academic offerings and models of teaching at UWS are attractive and relevant to students and that courses are financially viable and sustainable.

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

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

During 2013, the three Associate Pro Vice-Chancellors (Education) (APVCE) continued to work closely with Schools to support learning and teaching enhancement initiatives. As part of their commitment to quality enhancement, each School designed a suite of improvement priorities to address the Learning and Teaching Plan goals within local disciplinary contexts. Further details of these and portfolio level initiatives are provided below.

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

**Access: Pathways to higher education**

Notable achievements that have been championed by the UWS/TAFE (Technical And Further Education) Partnership Reference Committee throughout 2013 include:

- a Memorandum of Understanding signed with South Western Sydney Institute of TAFE (SWSI) and Western Sydney Institute of TAFE (WSI)
- an innovative joint partnership agreement between TAFE WSI and the Hotel Management Institute
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(HMI) for hospitality students to articulate into undergraduate and postgraduate studies at UWS
» co-developed UWS and TAFE presentations to TAFE counselling staff and course advisors on access and pathways at UWS
» a Professional Development seminar held by UWS for Tertiary Preparation Certificate and English for Academic Purposes (TPC/EAP) TAFE teachers on sharing expertise on preparing TAFE students for today’s university.

In November, the Tertiary Education Pathways and Partnerships team piloted *Let’s Talk Uni*: a university introduction and preparation seminar for VET students. Targeting those VET students who applied for the 2014 academic year, this seminar was held to offer information and workshops to assist prospective students to understand the differences between the VET and university learning environments and make them more confident about their impending transition. The day proved very successful, with 258 registrants (numbers were capped for this trial) and very positive feedback from staff and attendees. We aim to develop this event into an annual fixture in the UWS calendar.

For 2014, a strong focus on preparation and transition of Vocational Education and Training (VET) students will continue to be a priority of the Tertiary Education Pathways and Partnerships team. Further work on integrated delivery will progress through the Dual Offers pilot which can then be used as a model for other disciplines. A dedicated transition program, targeting all students using VET studies as the basis of entry, will be developed and implemented in 2014 in various modes to capture as many people as possible coming to UWS. More integration with student support services to offer customised transition and preparation resources/activities for VET students will be progressed and embedded where possible in the new program.

The First Year Experience
Following a comprehensive review of student feedback through the Commencing Student Survey and first year Student Feedback on Units, an institution wide project *Student Transition, Retention and Success (StaRS)* was implemented. In line with sector best practice, the StaRS @ UWS project provides a coordinated and comprehensive strategic institutional approach to optimising the first year student experience. This will be achieved through implementation of a holistic, coherent and integrated, evidence-based approach to improving the student experience, supporting their transition to university study and optimising student success. Initiatives implemented to date include:

» establishment of a Commencing Student Planning Network to align institution-wide initiatives and coordinate co-curricular activities with school planning and initiatives
» continued support for School Academic and Professional First Year Experience Coordinators in every school to strengthen capacity to implement coordinated and integrated strategies across the institution
» development of a Student Communication Strategy to reduce message clutter and improve quality of communication between students and the University
» partnership with the Business Intelligence and Institutional Research team to develop and coordinate the use of student analytics to gain a clearer understanding of the performance by students from different cohorts and pathway programs
» a structured program of institutional research to inform strategy development and evaluation
» pilot implementation in two large courses (Engineering and Construction Management) of a comprehensive project to support holistic, integrated curricula and co-curricular planning of the first year commencing student experience – the HIPStaRS (Holistic Integrated Planning for Student Transition, Retention and Success) project.

Practical resources are being developed and will provide a model available for implementation across UWS.

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**Literacy and numeracy support**
UWS is committed to ensuring that students have access to skill development resources that enable them to succeed in their university studies. Academic literacy and English language support are keys to success in all disciplines. In recognition of the importance of providing support for the academic literacy in students, the Learning and Teaching Unit (LTU) continued to offer a successful series of University transition programs and skills workshops for students. The Library Roving program provided one-on-one support and advice to students on a range of matters relating to written assessments and this service is in high demand by students requiring academic literacy and/or numeracy support.
These services include transition programs, UniStep and AcPrep. The programs are aimed at preparing commencing students for the rigour and specific requirements of academic engagement and include making a successful transition to university; managing time; writing an assignment – the process; academic writing, referencing, critical thinking and structure; and career advice. UniStep and AcPrep were offered in February and July 2013, prior to the commencement of semester.

In 2013 embedded literacy support was extended through the appointment of six academic literacy advisors to work with Schools to develop discipline-embedded approaches to literacy and numeracy. The LTU has further refined its online presence and is developing online resources for both students and staff to support academic literacy and numeracy skills development. One notable example is the I Don’t Get it Mathematics and Statistics online tutoring service accessed through the Mathematics Education Support Hub (MESH) site. During the 10 months to the end of October 2013, students accessed the site 15,331 times.

The Mathematics Education Support Hub

The Mathematics Education Support Hub (MESH) has provided a number of activities that have supported students’ learning and understanding of mathematics and statistics in 2013. These have included:

- UniStep bridging courses offered in January, February and July which were aimed at preparing students for their first mathematics and/or statistics university units
- workshops targeting specific mathematics and statistics unit content and examination preparation
- Library Roving sessions at all UWS campuses
- workshops targeting the numeracy requirements for nursing
- assisting schools with the mathematical support needed as a result of curriculum renewal.

Priorities for 2014 will include:

- further enhancement of the online tutoring service I Don’t Get it
- increasing the library roving activities to include both evening and weekend times
- further development of the mathematical underpinnings of online resources for specific disciplines
- supporting Schools in their curriculum redevelopment.

Hub for Academic Literacy and Learning

The Hub for Academic Literacy and Learning (HALL) provides a range of support services for students as well as working with Schools to support embedded literacy development.

In June 2013, Emeritus Professor Robert Castle was commissioned to undertake a review of all Student Academic Support and Transition programs. This report recommended a suite of changes to enhance the support provided to students which will be enacted through 2014.

HALL also provided a series of literacy support workshops in Semesters 1 and 2 and worked with Schools to support literacy skill development in schools-based tutorials. During 2013, the library-based Roving service proved increasingly popular. This service provided students with the opportunity to get expert advice on a range of matters relating to their written assessments and has been a useful mechanism for providing feedback to Schools on issues of concern to students.

Writing support was also provided to postgraduate research students through writing circles and postgraduate essential programs, the latter in collaboration with the Office of the interim DVC Research. Key academic literacies addressed involved expectations of postgraduate study, referencing, academic writing style, understanding academic texts, development of argument and the specific structure of writing a research proposal. The highlights of the Higher Degree Research (HDR) support program were:

- beginning of a new writing circle in Hawkesbury for the School of Science and Health, composed of all non-native speakers
- implementation of online writing circles using Collaborate software for the Penrith/Campbelltown campuses enabling us to reach students in country New South Wales and interstate
- two new workshops, Writing your discussion chapter and Headings that work.

Another high point was collaborating more closely with Schools to facilitate workshops tailored to meet the needs of their students. Examples included:

- Research Future Forum 2013 in the School of Computing Engineering and Mathematics on the topic Student and Academic perceptions of a PhD and Masters thesis experience
- an honours students’ thesis writing retreat in the School of Humanities and Communications Arts.
Specialised undergraduate workshops for Philosophy’s Understanding Power, Academic English for the School of Business, Introduction to Literary Studies, and Inclusive Teaching for Effective Teaching units offered opportunities to expand the repertoire of literacy structures and learning mechanisms.

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

Work continued in 2013 to ensure that UWS is well placed to address the requirements of the Tertiary Education Quality Standards Agency (TEQSA). The UWS Academic Standards and Assessment Framework underpins this work. The UWS Framework has been mapped against the Higher Education Standards Framework and Schools are required to report against this Framework in their Annual Course Reports. All courses have been assessed for compliance with the Australian Qualifications Framework (AQF) and an implementation plan is in place to ensure that all courses are compliant by the end of 2014.

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

**Inaugural Work Integrated Learning Symposium**

A symposium titled Using Work Integrated Learning (WIL) to enhance the UWS student experience and improve graduate outcomes was planned and conducted by the Office of the Pro Vice-Chancellor (Students) and the interim Deputy Vice-Chancellor (Education) in conjunction with Careers and Cooperative Education and Dr Wayne Fallon from the School of Business. It received overwhelmingly positive feedback from attendees. The aim of the symposium was to provide a voice for practitioners of WIL and a framework for the further development of WIL at UWS. Responses from across the sector indicated the symposium was a useful forum to learn, discuss issues and ideas about WIL and support for this to become an annual event.

**Blended Learning**

In 2013, there was a concerted whole-of-institutional focus on designing learning approaches that are more accessible and flexible for students, and support both on-campus and off-campus learning. In practical terms, this has involved teams of academics, learning advisors, learning designers and Librarians working together to use technology to enhance over 200 first year units for 2014. Sharing of ideas and practical tips has been facilitated by regular Blended Learning Forums. Exemplars have been placed on the Quality in Learning and Teaching (QiLT) site and a highlight of the year was the Designing for Learning Showcase. With over 50 support professionals based in Schools, this investment in student-centred learning is supporting UWS’s capacity-building of academic staff across the University.

The QiLT resources, including a Blended Learning Technology Toolkit, Advanced Standards in Blended Learning and the UWS ‘Sunset’ learning design tool for Summer Unit designs, are assisting teaching teams in the design of learning resources and activities. Other standards and guidelines are being used by teaching teams in the design of quality media-rich learning resources accessible online and via mobile devices. The purchase of iPads for all first year students and staff has given academics a ‘licence to thrill’ and many have taken this up with enthusiasm and creativity with examples of good practice across all Schools. An evaluation framework has been established to measure the impact of blended learning in general and iPads in particular. It is anticipated that first data sets will be available early in 2014.

**Collaboration with the University of New England**

The University of Western Sydney and the University of New England (UNE) collaboration continued throughout 2013 to provide UWS students with access to enrol in UNE units as part of their UWS course. This federally funded project increases student subject choice and is part of an overall UWS strategy to increase flexibility and accessibility for its students. Over 160 students, enrolled in at least 195 UNE units, have been given advanced standing towards their UWS degree.

**Quality – Build staff capacity to engage in quality teaching**

The Foundations of University Learning and Teaching program

Sixty academic staff commenced the Foundations of University Learning and Teaching (FULT) Program in 2013, including 19 Sessional staff members. Sessional staff completed a two-module pilot FULT Program in November. Thirty staff completed the full three-module program during 2013 and a further 25 staff are on track to complete early in 2014.
DAP Forums, sponsored by the interim Deputy Vice-Chancellor (Education), have been held quarterly throughout 2013. This year, the forums have focused on supporting the professional development of DAPs in their challenging role. In April, Professor Tricia Vilkinas, from the University of South Australia Business School worked with the DAPs and provided exercises and feedback on the Integrated Competing Values Framework. The workshop aimed to provide focus and strategies for DAPs to use in working with various stakeholders in the DAPs’ work ambit, and to explore pathways for professional development.

In August, Professor Fred D’Agostino, from the Humanities faculty at University of Queensland, conducted exercises and discussions with the DAPs using evidential base, competitiveness and delineation as elements of the strategic analysis of the DAP role. Progression on the findings of the DAP Reference Group in relation to the other demands of the role was also discussed.

The DAP Reference Group comprising one DAP nominee from each School meets regularly. The aim of this group is to represent DAPs at a number of levels and to plan the focus of the forums, in conjunction with the interim Deputy Vice-Chancellor (Education), to support DAPs in the implementation of their role.

A DAP Workload Working Party has met three times to review the DAP position statement, workload allocation, the promotion policy and guidelines and other relevant policy to ensure the DAP role is appropriately recognised and supported. This working party resulted from concerns expressed by DAPs in earlier forums.

In October, Professor Joan Cooper, Higher Education Consultant, was appointed to work with the Deputy Deans to review their role in terms of workload, responsibilities and administrative assistance. A report has been prepared and considered by UWS Executive.

Feedback on each module and the program as a whole indicates that staff found the program useful in supporting them to improve their teaching and learning practices in ways that are relevant to their own discipline and context. Graduates of the program regularly contribute to new FULT programs, sharing their expertise with new staff. Teaching staff across the University contribute to teaching the program through presenting and discussing their practice, and through involvement in cycles of peer observation and feedback on teaching.

Partnerships with Schools to enhance curriculum and assessment
The Higher Education academic staff now based in the Offices of the Associate Pro Vice-Chancellors (Education) continued to partner with Schools to build staff capacity in the areas of curriculum mapping, blended learning curriculum design and assessment practices. Some examples of these partnerships include working with the School of Business in the redesign and enhancement of curricula in Property, Management, Hospitality and Sports Management degrees. A range of innovations in blended learning curriculum design was supported across all Schools during the year. Higher Education academic staff are also members of external advisory committees that review the depth and breadth of curricula to ensure UWS students have the necessary graduate attributes and are work ready, for example, the External Advisory Committee for the Bachelor of Social Work and Bachelor of Psychology.

Learning and Teaching Support staff
During 2013, the Learning and Teaching Support staff worked alongside academic staff in Schools to assist with curriculum design and innovation. The blended learning designers and advisors are based in Schools and on campuses to provide practical, discipline-based advice on curriculum and assessment design using technology enhanced approaches to engage students and support them to succeed in their studies at UWS.

Director of Academic Program (DAP) Forums and Reference Group
The DAP’s role is pivotal to providing academic leadership and strategic direction for the courses that comprise an academic discipline or program. The position operates in a context largely underpinned by a quality agenda driven both internally by the University and imperatives external to the University, for example TEQSA and professional accreditation.
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Blended Learning Forums
The Blended Learning forums are held on different campuses and feature presenters from all Schools and different departments to share experiences and perspectives in designing for blended learning. Staff are encouraged to share experiences covering successes and lessons learned, showcase innovations and discuss issues that are relevant to designing learning in higher education.

Forty-five presentations representing every School, UWS College and the Library were showcased during the event which generated a high level of excitement and interest in sharing experiences across the University. The showcase celebrated the achievements and advancement made across the University in the area of flexibility and blended learning during 2013.

National and international guest speakers
The education portfolio strategies to build staff capacity to engage in quality teaching included special events that link UWS academics with national and international educators and agencies.

Dr Sophie Arkoudis, from the Centre for the Study of Higher Education at the University of Melbourne, conducted a half day workshop on Parramatta campus in March on English Language Skills Development and Support. Dr Arkoudis advocates ‘embedding’ language in the curriculum, in order to enhance student skill development in disciplinary settings.

Working with the University of Melbourne (as lead institution), the Australian National University and the University of Tasmania as part of an Office for Learning and Teaching funded project entitled Academic workforce 2020: framing a national agenda for professionalising university teaching, UWS hosted a half day Roundtable event. This event was one of a series held across the eastern seaboard for staff from the sector to discuss issues around professionalising teaching in higher education. Outcomes of these workshops will inform the development of a national framework and evidence-based resources to support universities in shaping a coherent agenda over the 2013 – 2020 period, to raise the professionalism of higher education teaching and also provide a blueprint for influencing Australian policy and practice.

Design for Learning Showcase
The inaugural Designing for Learning Showcase, held at the end of November, provided a forum for recognising the achievements and developments in designing learning. Professor Royce Sadler's keynote speech, entitled Inhibiting good practice by championing the novel, the exotic and even the traditional, was an exploration of the pitfalls of uncritical adoption in the case of new – and often untested – methods in teaching, learning and assessment. At the same time, there are concerns about the retention of ‘old habits’, and resistance to change.

In addition to the Blended Learning Forums, there have been frequent and diverse Professional Development activities targeted at supporting both the Blended Learning Strategy and the iPad initiative. Since January 2013, over 65 activities have been conducted across themes such as using iPads/mobile learning in teaching, developing content and learning resources, designing e-assessment activities, and designing for learning. These activities have attracted around 2,000 academic and professional staff. The activities are delivered in blended mode, reducing travel time, and developing an authentic understanding of learning in mixed modes.

The Office of the interim Deputy Vice-Chancellor (Education) delivered two very successful grant writing workshops in September 2013. Siobhan Lenihan, Director of OLT Grants and Fellowships, was a guest speaker at both workshops which reached full capacity. As well as an overview of OLT’s aims and missions, a key focus was targeted grant writing strategies. Hands-on activities in reviewing exemplars and constructing proposal abstracts were cited as the best aspects of the workshops in the evaluations.
An ‘on the couch’ Workshop with Dr Bill Rankin on designing mobile-learning applications for staff was held in September. In 2007, Dr Rankin helped design a ground-breaking iPhone and iPod touch-based, mobile-learning initiative at Abilene Christian University, Texas. With decades of academic experience and a strong interest in future educational technology, this Apple Distinguished Educator had much to contribute to UWS’s current learning environment. During his visit, he also met with UWS’s School of Education.

Promoting teaching excellence
In 2013, the UWS Citations for Outstanding Contributions to Student Learning awards were joined with the Vice-Chancellor’s Excellence Awards program and expanded to include a new suite of UWS Learning and Teaching awards, comprising eight Citations, four Excellence in Teaching awards and one Vice-Chancellor’s Excellence in Teaching award. The Citation awards recognise and reward the diverse contributions that individuals and teams make to the quality of student learning at UWS and are open to all academic and professional staff.

The Excellence in Teaching and VC’s Excellence in Teaching awards are conferred to academic staff who have made a broad and deep contribution to enhancing the quality of learning and teaching at UWS and who are recognised as leaders in their disciplinary fields. There was strong participation in the new UWS Learning and Teaching awards. The results are listed below.

Dr Gwyneth Howell, School of Humanities and Communication Arts received the prestigious Public Relations Institute of Australia’s PR Educator of the Year Award. This award was introduced in 2012 to recognise excellence in public relations education and research at the tertiary level.

VC’s Excellence in Teaching Award Winner 2013: Dr Ali Hellany
School of Computing, Engineering and Mathematics

Dr Hellany’s exemplary teaching practice is marked by creativity. The cross-disciplinary nature of Dr Hellany’s approach and a high level of commitment and determination in engaging a range of stakeholders toward enhancing the student experience were features of his nomination.

UWS Excellence in Teaching Award Winners 2013:
» Dr Thomas Astell-Burt, School of Science and Health
» Dr Jorge Knijnik, School of Education
» Dr Joanne Lind, School of Medicine

» Dr Gwyneth Howell and Dr Nicole Bridges (Team), School of Humanities and Communication Arts

The winners of the 2013 UWS Citations for Outstanding Contributions to Student Learning were:
Dr Deirdre Russell-Bowie, School of Education

For outstanding contribution to student learning by changing attitudes, motivating and inspiring students and developing competent and confident primary school teachers in arts education.

Ms Nicole Bridges, School of Humanities and Communication Arts

For advancing first year Public Relations through early adoption of blended learning and pedagogies that engage first year students and enhance their learning experiences.

Dr Walid Bakry, School of Business

For authentic, enthusiastic and distinctive teaching approaches that engage, stimulate, motivate and advance students’ learning skills towards optimal development and achievement in postgraduate finance studies.

Dr Martin Daly, School of Social Sciences and Psychology

For the development of optimal delivery and assessment methods for maximising student motivation, engagement and learning through innovative online lectures.

Associate Professor Tonia Gray, School of Education

For a teaching philosophy that seeks to create a supportive, safe and stimulating environment in which students acquire problem-solving skills through authentic experience-based learning opportunities.

Ms Jackie Krahmalov, School of Humanities and Communication Arts

For actively fostering academic engagement, personal growth and industry opportunity, significantly enhancing students’ career prospects in an extremely competitive environment.
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Academic Literacy Week Program and Academic Literacy iPad Application Team:

» Roman Goik
» Barbara Aysen
» Dr Melissa Deitz
» Dr Alison Gill
» Myra Gurney
» Dr Rachel Morley

Peter Steele, School of Humanities and Communication Arts

For the development of an effective and innovative academic literacy support program and academic literacy support iPad app for first year students transitioning to university.

Laura Surmon, School of Medicine

For a highly enthusiastic, positive, encouraging and relatable tutoring approach that motivates and inspires medical students to get maximum benefit from problem-based learning tutorials.

Office for Learning and Teaching awards and grants

This year, UWS was successful in being awarded four Office for Learning and Teaching (OLT) Citations for Outstanding Contribution to Student Learning and one Teaching Excellence. UWS was one of only three New South Wales universities to win in the Teaching Excellence category, along with Macquarie University and the University of Technology. This year, 13 Teaching Excellence Awards were presented and nationally, only one institution received more than one award.

Australian Awards for University Teaching winners in 2013 were as follows:
Teaching Excellence Award – Early Career

Dr Joanne Lind, School of Medicine

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

The winners of the 2013 Office for Learning and Teaching Citations for Outstanding Contribution to Student Learning were:
Dr Catherine Attard, School of Education

For boosting confidence and fostering positive attitudes towards teaching and learning of mathematics through an engaging, active learning approach integrated into the curriculum.

Dr Gu Fang, School of Computing, Engineering and Mathematics

For curriculum development using research-led contents and authentic engaging project-based assessments in robotics, reflecting a deep understanding of professional skills required in engineering.

Mr Roman Goik, School of Humanities and Communication Arts

For effective and innovative leadership in the development of an academic literacy support program and iPad app for first year students transitioning to university.

Dr Jane Hunter and Ms Kaylene Kritharides, School of Education

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

Office for Learning and Teaching Grants

The OLT grants program supports research, development and innovation related to the enhancement of learning and teaching in higher education. These highly competitive grants involve working with partner institutions in a national context. In 2013, the Office of the interim Deputy Vice-Chancellor (Education) delivered two highly successful grant writing workshops. The Director of OLT Grants and Fellowships, Siobhan Lenihan, was invited to speak at both workshops which achieved full attendance and received very positive feedback.

UWS increased OLT grant applications by 60% in 2013. In Round 1, UWS was successful in a Leadership for Excellence grant led by Professor Elizabeth Deane, interim Head of the Learning and Teaching Unit. UWS was also successful as a partner institution in three Innovation and Development grants in Round 1, awarded to Professor Bill Belotti, School of Science and Health; Dr Fidelis Mashiri, School of Science and Health and Drs Mary Hardie and Swapan Saha, School of Computing, Engineering and Mathematics. UWS was also partner in a successful Commissioned project: Enhancing the Training of Mathematics and Science Teachers. Results for 2013 Round 2 OLT grants are yet to be released.
A key driver in the development of our collections in 2013 was the iPad initiative, with the Library ensuring that existing resources were readily available to support its promulgation as well as providing a range of apps free of charge to the UWS community. Recognising the need for tailored support, the Library expanded its collection of Library produced, pedagogically underpinned Learning Objects to support the further development of several academic literacies.

Research data management continued as a focus with the Library involved in several key initiatives relating to the management, verification and description of UWS research outputs. The Library continued to support official reporting through the provision of high quality data services which contributed to the successful submission of materials required for HERDC.

Services

With a strong focus on supporting blended learning, Library services embraced technology in new and engaging ways. Our Librarians continued to provide high-level collection and program support to the academic community while using new channels to engage with clients.

Face to face services remain integral to the university experience and, led by the iPad initiative, were rejuvenated with a blended learning focus. Electronic conferencing, in-class polling and online lectures were used to deliver high quality Library programs to UWS clients. School Librarians provided support for blended learning through a range of services including resource selection and program delivery.

With the assistance of SSAF funding, support for Turnitin Plagiarism Detection Software expanded to include the use of GradeMark. The University-wide, Library-led initiative included participation from all Schools with the service highly valued by UWS academics. The success of GradeMark has led to it becoming a standard offering complementing the Library’s existing Turnitin support.

Research support through an expanded bibliometrics service was also highly regarded and valued by the UWS community. To assist with ensuring data integrity, the Library completed the development of the self-submission portal, which will help ensure that all UWS research outputs are captured accurately.

Engagement

The Library continues to foster and develop relationships with colleagues across the University in order to meet its goal...
of providing superior and engaging learning experiences. Collaborating within a range of areas, the Library has increased its technology assistance with enhanced capability for learner-support and peer-support, while building on care information literacy principles. The Library continues to offer its thriving outreach programs supporting retention of identified at risk and priority student cohorts.

**Leadership and Planning**

Under the leadership and mentoring of Sue Craig, a team of Library staff from across all levels of the organisation launched a new leadership model reflective of UWS’s commitment to create a positive culture at UWS.

The launch of the leadership model coincided with the development of the UWS Library’s Strategic Plan for 2014–15. This was developed using a collaborative strategic planning process involving a series of all-of-staff workshops with all staff contributing their ideas on the role of the Library in supporting UWS’s strategic direction. The two events complemented each other, demonstrating the Library’s commitment to recognising and valuing staff (Our People 2015) and helping to reinforce the commitment to excellence and continuous improvement held by all staff.

**ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS**

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

**Badanami Centre for Indigenous Education (Badanami)**

Provides broad leadership to the University of Western Sydney for Aboriginal and Torres Strait Islander education. Badanami plays a pivotal role in liaising with the Aboriginal and Torres Strait Islander communities to improve their access, participation and success in higher education.

The University’s goal of improving the educational outcomes of Aboriginal and Torres Strait Islander peoples, especially those residing in the Greater Western Sydney basin, continued as an important goal during 2013.

In 2012, the Board of Trustees approved a change of name from the Indigenous Advisory Council to the Aboriginal and Torres Strait Islander Advisory Council (ATSIAC). Amendments were made to ATSIAC’s Terms of Reference and a review of the membership of the ATSIAC was also undertaken in 2013 with a number of new community members endorsed and appointed as members.

The Centre also offers two specific Aboriginal and Torres Strait Islander undergraduate degree courses delivered by block mode – Bachelor of Education (Primary) (AREP) and Bachelor of Community and Social Development. The ongoing evaluation and implementation of recommendations for the Badanami Alternative Entry Program (BAEP) continued during 2013. The BAEP compliments the current alternative entry program and assessment process and is being developed as an online program. This provides potential students with the opportunity to prepare early for assessment, including increasing academic and literacy skills prior to commencing studies. A total of 81 students undertook the BAEP to commence study in 2013.

The design of all units in the Bachelor of Community and Social Development was completed in 2013 with all units in the degree offered across the full three years of the course. Similarly, all units in the Indigenous Australian Studies Major (IASM) were also developed during 2013, with all units in the major on offer for 2014.

The IASM assists the University to achieve its commitment to embed and implement an Indigenous Graduate Attribute into UWS curriculum, and to address the recommendations of the Cultural Competency Framework which was endorsed by Universities Australia in 2012. The Badanami Centre for Indigenous Education, together with support from other members of the University, undertook consultations with key stakeholders to develop and commit to the systematic application of an Indigenous graduate attribute for all University of Western Sydney courses.

The Indigenous Graduate Attribute (IGA) was initially introduced through the Indigenous Australian Studies Major offered as part of many undergraduate courses at UWS. The IGA suite of eleven Indigenous curriculum units approved in the Indigenous Australian Studies is available to all UWS students. This year, Associate Professor Peter Pinnington was appointed to develop, implement and lead the Program.

We are particularly proud that the School of Medicine, now in its seventh year, had 16 Aboriginal and Torres Strait Islander medical students enrolled in 2013, and a further nine offers have so far been made for the 2014 intake. At
the end of 2013, 11 Aboriginal and Torres Strait Islander students graduated from the School of Medicine.

**Student access, retention and success**

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

In 2013, there were 487 Aboriginal and Torres Strait Islander students enrolled across a range of disciplines including Natural Science, Education, Medicine, Communication, Business, Social Work and Forensic Science. There were 438 Aboriginal and Torres Strait Islander students in undergraduate degrees; 32 in masters and graduate diplomas; and 12 students enrolled in a Doctor of Philosophy.

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

- a range of student scholarships for undergraduate and postgraduate study
- provision of adequate resources for Indigenous Outreach to conduct year-round marketing and promotion of UWS courses to Indigenous peoples and organisations in Greater Western Sydney (GWS), marketing the Indigenous-specific block courses to Indigenous people and communities in GWS, rural NSW and Queensland
- development of more directed marketing materials to enhance awareness of UWS and its offerings, including marketing in media outlets such as the Koori Mail newspaper
- enhancement of VET pathways
- the Badanami Tertiary Entry Program (BTEP), which is a preparatory program that incorporates literacy development to enhance Indigenous people’s success in their courses/units. The program incorporates three modules or 16 weeks of lessons to be studied over a 16 week period. The modules are provided to potential students awaiting assessment in the Badanami Alternate Entry Program or after the assessment in order to prepare them for commencing the academic year.

**Student support and academic development**

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

The Centre continues to support a network of staff in Schools identified as Indigenous Student Mentors. Their role is to provide advice to Badanami Student Support Officers concerning the academic needs of students; to provide pastoral care, academic advice and general guidance at the School course level in relation to studies as well as informing Badanami Centre staff on issues relating to students’ assessment and participation.

*The Indigenous Tutorial Assistance Scheme (ITAS)*, a Federal Government initiative, continues to be effective in providing students with academic support provided by student tutors and academic staff. All Aboriginal and Torres Strait Islander students are contacted by letter to inform them of this service. As a result, the participation rate in this scheme has increased.

**Badanami Elder in Residence**

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

**Community engagement**

There were a number of highlights in our community engagement activities in 2013. One of the highlights of the year was hosting the 18th National Indigenous University Games 2013. The games were very successful, with 19 participating Universities and 24 teams. The University of Western Australia won the games with UWS achieving second place.

Reconciliation Week and NAIDOC Week are significant annual events in the UWS staff, student and community engagement calendar, with special activities held to celebrate Indigenous culture. NAIDOC Week featured the annual Yarramundi Lecture. This year, the lecture celebrated the 50th year of the Yirrkala Bark Petition and presentation by the Yolngu People of Yirrkala in Northeast Arnhem Land to the Federal Parliament.
Badanami Centre staff also engaged with Indigenous groups and higher education centres through a variety of other activities. Events include global and national Indigenous Elders and higher education networks, as well as engagement with local agencies and services participating in Greater Western Sydney.

Priorities for the Centre in 2014 will focus on achieving institutional KPI targets for Indigenous participation. Other priorities include: consolidating and strengthening the implementation and embedding of an Indigenous Graduate Attribute; developing a cultural standards framework to improve Aboriginal and Torres Strait Islander education at UWS; and working closely with UWS Schools and Research Centres to support and assist Aboriginal and Torres Strait Islander postgraduate students. Increasing community engagement with the Aboriginal and Torres Strait Islander Communities of GWS continues to be a high priority as we work together to promote educational opportunities at UWS to organisations and clients of employment agencies, as well as the prospective students who wish to study in day mode.

MULTICULTURAL POLICY AND SERVICES

UWS staff and student students come from many different backgrounds and provide skills, knowledge and experience that contribute directly to excellence in learning, teaching and research. The University recognises the strength of its diversity and continues to promote and develop inclusion in all areas of its operations.

Areas of focus in 2013 included:

Engaging with diverse communities
‘The Year of Success Through Diversity’ Program: This year long program focused on increasing awareness of the benefits of diversity, increasing support for diversity initiatives and providing a positive counter to racism. A highlight was the UWS hosted community dinner series where hundreds of people attended the Vietnamese, Chinese and Indian dinners to celebrate the contribution that culturally and linguistically diverse (CALD) communities in Greater Western Sydney make to student and academic life. The University received widespread commendation for this initiative, including a Community Recognition Statement in the NSW Legislative Assembly.

Sponsorship of Parramasala: UWS was the official sponsor of Parramasala 2013, a major international contemporary arts festival that celebrates the arts and cultures of Greater Western Sydney’s communities. Held in Parramatta over the long weekend in October, events included music, dance, theatre, film, performance and visual arts.

‘The Each One Assist One Project’: Initiated by UWS Lecturer, Renu Narchal, the project involves UWS students helping new migrants in their quest for work by providing one-on-one assistance, in particular with putting together résumés. In 2013, the ‘Each One Assist One Project’ developed through UWS in partnership with The Community Migrant Resource Centre at Parramatta received the Zest Award for Exceptional Community Partnership in a Local Government Area.

Encouraging greater participation of CALD students in higher education
The Pasifika Achievement To Higher Education (PATHE): The University, through the Office of Widening Participation, continues to run and partner in a variety of programs that increase the educational aspirations and attainment of school students in Greater Western Sydney. The PATHE project strives to develop aspirations towards further education and training in Pacific communities by conducting outreach events in local primary and high schools, runs on campus activities and a weekly support group for Pacific students. In addition, the project has created a host of sustainable resources, including a Facebook page for people to share their journeys and outcomes in education, and YouTube videos designed for educators to engage students in developing respective vocational and career aspirations.

Supporting students
A Transcultural Working Group comprised of staff members from across UWS was established in 2013 to ensure that UWS promotes and affirms cultural diversity through culturally competent practices. The working group is developing a network, internally and externally, regarding transcultural service development and cultural safety in relation to the student experience. A Transcultural Service Development Role has been established to review the service delivery and practice, protocol and policies of Student Support Services in terms of cultural competency.

Cultural Sensitivity Survey: In 2013, Student Support Services conducted a cultural sensitivity survey. The aim of the survey was to gather feedback in relation to the cultural sensitivity of Student Support Services. The survey was run on the Student Support Services webpage and was advertised to students via posters, Facebook and the
Welfare Newsletter. The survey was also promoted widely during Diversity Week and Mental Health Month activities.

**Promoting Diversity and Inclusion on Campus**

For the third successive year Diversity Week was celebrated to promote diversity and inclusion at UWS. A wide range of activities and events were held across all UWS campuses in September, including film screenings, dance, theatre and barbecues. A Transcultural Mental Health promotion was also held in conjunction with Diversity Week events.

**Transcultural Mental Health**

UWS continues to build upon the partnership with Population Health NSW (Nepean, Blue Mountains and Western Sydney) and also NSW Health, Transcultural Mental Health Service. A number of strategies have been rolled out as part of the Mental Health and Wellbeing Strategy including the ‘Many Ways to Open Doors: Unpacking Mental Health and Cultural Diversity’, a one day workshop conducted by Transcultural Mental Health with Student Support Services staff.

**Multifaith events**

During 2013, the UWS Chaplaincy held multifaith events on the theme ‘My Faith, Our Australia – Common Ground’ at Bankstown, Hawkesbury, Parramatta and Penrith campuses. The Chaplaincy also organised the ‘Conversations With … ’ program which provided an opportunity for staff and students to hear about the experiences of how some high profile and some not so high profile people live their faith.

**Research building cross-cultural competency**

UWS’s Challenging Racism Project Team has been conducting important research on racism in Australia since 1998. The team has compiled a list of useful, practical anti-racism initiatives and strategies that local governments, organisations and individuals can access and use to address cultural prejudices in their own backyards. Their current project titled *An exploration of the frequency, outcomes enablers and constraints of bystander anti-racism* is being conducted in collaboration with the Australian Human Rights Commission, Victorian Equal Opportunity and Human Rights Commission, and the Victorian Health Promotion Foundation.

A project has been initiated to support school-university pathways for refugee students’ access and participation in tertiary education due to challenges with adaptation to school systems, social adaptation, and English language learning. This project will investigate what successful university–school collaborations might look like and establish how universities can work with schools to facilitate tertiary pathways for refugee students.

**EQUITY AND DIVERSITY**

**The UWS Equity and Diversity Strategic Plan**

The 2013–2018 Equity and Diversity Strategic Plan was completed and endorsed by the Executive for distribution to all administrative units for their implementation.

**Bullying Prevention**

Equity and Diversity took a leading role in the development of a new UWS Bullying Prevention Strategy. Following a review in 2013 of existing policies, resources and support, a comprehensive UWS Strategic Plan for the Prevention of Workplace Bullying 2013–2015 was developed. The plan contains recommendations for new training as well as online and print resources to be developed to increase awareness about bullying across UWS.

**Disability**

2013 saw an increased awareness of disability, inclusive practice and greater referral to the University’s disability services following the revision of the UWS Disability Policy.

Equity and Diversity continue to facilitate reasonable adjustment plans for staff with disabilities. As demand for adjustments increases, Equity and Diversity are continuing to make process enhancements and introduce technological improvements to achieve productivity improvements.

In 2013, approximately 7% of staff were registered as having disabilities requiring workplace adjustment, which is more than twice the disclosure rate of the Equal Opportunity Survey. Disclosure and disability confidence education and resources will be the subject of further work in 2014.

**National Disability Coordination Officer Program**

The National Disability Coordination Officer Program (NDCO) is funded by the Department of Education, and hosted by UWS. In 2013, UWS was successful in winning the contract for South Western Sydney and Western Sydney regions for a further three year term, until 30 June 2016.
Changes to the NDCO program in this funding period include expansion of the size of both regions and greater emphasis on coordination of services and collaboration within networks that support people with disability transitioning from school into tertiary education, employment and support programs.

In 2013, the program has engaged with major stakeholders in the two regions and participated in many activities, including presentations at a national conference, organising and coordinating networking events, presentations and workshops.

**Gender Equality**

**EOWA Employer of Choice 2013**

For the tenth successive year UWS received the prestigious citation of Employer of Choice for Women in recognition of its continuing support for the advancement of women in the workplace. UWS has a range of policies and programs which support women staff, including flexible work practises and the availability of extensive career development and training opportunities.

**Construction of a new child care centre on Parramatta campus**

Construction commenced in 2013 of a purpose built child care centre on Parramatta campus. The centre, which will open in 2014, will provide high-quality care for children aged 0-5 years. Staff and students will have access to discounted rates.

**International Women’s Day Celebrations**

In March 2013, the Vice-Chancellor hosted an International Women’s Day Staff Breakfast at Parramatta campus. Guest Speaker, Barrister Jane Seymour, spoke about the impacts of the new Workplace Gender Equality Act and on sexual harassment in the workplace. The Vice-Chancellor also hosted the annual UWS Women of the West and Young Women of the West Awards. Guest speaker for this community event was acclaimed theatre director and writer Ros Horin.

**Speed Mentoring for Early Career Academics**

Developed and implemented through the Office of the Associate Pro Vice-Chancellor (Research), a speed mentoring program for aspiring female early career researchers provides female academics with the opportunity to discuss and receive career advice from senior executives, and, at the same time, enables senior executives to learn more about the challenges faced by early career researchers. This popular program is generally hosted as a breakfast function and will be repeated in 2014.

**Sponsorship of the Colman Greig Women in Business Forum**

UWS was a 2013 sponsor of the ‘Colman Greig Women in Business Forum’ which was established to provide a professional networking forum for female executives across Greater Western Sydney. Networking events in 2013 included a seminar on ‘Resilience in Business and in Life’ with special guests Kerri-Anne Kennerley, Ann Sherry and Wendy Machin, and a forum with guest speaker Gail Kelly, Chief Executive Officer and Managing Director of Westpac Group.

**Open Fora**

The **Equity and Diversity Open Fora** program established in 2008 continued to provide engaging free community fora in 2013. All fora are televised by TVS Sydney Television and speakers in 2013 covered a wide range of topics including Emad Elkheir and Chelsea Roffey from the Australian Football League (AFL) speaking on The Road to Success, Senator Brett Mason on Liberal Government, Liberal Education and Wendy Bacon and Jenna Price on The Media: A Man’s World and Why it Needs to Change.

**Human Rights Education Conference Taiwan**

UWS initiated the International Human Rights Education Conference Series in 2010 and continues to assist and participate each year in what has now become an annual conference event. In 2013, the Fourth International Conference on Human Rights Education titled Global Convergence and Local Practice: The Scope and Depth of Human Rights Education Re-examined was held at Soochow University, Taipei, Taiwan.
UWS has established a system of research concentrations with a small number of flagship University Research Institutes, Research Centres and Research Groups. These forms of institutional recognition and definition allow the University to focus funding and support for research endeavours on proven or promising programs to realise the aims expounded in the UWS Making the Difference strategy and the UWS Research Plan 2012–2014.

The overriding intention in establishing research concentrations is to provide a research intensive environment that allows UWS to: develop and consolidate a vibrant research culture that is focused on complex and intractable societal issues; improve the productivity of researchers by increasing the chances of success in securing competitive grant income; improve the international quality and quantity of research outputs; and contribute to research degree completions – in effect, to play a discernible role in the national innovation system.

Throughout 2013, UWS has continued to grow its external research funding, linking with major research consortia and demonstrating the attractiveness of its research education.

**COMPETITIVE FUNDING**

**Australian Research Council (ARC)**

In November 2013, UWS was awarded $7,784,582 new ARC funding across the Discovery project, Future Fellowship, Discovery Early Career Research Award (DECPRA) and Linkage, Infrastructure, Equipment and Facilities grants schemes. With success rates falling amidst intense competition across all ARC funding schemes, UWS maintained its position in the top 20 of ARC Discovery project funding awarded – $4.555 million. This funding overwhelmingly centred on the research concentrations that UWS has designated and funded through the Research Investment Framework, with several grants and fellowships being awarded to UWS Research Institutes.

**National Health and Medical Research Council**

In October, UWS was awarded $1,353,775 over three grants and equipment funding in the School of Medicine and the MARCS Research Institute. In addition, newly recruited UWS researchers have also been successful with NHMRC grants totalling $1.46 million.

UWS is now firmly in the top 20 of Australian universities in NHMRC funding.

Professor Louisa Jorm is leading a large team of researchers on a project titled: Seeding success: identifying factors that contribute to positive early childhood health and development in Aboriginal children with funding of $672,081. This study will identify the key drivers of positive early childhood health and development in Aboriginal children, and the features of local communities and early childhood service provision that make a tangible difference, using a large population-based cohort of children in NSW.

**Collaborative Research**

UWS Researcher Professor David Tissue from the Hawkesbury Institute for the Environment was successful with researchers from the Australian National University in obtaining a Science and Industry Endowment Fund ACRG grant which will generate $1.2 million in funding to UWS. The project is titled: Forests for the future: making the most of a high CO2 world.

The MARCS Institute was awarded 2013 ARC Linkage funding for an interdisciplinary project in collaboration with the Australian Dance Theatre and various Australian and overseas institutions – Thinking Brain and Bodies: Distributed Cognition and Dynamic Memory in Australian Dance Theatre. The collaboration incorporates longitudinal, neuroscientific and ethnographic methods to investigate cognition and creativity as enacted by choreographers and dancers.

**Research Training**

The University demonstrated further growth in overall Higher Degree Research (HDR) load, continuing a trend that has escalated since 2008, and, pleasingly, is in line with the 2006 Australian Universities Quality Agency (AUQA) Cycle 1 recommendation that UWS increase HDR enrolments while maintaining quality.

The number of HDR scholarships continued to expand. In 2012, the number of HDR candidates in receipt of a stipend scholarship rose to 456 – ensuring that a near majority of UWS candidates had secured competitive stipend scholarships.

UWS successfully hosted the Trans-Tasman Three Minute Thesis competition (3MT) in October 2013. 3MT attracted a wide range of outstanding contestants and was streamed live on the internet and broadcast on Television Sydney (TVS). This is the first time that a non-Group of Eight (Go8) university...
has hosted the event, after UWS research candidate Tim Paris from the MARCS Institute won the competition in 2012.

Petar Jovanov, Doctor of Creative Arts candidate, School of Humanities and Communication Arts, was chosen as the composer to represent Australia at the Asian Composers League (ACL) Young Composer Competition – 31st Asian Composers League Festival and Conference to be held in Singapore in September 2013, with the work Strange Ways for three percussionists.

Louise Ryan, PhD candidate in the Institute for Culture and Society, was one of a select group of winners of an international essay competition run by the Travel and Museums: Rethinking the Modern Experience conference held in Berlin in June 2013. Louise’s essay was on MONA (Museum of Old and New Art) in Tasmania titled: Modern museums as tourist destinations: MONA: a Subversive Adult Disneyland at the end of the world?

Marlee Bower, PhD candidate in the Centre for Health Research, was awarded the Australian Rotary Health Ian Scott PhD Scholarship, project entitled: The experience of loneliness in the Australian homeless population.

Dengji Zhao, a UWS Cotutelle PhD student, has been awarded the Best 2012 Thesis in Math-Computer Science in Toulouse. Dengji submitted his thesis in March 2012 at UWS and passed his oral defence at University of Toulouse in June 2012. He is now working at Kyushu University, Japan as a postdoctoral fellow.

Holly Harrison, DCA candidate in the School of Humanities and Communication Arts, has won an international composition competition in Korea. She won the 2013 Pyeongchon Art Hall International Chamber Music Composition Competition with her work: Red Queen, White Queen, Alice and All. Along with a money component, the prize includes being selected as a required piece for the Pyeongchon Chamber Music Performance Competition or a repertoire for future concerts hosted by the Anyang Foundation for Culture and Arts.

AWARDS AND RECOGNITION

Professor Alan Bensoussan from the Centre for Complementary Medicine was awarded the Fifth International Award for Contribution to Chinese Medicine by the World Federation of Chinese Medicine Societies in Beijing. The Award Ceremony was held in the Great Hall of the People, Beijing, China in June 2013. Professor Bensoussan was presented with a trophy, certificate and $10,000 at the ceremony.

Dr Zhonghua Chen, School of Science and Health, was awarded the Minister for Agriculture, Fisheries and Forestry Award of $33,000 for his project: Functional analysis of stomatal movement genes for barley salt tolerance: connecting gene to yield performance in saline soil. He also was awarded an industry category award by the Grains Research and Development Corporation, recipients are granted up to $22,000 to undertake a project on an emerging scientific issue.

Dr Robert Mailhammer, Lecturer in Linguistics in the School of Humanities and Communication Arts/The MARCS Institute, was conferred the Peter Schwerdtfeger Award by the Australian Association of von Humboldt Fellows (AAvHF), which recognises the academic or professional achievement of AAvHF members in the early stages of their career.

Professor Simon Burrows, a graduate of Oxford University, joined the staff at UWS School of Humanities and Communication Arts at the start of January 2013, from University of Leeds, UK. He was attracted by the chance to work with the planned Research Centre for Digital Humanities and the distinctiveness of the History and Political Thought program. A historian of the European enlightenment, the eighteenth-century public sphere and the French revolution, Professor Burrows is known for his innovative studies of the press and French exile writers in Britain, and, above all, as the instigator and principal investigator of the AHRC-funded ‘French Book Trade in Enlightenment Europe’ (FBTEE) database project, which has won wide acclaim among historians, literary scholars, bibliographers and digital humanists.

Professor Michael Edye, a General Surgeon with an interest in advanced laparoscopic surgery, was appointed as the Chair of Surgery, University of Western Sydney, Blacktown Hospital campus. Dr Edye studied medicine at the University of Sydney, and trained in surgery at the Royal North Shore Hospital and the University of Bordeaux, II, France. He returns to Sydney after 20 years in New York where he practiced advanced laparoscopic surgery.

Professor Rob Stones was appointed to the School of Social Science and Psychology. Prior to UWS, he was Professor of Sociology at the University of Essex in the UK. He was at Essex for 30 years, completing his PhD in the Department of
Professor Zhong Tao was appointed Professor of Infrastructure Materials in the Institute for Infrastructure Engineering. He obtained his PhD from Harbin Institute of Technology in 2001. Professor Tao is currently one of Australia's first Future Fellows, awarded by the Federal Government in September 2009. He has a research background in the area of steel-concrete and FRP composite structures, and has published extensively, including two books, 36 international journal papers and 69 Chinese journal papers.

UWS INNOVATION

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

The charter of UWS Innovation is to assist in turning research outcomes into tangible products, while returning income to the inventor/s and to the University to support further research.

The delivery of regular IP and commercialisation training has enhanced the awareness of IP among UWS staff and students. This was evident in the higher quality and number of Intellectual Property disclosures submitted during 2013, with many of the submissions occurring after UWS Innovation held an informative ‘roadshow’ across each of the campuses. Sixteen disclosures were received in 2013 compared with eight in 2012. UWS Innovation was also instrumental in coordinating the workshop for the Intellectual Property Module of the Future Research Leaders Program (FRLP) and was fortunate enough to have the highly esteemed commercial IP Lawyer, Rob McInnes (Dibbs Barker), as a guest speaker.

The IP Evaluation Panel has continued to attract eminent industry experts and entrepreneurial members of the community. The first IP Evaluation Panel for 2013 was held in May resulting in the recommendation of two provisional patent applications for an incubator-like device for increasing the physiological viability of tissue samples (ie brain slices) while the other is for a device for monitoring blood or pulmonary function.

A second IP Evaluation Panel was convened in November 2013 and saw a range of presentations covering topics such as a novel cell purification method for lens epithelial cells, an improved ECG monitoring device and a new injection mechanism for high pressure liquid chromatography machines.

Government there in 1988 and then teaching for two years in that department before moving to Sociology in 1990. He held positions as Head of the Department of Sociology and Dean of the Faculty of Social Sciences during his time at Essex.

Professor Lucy Chipchase was appointed the Foundation Chair of Physiotherapy at the School of Science and Health, University of Western Sydney. She completed her PhD at the University of South Australia in 2007, and then established her research track record at the University of Queensland, prior to joining the University of Western Sydney. Her research has two main foci. First, Dr Chipchase uses non-invasive brain stimulation techniques to probe the motor cortex to determine the neuromodulatory effects of techniques used in neuromusculoskeletal rehabilitation. In the past three years, Dr Chipchase has demonstrated that peripheral electrical stimulation, when applied with clinical paradigms, modulates the motor and sensory cortices dependant on parameter selection. Secondly, she has collaborated with world leaders in the field of Transcranial Magnetic Stimulation to develop a TMS Methodological Checklist by which to appraise research using TMS to study the motor cortex.

In May, Professor Paul Arthur commenced as Australia’s first Professor in Digital Humanities, a new position in the School of Humanities and Communication Arts. Professor Arthur will lead the Digital Humanities Research Group at the UWS Parramatta campus, a new group concerned with the intersection of computing and the humanities.

Professor Ian Kneebone was appointed in the School of Social Science and Psychology. He completed undergraduate degrees at the University of Adelaide, a masters degree in clinical psychology at the University of Western Australia and a doctorate in clinical psychology at the University of Surrey. Clinically, Professor Kneebone has specialised in rehabilitation and worked for over thirty years with older and younger people who have encountered stroke.

Professor Bijan Samali was appointed Professor of Structural Engineering in the Institute for Infrastructure Engineering. His main areas of research include structural dynamics and its applications to wind and earthquake engineering and blast loading (in particular structural vibration control caused by environmental loads) and, more recently, dynamic assessment and health monitoring of bridges and smart building facades as well as special performance concrete. He received his Doctor of Science (DSc) degree in Structures and Dynamics in January 1984 from The George Washington University in Washington DC, USA. Prior to joining UWS, he held a Personal Chair in Structural Engineering since January 1999.

Professor Zhong Tao was appointed Professor of Infrastructure Materials in the Institute for Infrastructure Engineering. He obtained his PhD from Harbin Institute of Technology in 2001. Professor Tao is currently one of Australia's first Future Fellows, awarded by the Federal Government in September 2009. He has a research background in the area of steel-concrete and FRP composite structures, and has published extensively, including two books, 36 international journal papers and 69 Chinese journal papers.
The Panel was also audience to a presentation from a School of Health and Science PhD student who presented a student pitch (similar to an investment pitch) seeking commercial advice on an invention. Despite the fact that the student did not present with the intent to request support from the Panel other than commercialisation advice, the Panel was so impressed with the presentation and invention that it was proposed by the Panel that a provisional patent application and funding to create a marketable prototype be awarded to the student.

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

The current UWS IP portfolio consists of 23 patent families, 48 individual patents/applications, of which 33 are granted patents, and 15 pending patents/applications. The IP portfolio also comprises 34 registered Australian Trade Marks, four Australian Trade Mark applications, six International trade marks and one Trade Secret.

Over the last 12 months, the commercialisation agreement with global company, ThermoFisher Scientific, for our high throughput Chromatography project resulted in over $120,000 in research and development milestone payments, with the product launch scheduled to occur in March 2014 and royalties anticipated soon thereafter. Two further inventions presented to the November 2013 IP Evaluation panel are anticipated to be included under the premise of the existing commercialisation agreement with ThermoFisher Scientific based on their complementarity to the existing, soon to be launched, product.

Despite being in the development phase, the IP management strategy of UWS Innovation has resulted in a promising young IP portfolio. Currently, the portfolio consists of 28 projects in the commercialisation pipeline, with four mature projects generating licensing income. The majority of the projects are still in early stage development and are being actively marketed to industry.

A significant aspect of the Unit’s engagement strategy has been, in conjunction with facility managers, the management and expansion of the specialist scientific equipment access project. The project has developed industry relationships and potential collaboration through attendance at events such as the Australian Microanalysis Society (AMAS) Symposium and also through sponsorship for the Condensed Matter and Materials (CMM) Meeting. The equipment access project is now producing considerable returns to the University through commercial and/or industry usage.

UWS Innovation also continued to build on its relationships with industry, particularly small and medium enterprises, through its enhanced business development and engagement activities. The Unit coordinated and managed three NSW Government, Techvoucher funded contract research projects and two substantial SME funded contract research projects, enhancing the reputation of both the researchers involved and the University, while further contributing to the financial strength of the University.
FOUR SUCCESSFUL CAREERS EXPOS WERE HELD IN 2013: EDFEST, THE LARGEST EDUCATION CAREERS FAIR IN AUSTRALIA; HITC TECH FEST FOR ENGINEERING, IT AND INDUSTRIAL DESIGN STUDENTS; GRADUATE CAREERS FAIR FOR BUSINESS AND LAW STUDENTS; AND THE INAUGURAL LAW CAREERS CONNECT FOR LAW STUDENTS. STUDENTS ATTENDING THESE EVENTS ARE PROVIDED WITH CAREERS SUPPORT PRIOR TO AND DURING THE EXPOS, SUCH AS PREPARATION WORKSHOPS, CAREERS RESOURCES AND RÉSUMÉ CHECKS.

IN 2013, THE ECAREERS PROJECT WAS LAUNCHED TO DEVELOP AND USE SOCIAL MEDIA EFFECTIVELY, ENHANCE THE WEBSITE WITH CUSTOM-MADE ONLINE CAREERS EDUCATION VIDEOS AND PROVIDE ACCESS TO NEW ONLINE CAREERS RESOURCES. STUDENTS ARE NOW ABLE TO USE RESOURCES SUCH AS INTERVIEW STREAM, STAR PRONUNCIATION AND HARRISON ASSESSMENTS. ECAREERS HAS ENABLED OVER 41,000 STUDENT CONTACTS TO ENGAGE WITH THE UNIT THROUGH EXPANDED SOCIAL MEDIA AND THE WEBSITE.

THE CAREERS TEAM CONTINUES TO SUPPORT STUDENTS COMPETING IN INTER-UNIVERSITY COMPETITIONS SUCH AS UNIVITIVE AND ENACTUS, WITH UWS TEAMS RECEIVING ACCOLADES IN BOTH OF THESE COMPETITIONS. THIS PAST YEAR ALSO SAW THE UWS GOLDEN KEY SOCIETY HOST A DEBATE ON LEGALISING SAME SEX MARRIAGE.

IN CONJUNCTION WITH DR WAYNE FALLON FROM THE SCHOOL OF BUSINESS, CAREERS AND COOPERATIVE EDUCATION HOSTED THE INAUGURAL UWS WORK INTEGRATED LEARNING SYMPOSIUM IN 2013. THE SYMPOSIUM GENERATED CONSIDERABLE INTEREST AMONG UWS STAFF AND IS LIKELY TO BE AN ANNUAL EVENT.

WIDENING PARTICIPATION

IN LINE WITH GOVERNMENT PRIORITIES, UWS HAS A STRONG COMMITMENT TO MAKING A DIFFERENCE TO THE OPPORTUNITIES REGARDING HIGHER EDUCATION FOR DISADVANTAGED COMMUNITIES IN GREATER WESTERN SYDNEY, ARTICULATED IN ITS UWS STRATEGY AND PLAN 2012-2015: MAKING THE DIFFERENCE. THE TWO EXTERNAL SOURCES OF FEDERAL GOVERNMENT FUNDING FOR WIDENING PARTICIPATION PROGRAMS IN UWS ARE THE HIGHER EDUCATION PARTICIPATION AND PARTNERSHIPS PROGRAM (HEPPPP) AND THE BRIDGES TO HIGHER EDUCATION (BRIDGES) PROGRAMS. IN 2013, THE OFFICE OF WIDENING PARTICIPATION RECEIVED $2.3MILLION IN FUNDING.

WIDENING PARTICIPATION PROGRAMS ARE SPLIT INTO TWO MAIN CATEGORIES TO ENCOURAGE STUDENTS FROM BACKGROUNDS WHO HAVE NOT NORMALLY PARTICIPATED IN HIGHER EDUCATION: ACCESS, AND RETENTION PROGRAMS. ONCE STUDENTS ARE SUCCESSFULLY ENROLLED AT UNIVERSITY, THERE ARE MANY PROGRAMS TO ASSIST THEM TO REMAIN IN THEIR STUDIES.
STUDENT RECRUITMENT AND INTERNATIONAL

Access

Fast Forward is the pre-eminent program for UWS in terms of its support to high schools. In 2013 in the Spring session, it is intended to increase the number of schools in the program from 53 to 69 schools, engaging 2,500 students.

‘First Foot Forward’, an initiative designed to raise awareness and aspirations for higher education, commenced in 2013 with 11 primary schools and will soon increase to 23.

Other access programs include Books in Schools which works with 2,000 primary students to assist with their early literacy skills, and the Pathways/VET program which identifies alternative pathways to enrol in university from the traditional school route.

An innovative project, Theatre in Schools was launched in 2013 with excellent feedback and outcomes that depicted the benefits of university education to 6,300 young people through a series of acted scenarios and role plays.

Programs that offered aspiration building with targeted equity groups included: Pathways to Dreaming, Heartbeat, for Aboriginal and Torres Strait Islander students; PATHE, for young people from a Pacific background; and, the YourTutor and Pango platforms which delivered online tutoring in English, Mathematics and Science for students from a low socio-economic background. Also available in 2013 were scholarships and attitudinal assessment towards learning programs along with teacher professional development programs, known as EMU and Fair Go respectively.

Retention

UWS programs are in place to ensure that students, mainly from low socio-economic backgrounds, are given the best opportunity to remain and succeed in their studies. There are several programs to assist students in the transition to university life in a practical way and also those which assist in a pastoral capacity, including UniStep, My Course Planning and the work done by the Transitions Team who contacted all 4,000 new students in 2013.

Students’ finances are supported with Emergency Grants and part-time Jobs on Campus to offer financial security while studies are completed. There are several programs to support and assist students academically which are taught through either peer-mentoring or electronic media such as SSS Initiatives, Peer Assisted Study Sessions and MATES@UWS. There is also a leadership development program for high achieving students, known as Aspire.

UWS had a total of 134,000 interventions in 2013 across all the Widening Participation programs which represented a significant increase on the preceding year. The access and retention programs develop synergy by working in partnership to provide a holistic approach to students’ needs, but there is still much work to be done to achieve the objectives of widening participation which, according to a recent Council of Australian Governments report, result in opportunities for low socio-economic background students remaining poor despite being targeted for support since 2008.

STUDENT RECRUITMENT

Initiatives

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

Pango was launched to market in early 2013 and has amassed over 4,600 registered users. Engagement and feedback with the internal applications and resources hosted in Pango have been extremely positive. Resources on the platform include ‘yourtutor’ – an accredited online tutoring service offered to Greater Western Sydney students; ‘My Career Planner’ – a course and career planning application accredited by the Australian Council of Education (ACER) and ‘TimeStorm: Reign of the Sun’ – an interactive educational game based on the year 9-10 Science syllabus. By the end of 2014, a further two interactive games will be integrated into the TimeStorm series, one based on the year 9-10 Australian History curriculum and the other based on year 9-10 Mathematics.

‘Project CUBE’ is an exciting new initiative being driven by the Student Recruitment Unit which aims to provide current students with an interactive and customised student portal. The objective is to not only offer a number of bespoke and innovative applications, but to also be an amalgamation of student facing systems and data – a one stop shop for students. Development is underway, with an implementation date to be confirmed by February, 2014.
Events
In 2013, the Student Events unit coordinated various events targeting high school and mature age students. The year started in January with Course Decision Day when prospective students and their families were provided with all the information they needed to help them make their decisions about university. In June, Campbelltown campus hosted UWS Day with 1,600 students from 56 high schools, primarily from Greater Western Sydney region, in attendance. This was a significant increase in the number of schools participating.

In September, over 7,000 people attended UWS Open Day when prospective students and their families experienced their first taste of university life. Open Day is a showcase of what UWS has to offer and presents a festival atmosphere, including the delivery of over 120 presentations. The final recruitment event of the year was held in November at UWS Day Penrith. There were 1,170 students in attendance from across the Greater Western Sydney region, with over 60 workshops available. In 2013, the Student Events unit hosted almost 10,000 prospective students through successful and engaging events.

Contact services
In 2013, the University of Western Sydney’s Contact Service Centre (CSC) answered over 175,000 phone calls (including Switchboard calls), responded to 40,000 emails, processed 18,500 web enquiries, and posted over 15,500 course information packages. Performance monitoring company Customer Service Benchmarking Australia (CSBA) assesses UWS every quarter, comparing it to other tertiary institutions as well as call centres in up to 230 large Australian businesses across different sectors including banking, airlines, telecommunication and utilities. A ‘mystery shopping’ methodology is used to contact up to 35 tertiary education organisations over a 10 week period each quarter. In 2013, the CSC consistently received results above the sector average. For the period of April to June, the CSC delivered best-in-sector results across the 29 performance criteria, with perfect scores achieved in 28 of the 29 criteria. Furthermore, across three quarters, all communication and enquiry resolution skills were rated 90% and above. The CSC is consistently placed in the top five tertiary call centres in the country and in the top ten call centres across all sectors. To achieve these results is extremely satisfying and is a testament to the hard work and dedication of the team, which is staffed completely by UWS students and graduates.

Scholarships
In 2013, UWS offered over 260 University funded scholarships to school leavers and mature age students from the Greater Western Sydney region. A number of areas are recognised through scholarship, including academic excellence, community involvement and disadvantage.

The Scholarships and Student Advancement Unit continues to manage a number of programs aimed at academically gifted students from the region. This year, more than 320 local schools were invited to nominate a student as the UWS Most Outstanding Year 11 recipient for their school, an award which entitles them to a $20,000 scholarship and guaranteed course offer when they finish their HSC studies. The UWS 10k Master Class, in conjunction with the Halogen Foundation, was again held at our Parramatta campus where 200 local high school students gathered to hear from academics and non-government organisations on social issues such as literacy levels and homelessness.

The Aspire program continues to help prepare high achieving UWS students with professional skills and enables our graduates to finish their degree with not only a strong education but also an understanding that leadership is a key to driving social, economic and cultural development.

This year, nearly 50 students were invited to be part of the Aspire program. In 2013, UWS was able to support Aspire Scholars to participate in international opportunities such as the University Scholars Leadership Symposium in the Philippines and the G20 Youth Summit in Russia.

ART COLLECTION
The UWS Art Collection comprises of approximately 1,354 objects formed from the holdings of its former network members, Hawkesbury, Macarthur and Nepean. The collection was valued in December 2010 to be worth $4.273 million and has since increased in value to $4,503,500. There were 32 new artworks acquired in 2013, these included, photographs by Liam Benson (3), Anne Zahalka (1) and Meg Cowell (3); paintings by Nanyuma Napangati (1), Wily Tjungurrayi (2), Ningura Napurrulla (1), Selina Teece Pwerle (1), Abia Loy Kemerre (1), Aunty Edna Watson (1), Betty Bundamurra (1), as well as linocuts by Brian Robinson (2), drawings by Janice Bruni (5) and sculptures by Lorraine Connelly-Northey (3). A painting by Graham Kuo was donated to the collection, as well as an artist sketchbook.
by Greg Hansell that documents the transformation of the Female Orphan School over a ten year period.

The UWS Art collection was recognised in 2005 as a recipient institution within the Cultural Gifts Program and has received over $400,000 in artworks via this program.

**UWS Arts Promotion and Advisory Committee**

The UWS Art Promotion and Collection Advisory Committee was formed in December 2006 to advise on and assist with events which promote contemporary arts at the University, as well as to assist in the building of the University’s art collection through acquisitions, including purchases and donations, and loans in keeping with the UWS Art Collection goals and policy.

The current chair of this committee is Mr Luca Belgarriddio-Nettis (Joint Managing Director of Transfield), joined by Professor Di Yerbury, Mr Matt Poli, Mrs Jenny Dickerson, Mr David Cubby, Professor Janice Reid (Vice-Chancellor of UWS) and the executive officer, the University Art Curator, Monica McMahon.

Since 2011, an acquisitions program has been identified for public artworks via various capital works programs. These projects in 2013 included the redevelopment of the entrance and roadway in front of EA and EB buildings on Parramatta campus, the Childcare Centre on Bankstown campus, redevelopment of entrances and grounds on Kingswood campus, the new library on Kingswood campus, the Werrington Park Corporate Centre and historical artifacts on the Hawkesbury campus.

**UWS Galleries and exhibitions program in 2013**

In May 2014, the sixth UWS Sculpture Award and Exhibition will be launched on the Campbelltown campus, exhibiting the outdoor sculptures of finalists from around Australia. This exhibition has enabled the development of a permanent sculpture park on Campbelltown campus, with the winning work remaining on the grounds of the campus, surrounded by donations from other finalists. In June 2013, applications for the 2014 Sculpture Award were invited from the public, with the judging panel selecting 21 finalists in September.

The Margot Hardy Gallery is dedicated to showcasing works by students in local primary and secondary schools, as well as projects by community groups, and in 2013 will have hosted ten exhibitions. These included My Australia, a UWS Connect Project, My Human Family, a touring exhibition exploring the relationship between rescue animals and their families; All The Way Home, a project involving home school networks from the Blue Mountains; Canterbury Boys High School Art Exhibition; Elizabeth Macarthur High School Art Exhibition; St Gregory’s High School Art Exhibition; St John Evangelist Primary School and Art and Music, an exhibition and performance by the Chinese Parents Association – children with disabilities, as well as various UWS student exhibitions for Diversity Week in September.

This gallery’s exhibition program encourages community groups and schools to promote their own creativity and at times histories, as well as providing a focal point for those issues that these community groups and schools are concerned about.

The UWS Art Gallery based on Werrington North produces exhibitions which support and profile UWS staff and higher degree students and their research. The program also supports at least one exhibition that utilises the UWS art collection, which often highlights the history of UWS and the role it has played in cultural production within Australia. The exhibition program in 2013 will have featured five exhibitions, these being; Transcribing Darkness, etchings by Mike Birtchnell; Homeland Stories – Aboriginal artworks from the UWS Art Collection; Arid to Abstract featuring landscape photography by six artists and part of the Head On Photography Festival; The Difference Design Makes, posters by final year design students and Configurations, sculptures by Clara Hali. All exhibitions provide a public education program which involve artist talks presented to the general public, local schools, UWS and TAFE students.

The Female Orphan School Gallery has, in the past, been dedicated to exhibiting national touring exhibitions from major cultural institutions. Throughout 2010, the West Wing was refurbished and reopened to the public in March 2011, with three new gallery spaces on its second level, now named the Margaret Whitlam Galleries. In 2013, these galleries again underwent further upgrades to enable new technologies to be displayed in this heritage building.

The exhibitions within these galleries in 2013 were largely exhibitions curated in house, due to refurbishments, and these included, Vibratory Fields and Surfaces, Uplifted Horizons, artists of the Whitlam Era and Larger than Life, Gough Whitlam in Cartoons.

Furthermore, the Art Collection worked to develop a sculpture walk and accompanying brochure on the Parramatta campus, as well as assist Capital Works and Facilities with...
the heritage walk as well as the design and fabrication of new interpretation panels for the Female Orphan School.

All projects completed in 2013 align with the UWS Strategic Goal to excel in the development and application of scholarship and knowledge in regional and community contexts, which promote UWS as an engaged University within Greater Western Sydney (GWS), nationally and internationally.

**ACADEMIC REGISTRAR’S OFFICE**

The Academic Registrar’s Office (ARO) is a portfolio reporting to the Pro Vice-Chancellor (Students and International) and is headed by the Academic Registrar. Following the integration of the International division with the Pro Vice-Chancellor (Students) portfolio, the ARO team has welcomed International Admissions and the International Student Enquiry and Information Service. These additional business units have allowed ARO to continue to provide excellent student support by expanding and integrating a range of services for international students.

In 2013, the ARO processed over 204,083 applications, had 23,969 commencing student enrolments and 277,381 unit enrolments, with 119 new units introduced into courses. The International Admissions team processed over 9,000 international applications, more than a 25% increase compared to 2012.

In conjunction with Schools, the ARO has been working towards the implementation of UWS Summer, a new initiative which allows students to undertake an expanded range of units during the summer break. Student enrolments commenced in June for units held across five campuses. In addition, the ARO has been supporting Schools with the UWS Early Offer Program for 2014. This program guarantees eligible participants an offer into a range of courses, dependent on ATAR, in advance of the normal offer timeframes. As a result of this program, many more students received their offer of admission early, with a 22% increase in the number of commencing students who had enrolled by the main round offer date in January 2013.

Advancements in technology are once again a focus, with improvements and enhancements benefiting students and staff. As forecast in 2012, advances to reporting software and the Timetable Data Collector resulted in improved timetabling. Additionally, Allocate+, a new Tutorial Registration system has been piloted. Allocate+ will enhance students’ enrolment experience by allocating tutorials based on preferences rather than a first-in, first-served basis.

The student management system, Callista, also supported the implementation of a new Special Consideration eForm for students and School staff in Autumn Session 2013. Almost 15,000 applications for Special Consideration have been processed via the new online form. Improvements were also made to several existing eForms including the Review of Grade application. The ARO worked closely with Student Recruitment to update and streamline the Callista student portal (MyStudentRecords – MySR) and various ARO business units in rolling out the new and improved functionality in MySR – such as Progress to Completion. These improvements have provided a sustainable platform to support the future growth of the University.

The University graduated 4,165 students in April and 2,521 in September, with 1,322 expected to graduate in December. There were also 627 UWS College graduates across three ceremony rounds in February, July and November in 2013.

The ARO business units have continued to work towards improving the efficiency of service and communication with current students, and within other areas of the University. In 2013, this has included a comprehensive review of student communication channels and establishing strategic and integrated communication plans. Thus far in 2013, 530 emails and 20 SMSs have been sent by the ARO to various groups of students and over 25,217 individual student documents scanned and trimmed by the Electronic Document Management team on behalf of Schools and other units. Other notable achievements and developments in 2013 include:

» Commencement of a review of course compliance against the Australian Quality Framework standards.

» Managers from various institutions, including the University of Wollongong and Avondale College, visited the ARO team to receive a Callista presentation and demonstration, and showcase how UWS uses the system.

» ARO staff highlighted innovative practices at the Tertiary Education Management Conference in Hobart, Tasmania. Presentations were given on the Student Services and Amenities Fee implementation at UWS, the development and implementation of the Advanced Standing eForm, and changes to Admissions and the Early Offer scheme (titled ‘Challenging the Admissions Traditions’).
STUDENT RECRUITMENT AND INTERNATIONAL

UWS INTERNATIONAL
Following the approval of the UWS International organisational change proposal in February 2013, functions of student recruitment, communications, partnerships, student mobility, finance and compliance were realigned, creating new reporting lines within UWS International. Areas of International Admissions and student support were mainstreamed into existing services provided under the Pro Vice-Chancellor (Students and International). The realignment of functions better positioned the University to achieve its objectives under the new International Plan 2013-2015.

International partnerships
With the priority for China to form robust international partnerships and significantly plan for future education needs, a large number of Chinese universities have approached UWS to investigate institutional relationships that cover research, student and staff exchange, joint degrees and innovative articulation pathways. New partnerships have been established with:

» Nanjing University of Chinese Medicine – to provide clinical practicum placements for UWS Bachelor of Health Science/Master of Traditional Chinese Medicine students in Chinese hospitals.

» Jinan University – to develop articulations into UWS Interpreting and Translation, and TESOL programs; to also develop research and teaching in Bilingualism and Chinese Language and Culture including joint higher degree research supervision.

» Peking University HSBC Business School – to actively engage in student exchange opportunities.

» Institute for Plant Protection, Chinese Academy of Agricultural Sciences – to foster a variety of joint academic activities.

» Southern Taiwan University of Science and Technology – an English proficiency program via UWS College; a research led, teacher training program for the establishment of English medium of instruction via the UWS Centre for Education Research. This program is funded by the government of Taiwan, and saw two cohorts of academics participate in a four week intensive program.

» New Bulgarian University – to build on existing cooperative teaching and research efforts in Multilingual e-Research Environments and Human Computer Interaction.

» University of Salerno – to assist UWS, initially focusing on increasing research capability in Web Engineering and Human Computer Interaction.

» University of Wisconsin, Parkside – to facilitate academic cooperation, student exchange and inbound student tours.

Successful partnerships continue with:

NSW Department of Education and Communities (DEC) and Ningbo Municipal Education Bureau (NMEB) – Established in 2006, the Western Sydney-Ningbo Partnership contributes to a large body of research candidates, and the learning of Chinese as a second language by 4,017 primary students and 1,358 secondary students in the Greater Western Sydney region.

University of Economics, Ho Chi Minh City – Following the introduction of the DBA and BBC articulation programs, UWS and UEH established licensing agreements for offshore delivery of units from the UWS Master of Business and Commerce degree and negotiations are being finalised for offshore delivery of the UWS MBA program in 2014.

China Scholarship Council – This partnership continues to provide inbound places for leading PhD scholars from China as well as an outbound placement, which in 2013 was for a UWS student to study medicine in China.

International Visiting Delegations
UWS International significantly increased activity in 2013 and hosted 34 international delegations including parties from China, Taiwan, Hong Kong, Malaysia, Saudi Arabia, USA, India, South Korea, Laos, Oman, Ireland, England, Scotland, Japan, France, Germany and Indonesia.

CAELP 2013 Reciprocal Program – The China-Australia Executive Leadership Program (CAELP) 2013 seeks to enhance cooperation in the field of higher education between Australia and China, under a formal agreement between Universities Australia (UA) and the China Education Association for International Exchange (CEAIE).

Professor Zhan, Vice-President, Xiamen University visited UWS in July for 12 days as part of a leadership training and shadowing program. Associate Professor Lan, Director UWS International, completed a reciprocal visit to Xiamen University, in November. The program incorporated best-practice university management and teaching, and research collaboration. A comprehensive institutional collaboration has been sought and a Memorandum of Understanding and exchange agreement due to be signed in early 2014.
AsiaBound – UWS has been successful in securing AsiaBound program grants from the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) to support projects that will see an increasing number of students travelling to Asian destinations as part of their studies. The AsiaBound program provides financial support for Australian students to participate in a study experience in Asia. UWS was awarded $310,000 for 10 projects that will support more than 100 UWS students to study in Asia. The funding has been approved for a range of programs including short term study opportunities in Japan, China, Thailand and Vietnam facilitated by the Schools of Business, Education, Humanities and Communication Arts and Social Science and Psychology. Students will also be able to undertake semester-based study experiences with exchange partners in Hong Kong, supported by the School of Humanities and Communication Arts. Students participating in the AsiaBound programs secure credit towards their UWS degree and gain insight into various aspects of Asia’s diverse and fascinating societies and cultures.

International Student Recruitment
Top source countries for commencing international onshore enrolments in the past year have been China, India, Nepal, Vietnam, Philippines, Bangladesh and Pakistan. Although overall international student onshore commencements decreased by 7% compared with 2012, outstanding growth is reflected in commencements from Turkey (61%), Nepal (23%), India (21%), and Bangladesh (16%). The main decrease is evident in commencing students from Korea, Burma, Indonesia, Thailand and the Middle East.

To further enhance UWS International’s agent relationship strategy and grow international onshore student enrolments, UWS hosted an International Agent Week (IAW) in December 2013, for 60 off-shore education agents from key source recruitment markets. Through experiencing UWS and its environment, the program directly benefitted agent counsellors by growing their confidence and enthusiasm in promoting UWS as a quality education destination to prospective international students.

Streamlined Visa Processing – UWS continues to participate in Streamlined Visa Processing (SVP) arrangements. In order to participate in SVP arrangements, universities must have strategies in place to help ensure that the students they enrol have sufficient English language ability and adequate funds to undertake their course of study. Universities are rated for SVP purposes every March and September based on criteria set by the Department of Immigration and Border Protection (DIBP); UWS performed competently in both assessments. To ensure continued and consistent adherence to SVP criteria, UWS established an SVP Implementation Group (SIG) which meets fortnightly to review and assess, and effectively manage the SVP risk rating for UWS.

Social Engagement and Leadership Program (SELP) – Sixty students (a combination of domestic and international students) participated in the Social Engagement and Leadership Program (SELP) 2013 which has been designed to promote and enhance ‘career readiness’ among UWS graduates. The program focuses on concepts of cultural understanding, experiential learning and generic skills training that help to differentiate students as individuals prepared to assume a role of global leadership.

International Student Barometer Survey – UWS participated in the International Student Barometer Survey to provide an insight about the international student experience at UWS. The survey forms part of a wider, ongoing study with other Australian universities independently administered by the International Graduate Insight Group (www.i-graduate.org). The University’s result rated comparably well with other institutions, however a focus on social activities for international students is required.

CAMPUS SAFETY AND SECURITY
UWS is committed to the safety of students, staff and visitors as well as the security of its assets. In 2013, Campus Safety and Security completed a major security upgrade, focusing on the updating and integration of security technologies designed to support safety and security initiatives and the application of intelligence-led, high visibility patrolling of potential crime hotspots across the University.

These initiatives continue to succeed in promoting security awareness, while identifying security issues and improving the response capabilities of Campus Safety and Security, all based on maintaining regulatory and policy compliance.

Initiatives in 2013 included:

» The introduction of the bike patrols across all campuses based on the principles of deter, delay and detect. This high visibility patrolling provides health benefits to staff, improves response times and reduces carbon emissions.
New uniforms have improved the general appearance of staff and are highly functional as well as highly visible.

The work being undertaken by Campus Safety and Security in 2013 has again attracted the attention of other University security teams nationally with a number of visits and technical queries, from both universities and consultancy firms seeking to benchmark against UWS Campus Safety and Security. This year, the University’s security construct was a feature item in a national security periodical with the directorate’s approach to security management described by the magazine’s editor as ‘industry leading’.

**STUDENT SUPPORT SERVICES**

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

**Demand for Services**

The number of students seen by Student Support Services continued to grow across all direct client services – Counselling, Student Welfare, Student Disabilities and Student Representation and Participation Advocacy service. In addition to the number of students seen, the average number of occasions of service per student is also increasing. This may reflect the increasing complexity of students presenting problems and issues; in particular, there has been a growth in the number of students with mental health issues and also those students seeking financial assistance. Despite this, the retention rate for students who seek assistance through Student Support Services is 84% which is 2.7% higher than the UWS retention rate of 81.3%( OESQ).

Indicative analysis suggests that the number of Academic Integration Plans (AIP’s) for students with a disability increased by 13.98% this year, whereas the count of new AIP’s opened in 2013 went up by 11.01% in comparison to 2012.

Early analysis indicates that in comparison, there was a significant increase of 44.17% in the number of students using the Student Welfare Service with a commensurate 38.84% increase in the occasions of service, providing an average of 3.6 occasions of service per student compared to 2.7 occasions of service in 2012.

For Counselling and Disability Services, the indicative numbers are slightly lower than last year. For example, the number of clients of the Counselling Service to mid November 2013 is 2,383, compared to 2,537 in the full year for 2012; and the numbers of visits to mid November in 2013 is 6,286, compared to 6,437 to the end of 2012. The data indicates that while the number of clients has decreased, the occasions of service in Counselling have increased slightly from 2.5 in 2012 to 2.6 in 2013. Similarly, for Disability Services, the number of students using the service to mid November 2013 is 1,070 compared to 1,095 in 2012, and the number of student visits to mid November 2013 is also lower (6,399) compared to 2012 (6,954). The indicative data shows a slight decrease in occasions of service from 6.4 in 2012 to 5.9 in 2013.

**Achievements and Key Activities**

Mental health staff continue to face high demand for services and into the future the changing needs for this area of the Counselling Service will need to be evaluated.

2013 also saw the transition of International Office student support responsibilities to the Student Welfare Service within Student Support Services. The reallocation of international student support responsibilities has provided an opportunity to develop the partnership between Student Support Services, Academic Registrar’s Office (Student Central) and the International Office.

The Peer Assisted Study Sessions (PASS) program also transferred to Students Support Services in 2013. In the Autumn session PASS was offered in 44 units, 2,113 students attended PASS sessions and 94 students were employed as student facilitators to support these units. In 2014, PASS aims to improve the depth of program delivery by increasing total contact hours and student retention. Students will be encouraged to attend five (or more) PASS sessions for each unit. Expansion of the ePASS program is also planned for 2014.

**Resource and Online Developments**

In 2013, Student Support Services has continued to develop and evolve online service delivery. Online developments provide a complementary service to face to face services provided on each campus. In addition, a number of online training packages have been developed in an attempt to streamline face to face training needs.

The Study, Money and Life Skills vUWS multimedia site was launched in March 2013. The site provides online resources to all UWS students to assist with success at university,
including time management, motivation, procrastination, secrets to success, group work, financial planning, budgeting, exam preparation, stress management, speak up – improving public speaking and improving memory. In addition, the **Online Orientation/Transition** resource has been further developed with Peer to Peer workshop and parents, peers and partners workshop information provided in video format. A revamp of the Orientation/Transition website is also underway and due for completion in 2014.

**iBooks** are in the development stage for the various modules in the Study, Money and Life Skills and also for the Tips and Hints Peer Guides – tips and hints on how to be successful at university written by students for students.

**Online training packages** have been developed for external personnel engaged in individual exam arrangements for students with a disability, educational support staff (ESS) (note takers, readers etc) and understanding Academic Integration Plans (AIP) for both academic and professional staff. Early indications are that all three packages are working well.

**vUWS sites** have been developed for use by Student Representatives. The site contains additional online training, forums and documentation. As well, vUWS and **Collaborate sites** have been developed for Transition Success (commencing students) and MATES (peer mentoring).

A number of **apps** have been developed, including CrUWSible (student newspaper) and a Mental Health and Wellbeing app. While the CrUWSible app is a standalone app, the Mental Health and Wellbeing app has been developed within the UWS app which was launched in December.

The UWS **eCounselling** service continues to provide support for those students who are not comfortable approaching a Counsellor in a physical environment. Indicative analysis of 2013 statistics show that, as with 2012, of the students who make initial contact via eCounselling, approximately 30% go on to make a face to face appointment.

**Mental Health and Wellbeing Strategy**

Work continues in the areas identified in the pillars of the Mental Health and Wellbeing Strategy (MH&Wb) which in 2013 also includes the development of protocols for residential students with mental health concerns and the launch of prevention strategies such as ‘Get Healthy’ and ‘Go for Fun’. Ongoing work and review in all other areas of the strategy continues.

The **MH&Wb Strategy Group** is a group drawn from professional and academic staff across UWS. Population Health is also represented on the Group. The Transcultural Mental Health work group is a newly established sub group in 2013.

Two external awards were received in the mental health area in 2013 – Mental Health First Aid (MHFA) received the Education Sector Award from MHFA Australia and the MH&Wb Strategy received a Commendation in the Mental Health Association, Mental Health Matters Awards.

The MH&Wb team continue to provide direct clinical work with students in crisis situations across all campuses. The Mental Health and Wellbeing team also continue to provide advice and contribute to, the strategic direction of the Behaviour Risk and Review Group.

The Mental Health First Aid (MHFA) program, offered through the Counselling Service, is in its sixth year. A total of 11 programs were conducted in 2013 with 191 people trained: 90 UWS staff; 45 nursing students; 26 Residential Assistants and 8 participants from one external agency. Education students are now also completing the MHFA program and, in 2013, 22 students were trained. In addition to the MHFA Australia award, the MHFA Team received a ‘highly commended’ in the Excellence in Professional Service – Team’s category at the 2013 University VC Excellence Awards.

**Financial Assistance Package**

UWS Financial assistance to International and postgraduate students was introduced in 2013 and all funds available have been fully utilised. Also there has been an overall increase in the number of students seeking financial assistance with a commensurate increase in expenditure. Student financial assistance is provided in the form of educational cost grants, student emergency grants, textbook grants, student loans, textbook vouchers and food vouchers.

**Disability Service initiatives**

As part of the Inherent Requirements (IR) team (a partnership between the Disability Service and the School of Nursing and Midwifery) the Disability Service has continued to work with academic staff to roll out course inherent requirements across UWS.

The Disability Service has been working with individual students and academic areas to develop Emergency Response Plans.
for students with a disability or chronic health condition who may require emergency medical care while on campus.

In 2013, the Disability Service trialled live captioning on Campbelltown campus to provide access for deaf and hearing impaired students. It is expected that results of the trial (which have not yet been released) will inform developments in the future.

**Orientation and Transition**

Orientation and Transition Success continue to grow and to contribute to a positive UWS student experience and retention. The number of students attending Orientation in 2013 was slightly less than in previous years, possibly due to the number of times that students were requested to come onto campus. However, overall the experience remains positive.

The retention rate was 83.5% for those students who were successfully contacted and provided with assistance through the 2012 Transition Success program (ie they progressed into 2013), > 2% above the UWS wide cohort 81.3% (Source: OESQ) and almost 4% above the group of commencing students where contact could not be made. Survey results also show that 97% of those surveyed thought it was important to very important that the University contacts first year students prior to census date and 92% found the phone call helpful to extremely helpful.

The MATES@UWS peer mentoring program continues to develop and grow – increasing student participation in the program by 74% from Autumn 2012. This has been an ongoing trend, since the original pilot in Spring 2011, that should continue into the future as the program further develops.

Student Support Services recruit, train and employ 250 students across all programs (Orientation, Transition Success and PASS).

In 2013, the Transition Success@UWS team continued to develop internal and external partnerships. External partnerships with VET and UWSCollege have been further developed to implement the Transition Success program with these two providers. The aim of expanding the Transition Success program is to ensure TAFE and UWSCollege students’ transition successfully to UWS. In addition, the Transition Success team has continued to build on targeted school-based intervention programs. The partnership with the School of Business was further explored in 2013 and partnerships were created with Schools of Health and Science, Humanities and Communication Arts and School of Education. The Transition Success program is becoming a lynch pin between various areas and programs of the University to increase student engagement and retention.

**Student Representation and Participation (SR&P)**

2013 marked the launch of the new independent Student Newspaper CrUWSible. CrUWSible is run by six elected student editors, under the guidance and support of a Publications Officer. CrUWSible is both an online (www.cruwsible.com.au) and print publication with four physical print runs per year and almost daily online articles. CrUWSible is also available in app form (in both Apple and Android configuration).

Following the allocation of the Student Service and Amenities Fee (SSAF) funds to the Student Representative Council (SRC) and Student Campus Council’s (SCC) to conduct campaigns, campus events and other types of activities, SR&P have this year employed an Events and Projects Coordinator whose primary role is to assist with the facilitation of SRC/SCC events and activities across UWS campuses. Additionally, the Events and Projects Coordinator also developed and coordinated the very successful 2013 Diversity Week which consisted of multiple events and activities across all UWS campuses. Feedback to date from our Student Representatives is that they feel much more supported with the establishment of this role.

Main round student nominations in 2013 (for student representative positions commencing January 2014) were extremely successful with a 100% increase in the number of nominations received for SR&P positions over 2012 (55 nominations in 2012; 116 in 2013). SR&P staff have been working alongside the Office of Governance Services, iMedia, and ARO Communications to develop a more streamlined nomination process which includes joint elections (with Student Academic Representative positions), a single landing web page for all student elections (including role information) and a more consistent branding and communications package to students. This, in combination with SR&P assisting with building a culture of student representation, has seen a positive increase in participation from students during 2013.

An intensive two week training and induction process for newly elected student representatives during the end of November and beginning of December continues each year. Evaluation of the sessions has yielded very positive responses from student representatives who have cited the program as being valuable to their personal and
professional development, and assisted them with carrying out their roles as student representatives at the University.

SR&P staff have been working with the UWS College in relation to promotion of the structure to College students in an effort to increase participation.

**Student Services and Amenities Fee (SSAF)**

In 2013, Student Support Services has managed the distribution and reporting of Student Services and Amenities Fee (SSAF) funds. Students and staff were invited to participate in a proposal process to identify projects which could be funded (in accordance with Legislation) by SSAF. The proposal process and structure to support the process has been successfully developed, implemented and managed by Student Support Services. In addition, consultation with students and development of communication strategies were coordinated through Student Support Services.

**Chaplaincy**

During 2013, a revised Chaplaincy Services Agreement was developed in consultation with Office of General Counsel (previously Office of University Legal Counsel). Agreements were distributed to existing Chaplaincy faith groups for consideration and in December four faith groups were approved to offer chaplaincy services at UWS for a two year period. In addition, 2014 will see the introduction of a Chaplaincy Coordinator position, which will oversee the UWS Chaplaincy Service in conjunction with Student Support Services.

Multifaith events were held on Bankstown, Hawkesbury, Kingswood and Parramatta campuses again in 2013, together with the ‘conversations with…’ program.
COMMUNITY AND REGIONAL ENGAGEMENT

Engagement is embedded in the mission and vision statements of the University and continues to be a crucial component of the institution’s identity and purpose. Following a major review of engagement (2012 Review of UWS Community and Regional Engagement), the University has taken significant steps to develop a structured approach to community and regional engagement and is poised to take engagement to a new level of sophistication and impact, the overarching principle being to position UWS as a University for the Region. The University has consulted broadly in developing the UWS Engagement Strategic Plan: 2014 – 2016 which will guide the University’s practice for the next three years.

Corporate sponsorships and partnerships are a key enabler for the University to support development of the region. During 2013, UWS became the official community partner of the Western Sydney Wanderers.

The 2013 UWS Community Awards saw eighteen individuals recognised for their exceptional contributions to the region, while a further sixty partners were formally acknowledged for their ongoing commitment to the University in the 2013 UWS Partnership Awards.

The 2013 Women of the West Awards were again a highlight in the University engagement calendar. This event continues to grow and is an opportunity to formally honour and recognise the contributions of women in developing the region.

During 2013, UWS hosted the National Indigenous Tertiary Education Student Games with close to four hundred Aboriginal and Torres Strait Islander students from twenty one universities competing in sporting fields of basketball, touch football, futsal and netball. UWS was runner-up in 2013.

UWS FOUNDATION

In 2013, the University embarked on an exciting new approach to engage more actively with philanthropy. The changing conditions and expectations of institutions in the Australian higher education sector demand that modern universities challenge traditional approaches and seek out alternative sources of support, beyond government funding.

We are very fortunate at UWS to already benefit from the support of many donors and friends, including alumni and staff, community members and organisations throughout Western Sydney and beyond. We want to achieve even greater success and impact from philanthropy in future through more effective engagement with our supporters.

Recent changes in the regulatory environment through the creation of the Australian Charities and Nonprofits Commission (ACNC) and changes to the rules governing gifts between public and private ancillary funds require that the University reconsider existing structures to support philanthropy.

As a result, we have reviewed our engagement activities and benchmarked our proposed approach against best practice institutions in Australia and worldwide; it is based on these insights and our strong vision for the future that we have introduced a new way forward in 2013.

In early 2013, the Board of Trustees approved our model for philanthropy which has seen the establishment of a new structure for the UWS Foundation. Subject to donor approval, the UWS Foundation will no longer operate as a separate entity but will be linked directly to the UWS Board of Trustees to oversee and support fundraising efforts.

The new approach to philanthropy will also include broader operational activities to support engagement and fundraising by UWS through its Office of Advancement and Alumni.

UWS Foundation Council

In early 2013, the UWS Board of Trustees announced the establishment of a new UWS Foundation Council, as a subcommittee of the Board of Trustees.

In establishing the new UWS Foundation Council, the Board acknowledges the important role of philanthropy in supporting the vision of the University and the need for a change in the governance of philanthropic activities through the dissolution of a separate University of Western Sydney Foundation entity and the creation of this new governance structure.

The University of Western Sydney Foundation was established in 1991 as a wholly owned entity of UWS and trustee of the UWS Foundation Trust, an ATO-approved Gift Fund with Deductible Gift Recipient (DGR) status. However, as a public university UWS already holds DGR status in its own right and is able to receive tax deductible gifts directly, without the need for a separate structure.

The UWS Foundation Council, Chaired by Mr Danny Gilbert, will report directly to the Board of Trustees to provide a more
efficient and effective approach to fundraising and philanthropy, more clearly aligned to the strategic priorities of the University.

Under the UWS Foundation Council, all donations are now receipted directly by the University. All gifts continue to be directed to the purpose for which they are gifted and donors provided with appropriate recognition for their philanthropic support.

The objective of the UWS Foundation continues with the Council – fostering interest and financial support from our community to preserve, improve, extend and develop our standards, services, property and facilities.

As in the past, the philanthropic activities of UWS will continue to be led by a group of individuals who are passionate about the University, its students, staff and community. As a standing committee of the UWS Board of Trustees, this group will have a direct connection to decision making and ensure fundraising activities are guided by the strategy of the institution. The directors of the UWS Foundation Council volunteer their time.

UWS ADVANCEMENT AND ALUMNI

The UWS Advancement and Alumni office was established in late 2013 through a merger of the Office of Development and the Alumni Relations Team. UWS Advancement and Alumni is responsible for the leadership and delivery of key strategic fundraising programs to support the priorities of the University and for developing and sustaining positive relationships with University Alumni.

Donations Summary 2013 (as at 31 December 2013)

<table>
<thead>
<tr>
<th>Donation and Sponsorship Income*</th>
<th>$2,297,717</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Contributors</td>
<td>754</td>
</tr>
<tr>
<td>Scholarships Donated in 2013</td>
<td>88</td>
</tr>
<tr>
<td>Prizes Donated in 2013</td>
<td>203</td>
</tr>
</tbody>
</table>

* Note: $292,900 of the $2,297,717 income which was committed by donors and invoiced by UWS is yet to be received, as at 31 December 2013.

2013 Highlights

Major Gifts
William Chiu
Mr Chiu continues to support important programs at UWS, assisting students to learn about Chinese culture and society. Donations from Mr Chiu in 2013 towards his $500,000 pledge supported the awarding of four prizes, six scholarships, a travel scholarship, two research internships and a continuing literary translation project. Mr Chiu’s support will continue over various projects into 2014.

Rotary Club of Narellan
The Rotary Club is a foundation donor to the School of Medicine and has long supported UWS Medicine students. Five students local to the Macarthur region are supported each year through the scholarships, which encourage talented students from the Macarthur region to study and train locally, supporting the health and medical needs of their local community. The Club has extended its support to include gifts towards MS Research through the School of Medicine in 2012 and 2013.

Through the various supporters, Rotary Club of Narellan has donated almost $200,000 to support these medical programs. UWS wish to acknowledge the support of Narellan Town Centre, ADCO Constructions Pty Ltd, Mainbrace Constructions, TRN Group, Dart West Developments and Perich Constructions for making this possible.

Jacka Foundation
The Jacka Foundation continues to support the Chair in Complementary Medicine through the National Institute for Complementary Medicine (NICM) at UWS. NICM has been established to provide leadership and support for research into Complementary Medicine and translation of evidence into clinical practice benefitting the health of all Australians. Institutes such as NICM could not achieve their vision without the support of groups such as the Jacka Foundation.

Inghams Enterprises Pty Ltd
Prostate cancer is the second most common form of cancer in Australian men. Inghams Enterprises continued to generously support the Senior Research Fellow in Prostate Cancer in the School of Medicine in 2013.

Bequests
In 2013 we awarded the first opportunity-based scholarship in memory of the late (Dorothea) Roma Hill who left a bequest to the University of Western Sydney in 2011.

The Estate of the late Julie Graham, Professor of Geography at the University of Massachusetts and visiting academic to UWS, continues to fund a research initiative into Communities Economies at UWS.
COMMUNITY AND REGIONAL ENGAGEMENT

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

Awarded for the first time in 2013, the inaugural recipient of the Robert Hayes Memorial Scholarship was Mel Pudig. Mel is a fourth year student studying Bachelor of Business and Commerce/ Bachelor of Laws. She is passionate about the law, with many achievements during her time at UWS including a number of prizes and a role as tipstaff in the Supreme Court of NSW, which she secured for her graduate year.

In 2013, Robert Hayes’ widow, Elayne Hayes, hosted a Cocktail Function in memory of Robert and raised funds for the Robert Hayes Memorial Scholarship Fund, which will continue to support Mel until the conclusion of her studies.

Annual Giving
UWS Community Scholarships
A further five scholarships were awarded in 2013 thanks to the generosity of UWS staff, students and alumni. Each scholarship is valued at $5,000 per annum and supports the recipient for the duration of their degree at UWS. The recipients are selected each year by a panel of staff and alumni donors who seek to recognise those candidates who have overcome adversity to reach university and who can benefit most in their academic endeavours through the support of a scholarship.

Student Welfare Fund
The Student Welfare Fund provides small grants or bursaries to students in financial need. The bursaries help cover the costs of textbooks, equipment associated with study needs, fees incurred as a result of study commitments, short-term assistance with living expenses, or any other purpose that will assist with the completion of a degree.

The Student Welfare Fund continues to be supported through gifts from stationery supplier Staples and other supporters, with almost $10,000 contributed in 2013.

Bushfire Appeal
In October 2013, the Blue Mountains community was affected severely by a number of bush fires with hundreds of homes and properties lost in the fires. A number of UWS staff and students were affected by the NSW bush fires. The UWS Community rallied to support those staff and students affected by the bush fires and raised in excess of $50,000 for the appeal.

Staff, Student and Alumni Giving
Small regular gifts from staff, alumni and students provide ongoing support for our students, helping us achieve our vision for opportunity and excellence.

Donor Funded Scholarships
With the support of our donors, scholarships continue to ensure students with the most potential can access and make the most of their higher education, regardless of their circumstances. The scholarships program has grown in 2013 to now support 88 students with donor funding for scholarships valued at over $475,000 this year.

Donor Funded Prizes
Prizes for academic excellence allow the University to acknowledge the achievements of our most dedicated and talented students, giving them the confidence and motivation to continuously strive for excellence. The program has continued to be well supported by donors in 2013 with more than 200 prize recipients receiving donor funded prizes valued at over $140,000.

Sponsorships
Three Minute Thesis
Developed by the University of Queensland, the Three Minute Thesis (3MT) is an academic competition, whereby research students communicate the significance of their research to a non-specialist audience in three minutes with one simple PowerPoint slide.

In 2012, UWS student Tim Paris won the 3MT Trans-Tasman Final and therefore the University of Western Sydney obtained the honour of hosting the 2013 Trans-Tasman Final which was held in late October 2013 at the University’s Parramatta campus. UWS received $6,000 in sponsorship contributions to support the event from Parramatta City Council, ProQuest and Sage Publications.

Donor Recognition
The University and the UWS Foundation Council acknowledge and thank the following individuals and organisations who have generously provided support throughout 2013. In addition, a number of donors have chosen to remain anonymous.
Individual Donors

Dr Penny Abbott
Professor Michael Adams
Ms Jenny Akers
Mr Ahmad Radhy Al Khalil
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Alumni Relations

The University of Western Sydney greatly values its Alumni community. The primary role of the Alumni Relations Unit is to support the social, professional and networking activities of graduates by providing structured chapter networks and activities to encourage re-engagement, as well as offering meaningful benefits to Alumni through the GradLife membership program. With more than 150,000 graduates on record, the Alumni Relations Office encourages graduates to ‘stay connected’ with their university.

The University maintains contact with Alumni and community supporters by publishing a wide range of university news and events through broad and targeted weekly e-updates, a biannual GradLife magazine, biannual e-newsletters, regular website updates and daily social media network monitoring, connections, posts and messages. The Alumni Relations Unit currently keeps in touch with close to 20,000 active Alumni by mail, and over 30,000 Alumni via email, with ongoing data hygiene procedures and projects in place. A significant number of inactive graduates were also contacted by mail in 2013 with personalised and targeted communications mailed with the Spring edition of the GradLife magazine in an effort to reach out to and engage many who may have ‘lost touch’ with UWS since graduation.

The GradLife Alumni Benefits Program has also seen significant growth since the relaunch in 2009, and has increased to over 23,000 members. The list of benefits available to Alumni members also continues to grow, through internal partnerships and external connections and staff and student benefit programs. Continuing since 2011, membership cards are distributed to every graduate in person on graduation day, establishing a face to face connection with our newest Alumni at this milestone event, and developing an understanding of an ongoing connection with UWS.

A range of graduate networks remain active across more than 20 established discipline, profession and geographic based Alumni Chapters. Over the past year, the Alumni Relations Unit have been involved in many chapter and cohort networking activities, including the ‘Celebrating Hawkesbury Luncheon’, ‘20th Anniversary of Art Therapy at UWS’, and ‘10th Annual Law Alumni Occasional Address and Dinner’ where the University was fortunate to host the Honourable Tom Bathurst, Chief Justice of the New South Wales Supreme Court. The University has also joined in bringing together expatriate and international graduates in gatherings overseas, including China and Vietnam.
Following the introduction of the Alumni Volunteer program in 2011, the network has grown to more than 2,600 self-identified volunteers. Alumni who have registered their interest in contributing their time to volunteer activities continue to participate in a wide range of supportive roles for the University, including opportunities to be guest speakers at graduation ceremonies, student and professional mentoring, administering course advice at events such as Open Day, and speaking to High School students at Fast Forward Skills Days and Conferences. In 2013, UWS hosted the Inaugural Alumni Volunteer Thank You Awards Night and Dinner which was well received by volunteers and guests in attendance. The acknowledgement of the work and time volunteers have contributed continues to nurture the Alumni relationship with the University, many going on to volunteer multiple times and further engage through other activities and contributions.

UWS takes pride in each individual graduate as they progress beyond their studies and into their chosen professional fields. Through the Alumni Relations Unit, the University strives to continue the support of Alumni throughout their careers, with the aim of establishing a life-long connection with UWS.

OFFICE OF MARKETING AND COMMUNICATION

The role of the Office of Marketing and Communication (OMC) is to lead activity to build and protect the image, positioning and branding of the University. It does this by integrating UWS activities related to communication and branding, including Internal Communications, Web Services, iMedia and Design, Media and Public Relations, and Print Services.

In 2013, the OMC focused on improving the services it delivers to the University with a focus on the University-owned media, including the UWS Website, social media and news delivery. This also included investment in web benchmarking and the development of the first stage of the University’s social media strategy. The strategy is now resourced and being implemented.

The OMC has also played a significant role alongside the Office of the Pro Vice-Chancellor (Students and International) in the Brand and Identity project, which is part of the Our Future initiative.

The key activities in each unit for the year are summarised below.

Web Services

The Web Services Unit is a rapid-response, customer-focused unit that manages the content of the entire UWS corporate website, the number one communication channel for the University. The team works closely with management and stakeholders from every institute, school, centre and business unit in the University, to deliver a web presence designed to enhance the University’s reputation, grow enrolments and meet the online needs of staff and students.

In 2013:

» The UWS website’s new design has been ‘live’ for just over 12 months, and is attracting, on average, over 500,000 unique visitors every month.

» Stats for 2013 tracked very closely to those for 2012. Nearly all course pages showed significant increases for the year (between 10-30% across the board).

» Web traffic started to shift more significantly from desktop to mobile and tablet. Desktop visits made up 81% of all visits to the website, down 12% on 2012. Mobile visits made up 10% of total traffic, an increase of 60% on the year prior. Visits from tablet devices made up 9% of the total, 187% up.

» In view of these stats, in 2013, the team invested in optimising the site for mobile and tablet devices – a change which will roll out early in 2014.

» Web benchmarking was conducted to compare the user experience of the UWS website with that of competitor institutions. The team is now using these measures as a baseline and also as the foundation for planning for the next evolution of the site.

Social Media

The development of a UWS social media strategy was a key priority for the OMC in 2013. We were early adopters of social media, but like many organisations, arrived at a point when a clear strategy for social media engagement was required.

In 2013:

» The OMC invested in a social media monitoring system to improve what was once a very manual process.

» We also participated in an audit conducted by Deloitte, on behalf of the Audit and Risk Management Committee. The audit confirmed the OMC had reasonable processes in place for social media management but lacked an underpinning strategy.

» The office worked with a specialist agency to develop the UWS social media strategy and has
In addition to generating media coverage in traditional media outlets in 2013, the Media team also continued its focus on expanding its coverage on the University’s ‘owned’ media channels, including further enhancements to the UWS News Centre and use of video content and multimedia to help tell and share the ‘UWS story’.

The team was also very active on social media throughout the year, with the University’s UWSNews Twitter Feed now having over 4,600 followers.

Some examples of stories which generated significant media coverage across print, radio, television and internet for the year included: UWS Solar Car participating in the World Solar Car Challenge; the official opening of the Female Orphan School building at Parramatta; the Whitlam Institute’s annual ‘What Matters?’ competition; and, the Blue Mountains ‘Staying On Track’ program.

The Media team also implemented a new media release distribution system, which allows for more sophisticated media distribution and better targeting to key journalists, and continued its use of UWS expert commentary to comment on key media issues.

The team also continued to increase the University’s presence on the academic opinion website. From January to October, UWS placed 68 stories, compared with 60 for the entire 2012 calendar year. These articles were viewed by more than 337,000 readers – more than double the audience of 2012.

Internal Communication

Internal Communications develops and delivers communication plans and strategies for key University projects and initiatives. The team provides high level strategic internal communication consultation, advice and support to staff across the University, in order to effectively communicate relevant information to staff and students.

The team is involved in the majority of key University strategic initiatives and their communication to staff and students. The team has developed and implemented over 50 internal communication plans in 2013, including:

» MyVoice – overall response to staff feedback,
   Senior Management Communication Working Group and Meet the Executive opportunities
» UWS Summer
» Parramatta City campus
» Move to smoke-free campuses
» Enterprise Bargaining.

Sports Relationships

Sports relationships became part of the OMC in mid 2013 following the disbanding of the Office of the Pro Vice-Chancellor (Engagement and International).

» The OMC has worked directly with the National Rugby League (NRL) and a key part of this relationship has seen the roll out of the Graduates of League program. The program is a peer mentoring and support program for NRL players studying at University. There are currently approximately 15 players and we hope to grow this in 2014. We have also been working directly with the four Western Sydney NRL clubs on building relationships.
» The OMC drove discussions between UWS and the Western Sydney Wanderers which resulted in the agreement for UWS to become the official community partner of the team. This is the most significant partnership of its type the University has ever embarked on and provides UWS with significant brand exposure and engagement opportunities.
» The University’s relationship with the GWS Giants continues in 2014.
» In 2014, the focus will be on defining each sponsorship relationship, establishing a clear understanding of what each can achieve and then appropriately resourcing to achieve that.
» 2014 will also see a focus on engaging with female oriented sports.

Media and Events

The UWS Media Unit is responsible for the media relations and reputation management across the entire University. The Media Unit seeks to drive coverage of UWS in local, national and international media – proactively sourcing stories, writing media releases and news copy, managing the UWS News Centre and liaising with journalists on a daily basis. The UWS Events team is responsible for managing the many corporate events, official openings, public relations programs and VIP visits hosted by the University and the Vice-Chancellor’s office.

In 2013:
» The Events team organised and successfully delivered 33 corporate events.
COMMUNITY
AND REGIONAL
ENGAGEMENT

The team has also continued to operate UWS internal communication and news channels, while delivering improvements to communication systems. Increased capacity via the use of sms enabled the team to improve delivery of emergency communications to staff and students in 2013.

In 2014, the development of a staff intranet will be a major focus as we work with the new Vice-Chancellor to enable more effective communication.

iMedia and Design
iMedia and Design are responsible for creating printed and digital collateral that meets the University’s branding guidelines, and managing the University’s visual identity. While primarily created to service OMC, iMedia and Design provide design support for a wide range of internal clients, helping to ensure brand compliance across the University.

OMC Focus for 2014
In 2014, we will continue to build the image, brand and reputation of UWS across three distinct media channels: bought media (paid advertising), earned media (press coverage of UWS research and stories which build the brand) and owned media (improvements to our website and social media channels).

A key priority will be renewing the University’s web strategy and preparing for the next phase of the website’s evolution. The OMC will also be refreshing our strategy in the area of earned media to increase the University’s profile, which for year-end 2012 saw us placed fourth out of ten NSW universities in terms of circulation and audience share.

A further priority for 2014 will be improving existing communication channels and also delivering new and engaging channels with emphasis on a staff intranet.

The OMC is also focusing on the development of more dynamic content for communication channels, including video content to promote UWS research and the UWS experience, as well as supplementing internal communication.

A major priority for the OMC in 2014 is the delivery of the Our Future project specifically focused on the University’s brand and identity, in concert with the Office of the Pro Vice-Chancellor (Students and International).

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

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

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

The Whitlam Institute is guided by the ‘three great aims’ that drove the Whitlam Program of 1972. They are:
» to promote equality
» to involve the people of Australia in the decision-making processes of our land, and
» to liberate the talents and uplift the horizons of the Australian people.

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

The Whitlam Institute Board is politically bipartisan and consists of leaders in academia, business and government organisations. The Board participates in the strategic development of the Institute. The current Chair is Senator the Hon John Faulkner. Indicative of the importance the University attaches to the Whitlam Institute, the UWS Vice-Chancellor is a member of the Board ex officio; consequently Professor Janice Reid, a foundation Board member, concluded her term upon her retirement at the end of 2013, with her successor Professor Barney Glover assuming that Board position.
The Whitlam Institute is led by its Director, Eric Sidoti. Its small secretariat is committed to the highest quality in all its activity whether that might be its policy and research work, outreach activity, public information program or events.

The Whitlam Prime Ministerial Collection, the most comprehensive collection on Gough Whitlam’s education and his parliamentary life, continues to be enriched by substantial new donations. The Collection, under the care and custodianship of the University Librarian, has grown continuously. The early commitment to digitising the Collection has been steadfastly maintained.

**2013: A new high-water mark**

**The Female Orphan School**

The completed restoration and adaptive re-use of the Female Orphan School has seen the establishment of a permanent home for the Whitlam Institute housing the Whitlam Prime Ministerial Library, reading room and archive; a permanent exhibition (A Changing Australia: the time of Gough Whitlam); dedicated learning space for the Institute’s developing Education and Outreach program; and secretariat and research facilities.

The project has also delivered: an information and FOS interpretative centre; state-of-the-art Board of Trustees Board Room and office; upgrading of IT, AV and acoustics throughout the entire complex; significantly upgraded catering facilities; and restoration of the northern and southern precincts.

This was achieved in less than 16 months from the announcement of the funding commitment by then Prime Minister, Julia Gillard, in June 2012 to the official opening by the Governor-General Quentin Bryce in September 2013.

By the time of this official opening, three new exhibitions were curated and installed (the permanent exhibition, A Changing Australia; and temporary exhibitions in the Margaret Whitlam Galleries, including an exhibition of art works from the University’s Collection); a volunteer program, the Friends of the Female Orphan School, was established; and promotional literature, web site and related materials were produced.

**The Whitlam Prime Ministerial Collection**

The Prime Ministerial Collection has continued to be enriched with donations, primarily from the Whitlam family but also from former Whitlam Government members and the public.

The Freudenberg Donation, spanning two years of donations and covering material from the early 1960s to 2000, has been finalised.

Digitisation has continued on the December 2012 and April 2013 Whitlam Family donations with various ‘gems’ already added to the collection. Of particular interest is a letter from Spike Milligan written after Mr Whitlam’s retirement from Parliament in 1978.

Also of interest, Gough Whitlam’s *Mission to China, 1971*, has been published as the third paper in the Whitlam Legacy series.

**The Whitlam Institute Program**

The Institute public policy activity has continued to evolve both in its depth and scope.

The Human Rights and Public Life Program 2013 workshop on The Public Authority in the Era of Globalisation attracted scholars of international standing. Dame Margaret Wilson has been involved two years running (2012 and 2013) and this has also permitted the development of a thematic focus on precarious work and the associated policy challenges. In 2013, the Institute conducted a small invitation-only workshop with the ACTU and NZCTU leadership, several union and NGO leaders, and senior scholars.

The Institute again convened a number of high quality seminars and events, including:

- Dr Kristen Rundle (LSE), whose work on the contracting-out state is attracting considerable attention, spent time at the Whitlam Institute in January 2013 during which time we convened a public seminar, hosted at Gilbert + Tobin, on *Legality in the Contracting-out State: Cues from the case of Jimmy Mubenga* that was particularly well received.
- In August, it was possible to use three of the international visiting academics (Professor Peg Birmingham, Professor Martin Loughlin, and Associate Professor Michael Goodhart) along with Professor Yeatman to present as a panel at a public event *Democracy Today with an Eye on Tomorrow: a public conversation*, co-sponsored by the Whitlam Institute, Catalyst and Unions NSW, and held in Trades Hall, Sydney.
- Dame Margaret Wilson presented to a forum on precarious work, organised by the Whitlam Institute with the UWS Outreach campus in Lithgow on 22 August.

The Australian Financial Review’s description of the Whitlam Institute as a ‘powerhouse of educational research in Australia’ (17/6/13) reflects the growing body of work in this area,
COMMUNITY AND REGIONAL ENGAGEMENT

particularly under its Impact of High Stakes Testing project. Its latest report in this series, a parents’ survey commissioned from NEWSPOLL, will be publicly released in November.

The Institute publishes a steady stream of reports under its public policy program including the Perspectives series of essays.

The 2013 Gough Whitlam Oration was delivered by Noel Pearson on 13 November.

The Education and Outreach Program
A dramatic lift in the Institute’s Education and Outreach activities occurred in 2013.

The What Matters? student essay competition goes from strength to strength with some 3,000 essays each year from students in NSW and the ACT (34% from GWS in 2013). This year saw the competition introduced to Tasmania at the request of the Tasmanian Government. The trial in selected schools attracted 300 entries and the enthusiastic response will see the competition run state-wide as of 2014.

With the new ‘learning space’, the Institute employed its first Education and Outreach Officer (part-time) mid-year with the view to establishing a comprehensive schools and community program. This is already bearing fruit with considerable interest and a number of bookings for school groups. The first groups came through in the week of 14 October.

In addition to the Female Orphan School exhibitions mentioned above, the Institute in 2013 has also mounted several online feature exhibitions including Whittam and Western Sydney.

SCHOOLS ENGAGEMENT

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

Since development of the first UWS Schools Engagement Strategic Plan in 2007, the range, depth and number of initiatives, and participation levels, have grown steadily. UWS now has direct relationships with over 1,000 schools (in 2007 this was 300 schools), the majority of which are located in Greater Western Sydney. In 2013, over 30,000 school students (secondary and primary) took part in aspiration-building and/or academic enrichment activities, and many thousands more were linked to UWS through sponsored events and services, marketing, research projects and on-campus sport. Hundreds of school staff undertook UWS professional development courses and many more gained professional learning by accompanying their students to schools engagement activities. All UWS faculties and most research institutes or centres, along with many non-academic areas, were involved at various levels. Over 1,000 UWS students built their personal and professional skills by contributing.

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

The Reference Group reviewed the 2011–13 iteration of the UWS Schools Engagement Strategic Plan and expressed a high degree of satisfaction with progress and achievements. A new three-year plan was developed and will be published in 2014.

OFFICE OF SUSTAINABILITY

The UWS CORE Strategy for Sustainability1 demonstrates the University’s international commitment under the HE Treaty at Rio +20 to: making sustainable development a key guiding principle for Higher Education; using our campuses as living models of social, cultural, economic and environmental sustainability; and re-orienting our curriculum to align with sustainable development. The ‘Bringing Sustainability to Life’ ™ website successfully documents this approach.

During 2013, the United Nations University-endorsed Regional Centre of Expertise on Education for Sustainable Development – Greater Western Sydney (RCE-GWS), operating out of the Office of Sustainability, continued to develop and implement a range of collaborative community projects. To date, the RCE-GWS network has won some $735,000 in external grants including research funds in partnership with the UWS Centre for Educational Research and provided an avenue for work-based learning and student placements in the local

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1 CORE – Curriculum – Operations – Research – Engagement
Key actions and achievements during 2013

Curriculum

» Identification of 32 UWS Education for Sustainability (EfS)¹ courses listed on the national Learning and Teaching Sustainability program and courses site that relate to EfS: 20 are undergraduate courses and majors and sub-majors in an aspect of EfS, five are postgraduate courses, three are short courses and four are pathway programs.

» Pilot of an EfS stream of funding for UWS academics to access under the SURF program in order to support curriculum progress in this area.

» Delivery of the SURF³ funded Enthusiastic Encounters: Assessing the Embeddedness of Sustainability Education in the School of Social Sciences and Psychology, a contextual, multi-level approach identifying sustainability education across the entire School of Social Sciences and Psychology.

» Incorporation of the NSW Government ‘Love Food Hate Waste’ program into first year science curriculum – supported by community partner Hawkesbury Earthcare.

» ‘Close the Loop’, the sustainable UWS Kitchen Garden installed for UWS Food Science students.

Operations

» Continuation of the SURF program and launch of the SURF funded ‘Unisafe’, the Campus Safety and Security Bike Patrol. This program also has UWS students at Campbelltown monitoring CSS staff active health outcomes.

» Mandatory National Greenhouse Emissions Reporting Scheme for UWS carbon emissions.

» Continued support for the Green Office program and Capital Works and Facilities with savings over the past three years, including a $1.1 million saving due to reduced contractor costs.

Research

» Completion of ‘Our Place – Greater Western Sydney’ research partnership with NSW Office of Environment and Heritage and UWS Centre for Educational Research – regional capacity building for community sustainability educators. Funding $115,000.

» ‘Love your Lagoons’ funding of $150,000 – place-based wetland research with UWS Centre for Educational Research in South Western Sydney Macarthur region.

Engagement

» Delivery of the first Hawkesbury Discovery Centre Exhibition ‘Dreaming on the Riverfarm’ Bringing History to Life – in collaboration with UWS RAMS and NSW public schools. By year-end 2013, over 500 students and community members had visited.

» NSW public school students piloted a 21st century learning project at the UWS Riverfarm.

» ‘Alive!’ youth empowerment program run in the Hawkesbury LGA with 300 school students.

» Sustainability Pledge launched by UWS students.

» Sustainability Month run in August 2013 with uwsconnect.

UWSCOLLEGE

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

During 2013, UWSCollege achieved overall growth of 56% with student numbers now in excess of 2,000. With new buildings and campuses coming online from 2014, it will have capacity for further substantial growth over the coming 2–3 years. Apart from planning for the new multi-campus environment, other significant achievements over the last 12 months included:
COMMUNITY AND REGIONAL ENGAGEMENT

» extension of the blended learning strategy including the development of a series of iBooks
» hosting of an international workshop on access and participation in higher education at the Westmead campus
» introduction of two new diploma programs in Arts and Social Sciences (Policing)
» project management of the Bachelor of Science (Security and Law Enforcement) on behalf of the Institute for Security and Law Enforcement Studies (ISLES) in the Maldives and the School of Social Science
» active participation in international recruitment in conjunction with UWS International, as already evidenced by a significant increase in English language students
» implementation of a shopfront presence in Lithgow preparatory to the opening of the new campus
» extension of the UWS College leadership capability development including mentoring and the boardroom lunch program
» three staff presented papers at international conferences on access, participation and blended learning
» enhancement of student management reporting, including progression and retention rates into the University
» secured enabling funding to facilitate access to University preparatory programs such as Foundation Studies
» introduction of TESOL training and related literacy support skills for UWS academic staff.
MANAGEMENT AND RESOURCES

OFFICE OF PEOPLE AND CULTURE

UWS staff profile

There were 2430.12 full-time equivalent staff in ongoing and fixed term positions as at 31 March 2013. The following figures do not include casuals and are a snapshot of data as at 31 March 2013.

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<th>2005</th>
<th>2006</th>
<th>2007</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Academic (Levels A-E)</td>
<td>920.78</td>
<td>875.74</td>
<td>871.51</td>
<td>881.28</td>
<td>782.40</td>
<td>850.92</td>
<td>946.10</td>
<td>992.22</td>
<td>1005.35</td>
</tr>
<tr>
<td>General (Levels 1-9)</td>
<td>1128.76</td>
<td>1084.48</td>
<td>1026.67</td>
<td>1119.02</td>
<td>1080.16</td>
<td>1116.98</td>
<td>1253.90</td>
<td>1230.82</td>
<td>1313.77</td>
</tr>
<tr>
<td>Senior (Above</td>
<td>77.00</td>
<td>84.40</td>
<td>117.70</td>
<td>138.60</td>
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The Office of People and Culture (OPC) is responsible for the development and implementation of a strategically focused human resource policy and practice framework. The staff within OPC continue to work with School, Institute and divisional staff, and with University management, to achieve the University’s strategic goals through effective people management.

OPC has structured its areas of focus as follows:

» HR Strategy and Services (HRSS), taking on the operational components of HR matters at UWS. As of 2013, HRSS now incorporates Human Resources Information Systems (HRIS) which looks after the software ‘arm’ of people management

» Office of Aboriginal and Torres Strait Islander Employment and Engagement (OATSIEE), driving the University’s commitment to its Aboriginal and Torres Strait Islander staff and students

» Organisational Development (OD), focused on developing organisational strength, and providing a suite of programs for the professional and career development needs of staff (academic and professional)

» UWS Recruitment (UWSR), managing all aspects of recruiting processes for UWS units. There are two further areas: the Relocations Team which assists with immigration, visa and relocation matters; and a search team, focusing on senior recruitment

» Work Health and Safety (WHS), ensuring the University’s compliance with WHS legislation, and provision of the University as a safe place to work and study

» Workplace Relations and Organisational Design (WROD), looking after industrial relations, change management and workforce planning.

These areas are overseen by, and report to, the Executive Director, People and Culture.

Our Future OPC Projects

The OPC suite of projects being undertaken as part of the Our Future Program include:

» The Academic LifeCycle Project

» Careers and Development

» Onboarding, Orientation and Induction.

HR Strategy and Services

HRSS Achievements

One of the main projects undertaken by HR Strategy and Services this year was the introduction of a new job evaluation methodology – which saw 15 staff, including union representatives, trained and formally accredited in the new system.

Recognition during 2013 also included:

» A HRSS staff member was recognised at national level, receiving an appreciation award for services to Association of Tertiary Education Management (ATEM).

» The Superannuation Team, for the third year running, achieved 100% Administration Fee payment from UniSuper plus 10% bonus for outstanding performance, resulting in return payments to the University of over $100,000 across the year.

Our People 2015

OPC has continued to build on the Our People 2015 staffing strategy, hosting another well-received UWS Professional Staff conference in June which attracted over 340 registrations. The highly successful academic mentoring program is now in its third round and the Inspire Leadership
MANAGEMENT AND RESOURCES

program (for both academic and professional staff) has recently graduated its second cohort of participants.

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

HUMAN RESOURCES INFORMATION SYSTEMS (HRIS)

During the year, HRIS was upgraded to the new Alesco software version, ensuring that the University is compliant with legislative requirements and the payroll application runs on the latest software.

The Staff Online program has a new look and feel with the added capability of updating bank details online.

The Electronic Flex Sheets pilot phase project has been extended to enable more comprehensive testing. Based on the feedback from the users, new enhancements have been initiated that will be rolled out early next year.

One of the major areas of improvement this year has been the roll out of standard reporting from HRIS. For the OPC users, a suite of the most frequently requested reports has been made available through the Alesco HRIS, enabling users to run the reports at any time without delay.

A project on improving the management of Casual Employment processing has commenced with a successful strategic funding bid for the scoping work. Initial consultations have occurred with four schools as the pilot group. The target is to provide a better outcome to the complete lifecycle of a casual. In support of this, new Staff Online reports have been rolled out to the pilot group.

One of the goals of Our Future Program is to provide a better Onboarding, Orientation and Induction to the new staff. UWS uses the NGA e-Recruit system for its recruitment needs. The Onboarding module of this system is currently being tested to provide online acceptance of forms in relation to new hires. This will lead to an integration of UWS services that can provide a seamless user experience.

The Performance Management and Learning System, My Career Online, is in its third year. The uptake rate of the annual performance reviews has risen nearly 80% indicating that staff have embraced the system well. Exit Surveys have also been rolled out as part of this functionality. Scoping work is underway to move Probations to an online system.

Academic Promotions

The 2013 round of academic promotions attracted 84 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 60 applicants gaining promotion.

<table>
<thead>
<tr>
<th>Level</th>
<th>Applications</th>
<th>Successful</th>
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<tbody>
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<td>Total</td>
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<td>15</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>D</td>
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<td>8</td>
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<tr>
<td>E</td>
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<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>35</td>
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</table>

WORK HEALTH AND SAFETY

Throughout 2013, the Work Health and Safety unit has continued to implement the changes required of the University as a result of the new Work Health and Safety Act 2011 which came into effect across New South Wales from January 2012.

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

Use of the Employee Assistance Program during 2013 has increased significantly compared to the prior three years, suggesting that there is greater awareness of the Program.

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

There were no prosecutions of UWS for breaches under WHS legislation during 2013.
objectives to achieve the implementation of practical initiatives and performance indicators to ensure UWS has the ability to meet the needs of Aboriginal and Torres Strait Islander peoples as an ‘Employer of Choice’.

This Action Plan is aimed at helping to build commitment, accountability, improved performance and relationships, and promote leadership behaviour, values, skills and capabilities that positively influence and shape organisational culture and foster employee engagement.

**Employment**

UWS aims to be the preferred employer of choice within Greater Western Sydney for Aboriginal and Torres Strait Islander peoples and to promote the benefits of inclusiveness and diversity in the workplace to all employees. UWS has developed an Aboriginal and Torres Strait Islander Employment and Engagement strategy which aims to attract, retain and support Aboriginal and Torres Strait Islander peoples.

There is widespread cultural endorsement that the Office of Aboriginal and Torres Strait Islander Employment and Engagement can and should support, advocate for and, when appropriate, represent Aboriginal and Torres Strait Islander employees in cultural matters which pertain to the Aboriginal and Torres Strait Islander Employment and Engagement strategy.

The number of Aboriginal and Torres Strait Islander staff employed at UWS increased from 15 in 2007 to 65 (Full-Time-Equivalent + Casuals) in October 2013.

**Engagement**

The Office vigorously pursues a community engagement agenda in the following ways:

- founding the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, which includes a majority Aboriginal and Torres Strait Islander Elders, leaders, cultural advisors from the Greater Western Sydney (GWS) region, who volunteer their expertise and time to provide advice and assistance to the Office
- being one of the principal contact points and the nexus between the multiple communities of Greater Western Sydney and beyond and the many UWS Work Units for occasions such as arranging University-sponsored ‘Welcome to Country’ addresses, celebratory and ceremonial events

### Comparative incident/accident and claims at UWS

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
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<th>2012</th>
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<td>Frequency Rate</td>
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<tr>
<td>Incident Rate</td>
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<tr>
<td>Average Lost Time (days)</td>
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<td>13.39</td>
<td>23.54</td>
<td>9.13</td>
<td>8.44</td>
</tr>
</tbody>
</table>
MANAGEMENT
AND RESOURCES

» collaborating with and/or supporting community-driven initiatives arising from the local Aboriginal and Torres Strait Islander community.

UWS Elders on Campus 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 UWS in successfully engaging with Aboriginal and Torres Strait Islander communities. They provide us with practical insight into, and understanding of, cultural protocols and sensitivities. They share their knowledge, they tell us their stories, they educate us on their histories, they teach us their languages so that we can grow closer through understanding and mutual respect.

Traineeship, Internship and Cadetship Programs (Aboriginal and Torres Strait Islander Trainees, Interns, Cadets)
OATSIEE has developed or engaged in specific traineeship, internship and cadetship programs to provide better opportunities for Aboriginal and Torres Strait Islander people to begin exciting careers, while at the same time obtaining relevant qualifications, skills and practical industry experience.

The success of our Traineeship, Cadetship, Early Career Academic, Mentoring and Elders on Campus programs were singled out for praise in the Independent evaluation conducted by Colmar Brunton research.

Government, Business and Commercial Partnerships
OATSIEE has successfully engaged with government and business, generating income and ongoing commercial partnerships for UWS. It has developed employment programs aimed at catapulting Aboriginal and Torres Strait Islander talent into traineeships, cadetships, professional and academic positions at UWS and beyond. As a result of these successful partnerships, UWS provides a brokerage service, placing Aboriginal and Torres Strait Islander interns and cadets into placements in growth industries.

Leading the way in the direction we all need to go
The direct involvement and participation of Aboriginal and Torres Strait Islander people in the development and implementation of UWS strategies, through such initiatives as OATSIEE, the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, and the Aboriginal and Torres Strait Islander Employment and Engagement Consultative Committee are delivering real, measurable outcomes, which are being recognised within the Higher Education sector.

The Federal Government’s National Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People highlighted UWS as an exemplar in the following areas for other universities to adopt:

» building professional pathways and responding to community need
» research, research training and university workforce
» university culture and governance.

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

OD provides a suite of professional and career development programs that support the enhancement of staff capabilities to contribute to the achievement of the University’s strategic goals and priorities, and includes leadership and management development, mentoring and coaching, team development and performance planning, computer skills and systems training, online learning, and providing an internal consultancy service to Schools and Divisional Units. OD works collaboratively with internal training providers to ensure a seamless integrated learning and development program and staff learning portal through the University’s Learning Management System, MyCareer Online.

Programs provided during 2013 to support the development of early career academics and enhance research, learning and teaching include:

» The Foundations of University Learning and Teaching Program (FULT) is a professional development compulsory program for all new full-time teaching staff employed at the Associate Lecturer, Lecturer, and Senior Lecturer levels where the appointment is for 12 months or longer. The program focuses on the key principles of student-focused teaching where staff develop expertise in actively engaging students in learning, constructive alignment in successfully planning and aligning their teaching, and reflective practice on the scholarship of learning and teaching. An initiative of the University this year has been
The *Inspire Leadership Program* is now in its fourth year with 70 academic and professional staff participating this year. The program is designed to develop and enhance the leadership skills and capabilities of academic and professional managers to lead with confidence and influence, and to motivate and inspire their team and colleagues. The program is an initiative of the *Our People 2015* staffing strategy and is specifically designed for talented and emerging academic and professional managers.

» **Alternative pathways to further studies.** OD coordinates the nationally accredited programs in *Certificate IV and Diploma in Management* and *Certificate IV in Training and Assessment.* Since 2007, 23 Certificate IV and Diploma programs have been held with 366 participants. For many staff this is their first formal qualification and gives them the confidence to undertake further studies and improve their management practices. Participants are required to complete work-based projects and activities.

» **The Compass Program: Staff Performance Planning and Development** is designed to provide staff with the guidance, direction and support to navigate the various career pathways and development opportunities at UWS, and to help with planning their work in alignment with the UWS Strategy and goals. The Compass Program aims to embed a culture of performance and development across the University and utilises an online system for monitoring and reporting on staff performance plans. For 2012–2013, UWS achieved 77% compliance of completed performance reviews.

» **MyVoice: UWS Staff Engagement.** The MyVoice survey in April 2012 measured levels of staff engagement, job satisfaction and commitment to the University. UWS received responses from 83% of staff who provided feedback on management practices for maximising staff engagement and performance, and for identifying organisational strengths and areas for improvement.

The key outcome measures of staff engagement and satisfaction with the University’s achievements and progress were on par with other universities, at 76% and 55% respectively. Key strengths emerged in a number of areas including staff commitment to and belief in the mission and values of the University, job satisfaction, clarity of roles, facilities and teamwork.

Four priority areas for improvement related to the most important drivers of staff engagement and organisational participation. This year, 38 (19 mentoring pairs) participated in the Mentoring Program bringing total participation to 160 staff since 2010.

» **Mentoring with the Executives.** Thirty early career female researchers have now participated in short intensive ‘speed’ mentoring sessions with members of the Executive and Professoriate since this program was introduced in December 2012. The ‘speed’ mentoring sessions enable mentees to gain valuable guidance in relation to their future careers, and the Executive learn about the specific challenges and experiences of early career female researchers at the University.

» **The Future Research Leaders’ Program (FRLP) is a blended learning program that supports early career researchers at UWS to develop their research capabilities in relation to financial management and reporting, grant writing and administration, and project management. This program is coordinated in partnership with the Offices of iDVC (Research) and Research Services. After a successful pilot program held in 2012 and 2013, the FRLP was opened to all academic staff. There are currently 60 academic staff subscribed to the program.**

Organisational Development also offers a number of key programs that support the enhancement of organisational leadership, staff capabilities and a culture of adaptability:

» **The Company Directors Course (CDC) is delivered in conjunction with the Australian Institute of Company Directors. Sixteen senior staff participated in the program in 2013 and a total of 92 senior staff including members of the Executive, Deans and Directors, have now participated in the CDC since 2008 with the majority of staff graduating with a CDC Diploma. The University sponsors senior staff to undertake the CDC to equip them to more effectively contribute to serving on and/or supporting the University Executive, Board of Trustees and associated committees, and to raise awareness of Directors’ fiduciary duties and compliance roles and responsibilities.**

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To extend FULT to sessional teachers recognising the importance of equipping sessional teachers with effective models and practice. Three FULT programs were held in 2013 with 63 academic staff completing the program.

» **The UWS Academic Mentoring Program** enhances career progression and provides talented early to mid-career academic staff with opportunities to broaden their knowledge, skills and experience through mentoring. The Academic Mentoring Program is now in its fourth year with participation across the Schools and Institutes. This year, 38 (19 mentoring pairs) participated in the Mentoring Program bringing total participation to 160 staff since 2010.

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progress were identified: trust and confidence in senior leadership; effective recruitment and selection procedures; increased transparency in decision-making; facilitating communication and information flow and greater cross-unit collaboration.

All Schools, Institutes and Divisional units have identified and implemented action plans for their key areas for improvement. Eight MyVoice Working Groups were established in May 2013 to review existing policy and procedures and develop, recommend and implement actions for improving communication with senior management, decision-making, recruitment and selection processes, cross-unit collaboration, supporting new staff, career development opportunities and responding to bullying in the workplace.

The working groups comprise academic and professional staff from across the University and are chaired by members of the Reference Group and are mentored by a member of the Executive and a Dean.

» **Creating a Positive Culture@UWS Program** aligns with developing a culture of adaptability and flexibility (Our Future Program stream), recognising and valuing staff (Making the Difference and Our People 2015) and responding to the MyVoice Survey results to promote a positive workplace culture and improve cross unit collaboration and communication. The program introduces the core concepts of Positive Psychology to promote flourishing and wellbeing, resilience and optimal functioning in the workplace. A six-month pilot program with the School of Education, Office of People and Culture, and Inspire Leadership and Senior Leaders group commenced in September 2013. Once the program has been evaluated it is anticipated that the Creating a Positive Culture Program@UWS will be introduced to other Schools and Divisional Units in 2014–15.

» **Organisational Development Programs.** From January to June 2013, OD coordinated and/or delivered over 310 courses and 80 online modules. This is a 27.32% increase from the previous year. The relevance of OD courses to work or career is evaluated by staff at 4.31 out of 5. Staff participation in the key streams during January to June 2013 are as follows:

- Career Development – 706 (31%)
- Leadership and Management – 641 (29%)
- Computer Software and Systems Training – 384 (17%)
- Organisational Knowledge and Policies – 370 (16%)
- Diversity and Wellbeing – 80 (4%)
- Consultancies – 70 (3%)

» **Online learning – 1890 online modules completed.**

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

» **The Senior Management Conference** was held in April 2013 at the Hawkesbury campus. The theme of this year’s Conference was *Charting Our Future: UWS in the Global Century*. Over 70 senior staff engaged in strategic conversations around the key challenges and opportunities for UWS in a rapidly changing higher education landscape, reflecting on and celebrating the growth, development and achievements of UWS during a period of transition, and discussing the key strategic priorities for charting UWS’s future.

» **The UWS Quality Forum** with its theme of *Celebrating Our Strengths* was held in November 2013. The Forum celebrated the Vice-Chancellor’s and UWS’s many achievements and discussed the various challenges and opportunities for transforming the University within the changing higher education landscape and increasingly competitive environment. The Vice-Chancellor reflected on her time at UWS and the Schools and Research Institutes shared key achievements during 2013. Over 130 participants engaged in café style discussions on student retention, research-led teaching, internationalisation, the competitive environment, mentoring, academic advising, and community engagement. Participants rated the Quality Forum highly and commented on the value of gaining a better understanding of UWS’s development and achievements over the last 15 years and of UWS’s strategic priorities in relation to research, teaching and engagement within the changing higher education landscape.

**UWS STAFF RECRUITMENT**

**Increasing visibility and service**

In 2013 the recruitment team continue to provide metrics and reporting to assist with the introduction of workforce planning to the University. The team contributed to various Our Future Project (OFP) initiatives such as the Onboarding, Orientation and Induction (O&I) project by commencing the technology aspect of onboarding through the applicant tracking system partner, NGA. This project will continue in 2014. UWS Recruitment (UWSR) also contributed to the My Voice Survey working group on Recruitment and Selection Process by providing a process map on the recruitment process and identification of the Recruitment Consultant and HR Partner touch points. The team retained its focus on
The Search team has also been successful in attracting eminent, world recognised academics (particularly in the case of the two Professors for the Institute for Culture and Society) to the University. The searches being carried out by the in-house Search team, have achieved considerable cost savings on behalf of the University, as well as retention of high profile recruitment intellectual property which is highly marketable. The Search team has also implemented a CRM system to capture and re-use search data and all senior academic and professional searches are now supported by producing a Candidate Information Booklet for prospective candidates.

Relocations Team
This year, 103 clients have relocated to UWS. All were offered a combination of immigration and relocation assistance. A further 54 clients are waiting for their visa and to relocate, or just to relocate before commencing at UWS, or are currently at UWS and waiting for transition from a 457 visa to a Permanent Resident visa.

The Relocations Unit processed 230 visiting academics (local, interstate and foreign nationals). Of these, 11 Visiting Academics are awaiting a grant of the 402 Training and Research visa.

The senior Relocations and Visa Consultant attended the NSW Migration Program Consultation Meeting hosted by the Department of Immigration and Border Protection (DIBP) and attended by the Minister for Immigration the Hon Scott Morrison MP. The purpose of the meeting was to seek views from attendees on the size and composition of the Skill Stream of the annual permanent Migration Program for 2014–15. The Minister is to present the outcomes of the National and Regional road show to cabinet for discussion.

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Office of the Chief Financial Officer

The Office of the Chief Financial Officer (OCFO) is responsible for ensuring that the financial and operational planning, strategy and performance of the University is optimised.

The OCFO is responsible for the University’s financial sustainability, financial performance and governance, and University-wide resource allocation through the development of the University’s three year rolling budget.

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

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

» Office of the Chief Financial Officer (incorporating Treasury, Procurement and Purchasing, Corporate Finance and Entities Management)
» Finance Office
» Information Technology Services
» Office of Commercial and Estate Development (OCED – formerly the Campus Development Unit, Commercial Property and UWS Consulting).

The Financial Framework, including rolling three year forecasts, continues to provide improved financial management, transparency and accountability throughout the University, enabling greater engagement of the Schools and Divisional Units in the forecasting and budgeting process.

Cash management strategies, planning, governance and execution remain a key focus and further developments in financial systems and processes to support these areas are planned to continue throughout 2014.

A significant focus for the CFO portfolio is to manage the University’s budget and financial performance to support the delivery of the University’s strategic plan – Making the Difference 2014–16.

Financial Resources and Budget Outcomes

The University ended the 2013 financial year with a consolidated operating surplus of $8.8m compared to $61.0m in 2012 and a budget of $20.3m. The result was $11.5m, or 57%, under budget. The operating result reflects a $39.1m net expense associated with the accounting treatment of the Campus Living Village (CLV) student accommodation arrangement entered into during 2013. The operating result excluding this transaction is $47.9m, which reflects an increase in student load and revenue targets and savings across the University in salary (including on costs) expenditure, compared to budget estimates.

Total revenue from continuing operations increased by $21.4m, or 3.2%, to $684.2m in 2013 compared to 2012. This increase incorporates the University’s move towards an uncapped demand-driven full funding of students, and includes Commonwealth government financial assistance, which increased by $21.7m (4.4%) to $518.7m. International student fees increased by $0.4m (0.7%) to $61.8m and other course fees increased by $1.7m (21.2%) to $9.7m.

Expenses from continuing operations rose by $73.3m (12.2%) to $675.4m with employee related expenses increasing by $27.0m (7.4%) to $392.4m and the CLV transaction reflecting a $39.1m one-off expense.

The University’s overall net worth has increased by $45.8m (3.5%) to $1,366.9m. This includes the University’s operating result of $8.8m surplus and the subsequent increase in cash and investments of $40.9m.

During 2013 higher education funding continued to be somewhat unpredictable with all universities needing to ensure that they are in a position to generate new streams of income and make the most efficient and effective use of their financial resources. In this context the University will continue its growth strategy to capitalise on the full funding of students. Despite such financial pressures, the University continues to focus on a growth strategy supported by continued funding for capital development, strong performance in teaching and learning, research and community partnerships.

Office of Commercial and Estate Development

The Campus Development Unit (CDU) underwent an organisational restructure in 2013 and was renamed the Office of Commercial and Estate Development (OCED). The changes made reflect the reality that the unit is now in the delivery phase of a number of projects that have been the subject of planning over many years. The new structure also enables a parallel planning and deployment capability going forward.
The scope of the activities managed by OCED includes:

» delivery of major estate and commercial development projects
» identification and feasibility of the next wave of estate and commercial development opportunities
» management of land tenure arrangements across all campuses
» preparation and ongoing management of campus master plans and heritage conservation management plans
» campus planning relating to regional and local development (including participation in local and State government plan making and projects)
» campus planning relating to UWS requirements (including academic and staffing locations assessment, space utilisation, student residences demand forecasting and development planning for entities)
» management of leases and licenses of UWS land and buildings
» strategic land acquisitions and disposals.

During the course of 2013, a number of project milestones have been achieved:

» **Campbelltown Residential Development**: Construction of Stage 1 works commenced in July 2013. These works include a new intersection and entry to the campus at Gilchrist Avenue, redevelopment of Goldsmith Avenue into a landscaped boulevard and the first 240 residential lots. Under the current plan the major road works will be completed in early 2014 with land sales commencing in Q2 2014.

» **Westmead Redevelopment Project**: The rezoning of the site to allow a mixed use development was achieved in September 2013. This rezoning facilitates the progress of the development and a dedicated development team has been appointed to manage the next phase of the project A preferred development model and project delivery plan was presented to, and approved by, the Board of Trustees in December 2013.

» **South Werrington Urban Village (SWUV)**: Early in 2013, the University received an unsolicited offer to acquire the SWUV land. Some years ago the University unsuccessfully offered the land for sale and had also modelled development scenarios. The offer to acquire the land was favourable when compared to the direct development option. Contracts have been exchanged with the purchaser with put/call options which will result in a transaction value in the range of $12.25 million to $12.75 million, depending on settlement date.

» **Werrington Park Corporate Centre (WPCC)**: The development of the WPCC, the first commercial building development undertaken by the University, has advanced during the year with completion of design, development application approval and construction commencing in November 2013. A building contractor and leasing agents have been appointed with a number of potential foundation tenants identified. The University is further developing the concept of the business incubator within the development as part of its commitment to the NSW Government and to delivering employment outcomes for Greater Western Sydney.

» **Parramatta CBD campus**: To support more flexible and accessible teaching locations and overcome short term capacity issues at the Rydalmere campus, the University has entered into a short term lease for 2,600sqm of floor space in the Parramatta CBD. This facility will focus on postgraduate programs and will house the Sydney Graduate School of Management and other programs. It commenced operations at the beginning of 2014.

» **Nirimba Education Precinct**: The OCED is working with the Precinct Partners to resolve the long-standing issues around the Nirimba Education Precinct Community Title. The technical work required to register a community title subdivision is well advanced and expected to be finalised by mid-2014.

» **Telco lease management model**: Historically OCED has managed a number of telco leases across the University’s campuses. While delivering reliable income streams, these leases were administratively intensive and not core to the commercial direction of the University. The OCED has completed a transaction to provide the management rights for these telco facilities to Crown Castle resulting in a significant improvement to the University’s cash flow and a reduction in effort.

» **Student Accommodation management model**: During 2013 the University, through a competitive procurement process, entered into an agreement with Campus Living Villages (CLV) to provide long term management services for student accommodation across all campuses. This transaction has again resulted in a more consistent approach to student living across campuses, a substantial benefit to the University in both the short and long term and an appropriate management relationship with an experienced specialist provider.
INFORMATION TECHNOLOGY SERVICES

IT Services continues to focus on improving the delivery of high quality services to staff and students, achieving key strategic project outcomes, supporting initiatives arising from all quarters of the University, and realising the benefits from increased investment in our systems, service and support capabilities. This includes the exploration of externally delivered services that achieve operational and commercial benefits so that internal resources can be focused on those activities which contribute most to our learning, teaching and research success.

The most notable achievement of 2013 was the relocation of our production services from a datacentre on the Parramatta campus to a commercial facility. This has led to a major reduction in the risk of power and cooling outages, nearly halved our electricity consumption, freed up floor space on the campus for other purposes, and positioned us to leverage additional services provided by the facility owner such as storage-on-demand. As a consequence of these significantly reduced operational risks, the disaster recovery plan will now be reviewed so that it aligns with the new risk profile.

We are starting to see tangible benefits from our IT Service Management program with significantly improved ratings in the recent Service Quality Benchmark survey. The second stage of this program was implemented in the latter months of the year, focused on improved request management and the introduction of a new self-service portal – MyIT.uws.edu.au – which has shown a steady increase in adoption by both students and staff. Further improvement in our day-to-day interactions and ongoing support obligations will continue to be a strong area of focus.

Other notable achievements from the IT Services portfolio include: deployment of a UWS-branded mobile app for iOS and Android; completing stage one of the Identity Management program including Australian Access Federation credentials; the initial deployment of a new CRM system with various staff teams now being scheduled for implementation; the selection of Acer for the PC fleet with commensurate savings of over $1 million; doubling the number of wireless access points including major improvements in outdoor areas; taking responsibility for CCTV maintenance and identifying a support partner; implementation of passcode protection on all mobile devices connecting to the UWS email service; the upgrade of student email to Office365; development of an architectural map of all IT services; evaluating a tender for the hosting of Oracle Financials; and the selection of a provider for a complete refresh and upgrade of the UWS campus network.

In conjunction with our partners across the University, we also supported: the deployment of 11,500 iPads in early 2013; an open market tender for the 2014 iPad intake saving nearly half a million dollars; the implementation of new audio-visual services at the Parramatta and Campbelltown moot courts; a range of Capital Works Projects including the Female Orphan School, flexible learning spaces, UWS College facilities and the Parramatta CBD; the completion of a number of systems upgrades including Callista and Alesco (HR); capturing School requirements for a new student placement system; the implementation of a new tutorial registration system (Allocate+) in time for Summer School; and the development of a Blended Learning Technology Roadmap.

The digital transformation of learning, teaching and research continues apace and requires the ongoing improvement of existing capabilities and the introduction of new services. IT Services has a solid program of work in 2014 that will further improve our ability to meet the needs of the organisation. We also intend to undertake an organisational restructure that will further position us to meet the challenges of the next several years.

UWS ENTITIES

uwsconnect Ltd

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

UWS Early Learning Ltd

In 2012, the four child care centres that comprised UWS Early Learning Inc. were incorporated as UWS Early Learning Ltd. This entity is responsible for the provision of all children’s services in early learning for 0–5 year old children of students, staff and the broader community. The company is managed by a University approved Board of Directors with the University being the sole Member of the company. All accounting and ancillary systems have been standardised and the operating licences of the four individual centres are now held by the company. Annual financial reporting of the company is consolidated into the operations of the University.
UWS Foundation Ltd
The University of Western Sydney Foundation was established in 1991 as a wholly owned entity of UWS and trustee of the UWS Foundation Trust, an ATO-approved Gift Fund with Deductible Gift Recipient (DGR) status.

For more details on the UWS Foundation Ltd in 2013 please refer to page 62.

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

For more details on the activities of UWS College in 2013 please refer to page 75.

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

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

The Whitlam Institute
The Whitlam Institute was established by agreement between the University of Western Sydney and the Hon EG Whitlam in 2000. The Institute works as an educator, policy influencer and research institute.

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

The Institute Board is politically bipartisan and consists of leaders in academia, business, and government organisations.

The Board participates in the strategic development of the Institute. The current Chair is Senator the Hon John Faulkner.

For more information on the Whitlam Institute in 2013 please refer to page 72.

CAMPUS DEVELOPMENT AND CAPITAL WORKS
The Capital Works and Facilities (CW&F) Directorate is an operating unit within Corporate Strategy and Services at the University of Western Sydney. The CW&F Directorate’s direction is to continue to improve performance in the delivery of services across five key result areas:

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

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

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

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

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

Horticultural production is increasingly focusing on growing replacement plants for campus landscaping, along with coordination with research. Teaching and research support for the School of Science and Health is being streamlined, with an increasing focus on liaison with the Hawkesbury Institute for Environment and other UWS research groups.

During 2013, the Capital Plan consisted of over 400 individual projects, each of which was subjected to the CW&F Governance process, resulting in the provision of world class facilities for students, academics, staff and the greater UWS community.

The Directorate has three main functional areas: Capital Program, Overheads and Operations. During 2013 the total allocated budget for CW&F amounted to $153,546,304; against the function areas this can be broken down as:

» Capital Program = $116,634,413
» Overheads = $29,179,115, and
» Operations = $7,732,776 (inclusive of the Hawkesbury Farm).

Capital Program
CW&F continues to re-prioritise the Capital Program in alignment with the capital priorities of the University. The identified capital works projects and backlog maintenance program has been revised to prioritise and focus emphasis on the student experience (teaching and learning spaces, libraries and laboratories, and social spaces). The projects in the Infrastructure Renewal program have also been reprioritised to encapsulate necessary regulatory compliance and to align to the University’s business requirements.

During 2013, there was a continuation of the ITS integration project in the Capital Works Program. This project/budget was developed to support integration of IT services, i.e. data points and communications cabling, into Capital Works projects and has, thus far, been extremely successful.

The Capital Program is made up of distinct programs:

Capital Projects (including Government Funded Projects)
The Capital Projects budget is comprised of approved refurbishment and/or adaptive re-use projects, as well as new construction projects. Projects for the period include:

» Converting underutilised floor space in building G1 at the Hawkesbury campus to learning commons as part of a new initiative to provide functional, dynamic and informal learning spaces for students. The learning commons include individual computer terminals as well as small group learning spaces (i.e. for four to six students) to encourage student collaboration, with comfortable, mobile furniture allowing students to customise the environment to suit their learning needs and glass writing surfaces lining the walls. The learning commons also include wireless internet, electrical outlets, presentation screens/surfaces, a kitchenette and associated amenities. This project was co-funded by UWS and the Student Services and Amenities Fee, and is the first in a number of learning commons projects across all campuses.
» Building Z on the Penrith campus was upgraded to provide the School of Computing, Engineering and Mathematics with a collaborative learning computer lab space and computer projects/research labs. In addition, the Institute of Infrastructure Engineering was provided with a meeting room, additional office accommodation and glass partitions/carpeting to some circulation spaces.
» Nine pieces of high quality outdoor gym equipment were installed on both the Parramatta South campus and the Penrith campus. A drinking fountain and outdoor seating were also provided as part of this project, which was co-funded by UWS and the Student Services and Amenities Fee.
» Six flat-floor teaching spaces on level three of building EB, Parramatta South campus, were upgraded as part of a pilot program to provide functional, dynamic and collaborative learning spaces for students. CW&F worked closely with the relevant Schools and departments on the design. In addition, the corridor and foyer spaces have been fitted-out to provide social learning spaces for students, making level three of building EB a blended learning student hub on the Parramatta South campus.
» Two flat-floor teaching spaces on Campbelltown campus in building 10 were upgraded as part of a new initiative and pilot program to provide functional, dynamic and collaborative learning spaces for students. CW&F collaborated with relevant Schools, departments and other UWS stakeholders on the design.
» New student residential accommodation on Bankstown campus was completed in early 2013, providing 204 new beds.
» The refurbishment of the east wing of the Female Orphan School (building EZ) on the Parramatta South campus...
was completed and provides a community learning space, exhibition and gallery space named after Gough Whitlam (housing the Whitlam Collection), a reading room, a board room, office accommodation, new amenities, a lift and a covered link between the first floor and the central wing.

» A new two-storey five-star Greenstar rated teaching facility has been constructed for UWSCollege on the Nirimba Education Precinct, Blacktown campus, to accommodate the existing student numbers and additional student load expected in years to come. It will incorporate flat-floor teaching space and a 400-seat lecture theatre. This project was co-funded by UWS and the Federal Government’s Structural Adjustment Fund/Educational Investment Fund.

» A nursing hub precinct has been developed on Hawkesbury campus, in line with the completion of the nursing hub on Parramatta campus and the installation of a new nursing hub on Campbelltown campus. This project included the construction of Clinical Practice Units which form the heart of the new student hub.

» Building R2 (formerly Thompson Hall) at the Hawkesbury campus has been adapted for re-use to provide new office accommodation and meeting space for the Hawkesbury Institute for the Environment. The facility provides a major identity for this newly created Institute to link in with the recently completed works under the Climate Change and Energy Research Facility (CCERF) grant.

» Security systems across the six UWS campuses have been upgraded as part of an ongoing commitment to the safety and security of staff and students. The upgrade included the installation of a number of emergency contact points on each campus, alongside an upgrade of the CCTV facilities and network. The new emergency contact points provide students and staff with a 24-hour direct link to a security officer in an emergency. When an emergency contact point is activated, the nearest security officer is immediately deployed.

» A new multi-purpose pavilion was constructed on the north-western side of the Ian and Nancy Turbott Auditorium, Parramatta South campus. This new building replaces the temporary marquees the University hires for graduation ceremonies and other significant events on the Parramatta South campus and provides a flexible space (approximately 440 square metres) that can be opened up onto the surrounding lawn area. With a scale and form sympathetic to the adjacent buildings, the new pavilion is set to complement the University’s existing infrastructure on the Parramatta South campus and further enhance the student experience. This project also included landscaping around the new building, which will be in keeping with the heritage significance of that area of the campus.

» A significant refurbishment of the Stable Square Building (K4) at the Hawkesbury campus is underway for this historically significant building to provide new, contemporary accommodation for Student Support Services, Student Central, uwsconnect, the bookshop (with a café) and upgraded amenities. This project also involves upgrading the landscaping within the Stable Square courtyard and around the building.

» At UWSCollege, Lithgow, a facility has been developed to provide the local community with pathways to tertiary education. The existing two-storey 1920s Charles Hoskins Memorial building has been refurbished to provide flat-floor teaching spaces, collaborative learning classrooms, a wet lab, a dry lab and a lecture theatre for UWSCollege. A lift has also been installed to improve accessibility to the building. The project is a joint venture between UWS and the Lithgow City Council, with the works co-funded by UWS and the Federal Government’s Structural Adjustment Fund/Educational Investment Fund.

Relocations
The Relocation Projects budget is allocated to the internal reconfiguration of buildings in response to changes to organisational and functional structures and requirements. There were a number of significant relocation projects completed during 2013, namely, the relocation of the Office of the University Legal Counsel from Penrith Werrington North campus to building EQ on Parramatta South campus, the relocation of the Office of the Chief Financial Officer and Office of Commercial Estate Development from building AD at Penrith Werrington North campus to building H4 at Hawkesbury campus, and the relocation and consolidation of the Information Technology Services Directorate to buildings G6 and G7 on Hawkesbury campus.

Infrastructure Renewal and Backlog Maintenance Programs
The Infrastructure Renewal Program is based on the upkeep and upgrade of UWS’s physical infrastructure and is crucial to achieving and maintaining compliance of University assets with standards and legislation.

Significant projects during 2013 included the creation of a right-hand turning lane at the entrance/exit of the Parramatta South campus, projects which focused on the upgrade and refurbishment of roads and car parks and a coordinated strategy for bushfire mitigation for the
Hawkesbury campus, developed in conjunction with UWS Executive, the Rural Fire Service and NSW Fire and Rescue.

The priorities within this program are closely aligned to the Backlog Capital Works Program and the Planned Maintenance Program.

There were a number of noteworthy projects completed from the backlog priority list during 2013, notably two small flat-floor teaching spaces and the upgrade of office accommodation and lab facilities in building 17, Campbelltown campus, and the upgrading of Building K3, Hawkesbury campus, into a dedicated postgraduate facility.

Environment and Risk Management
During 2013, Environment and Risk Management (E&RM) initiatives included those relating to campus operations, environmental operations, work health and safety, and team development. Examples related to campus operations included continuing improvements in campus presentation and amenity, improvements in waste recycling through a roll out of waste compaction services, and support for numerous relocations and events. The trialling and roll out of waste compaction on Hawkesbury, Parramatta and Bankstown campuses have led to substantive increases in waste diverted from landfill to recycling.

Initiatives for environmental operations included those associated with environmental performance and environmental risk management. Collaborative developments for environmental performance included streamlined data management for reporting with IT and the Office of Sustainability, air quality improvements and disinfection with RAMS for Building M10 at Hawkesbury campus, and energy efficiency initiatives at Kingswood campus. Environmental risk management included bushfire mitigation associated with the EucFACE research site, along with increasing improvements in the utilisation of recycled water and stormwater at the Hawkesbury campus.

Work Health and Safety (WHS) initiatives in 2013 included expanding the utilisation of the established web-based contractor induction, with over 800 inductions undertaken in 2013 and an increasing use of this induction system by other functional areas of UWS. A system was developed and documented covering contractor risk management procedures. A number of internal compliance audits involved E&RM, including the development of an animal emergency management plan for the Hawkesbury Farm.

Hawkesbury campus Farm
During 2013, responsibility for the Hawkesbury Farm was transferred to CW&F. A substantive revitalisation is underway, including infrastructure improvements, ramping up commercial operations, and streamlining of coordination with teaching and research. Infrastructure improvements underway, include centre pivot irrigation to utilise recycled water to support commercial cattle production. Horticultural production is increasingly focusing on growing replacement plants for campus landscaping, along with coordination with research capacity within UWS.

The operational budget remains largely in line with the prior year. The exception is a 2.6% decrease, reflecting the savings made through the gardeners’ outsourcing model, after absorbing HEW level step increases and costs associated with other initiatives across the directorate. In 2014, CW&F will separate the Hawkesbury Farm from its Operations. This will assist the University to focus its financial management on its core activities.

Changes in Acts or subordinate legislation/ significant judicial decisions
The Statute Law (Miscellaneous Provisions) Bill 2013 (NSW) came into force on 5 July 2013 to amend certain Acts, including the University of Western Sydney Act 1997. The amendments to the University of Western Sydney Act 1997 related to the authentication of documents without a seal and a clarification on the ability of a member of the Board of Trustees to participate in any discussion or voting with respect to the member’s remuneration.

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

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

The Risk Register is used to consolidate the identified risks and record the ways in which these risks are addressed according to 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.
UWS RISK MANAGEMENT FRAMEWORK

1. IDENTIFY
   - Common view of risk
   - Risk based audit plans
   - Progress reporting

2. ASSESS
   - Events and near misses
   - Performance indicators
   - Risk self assessments

3. PRIORITISE
   - Staff competencies
   - Risk action plans

4. TREAT
   - Risk action plans

5. MONITOR
   - Risk based audit plans
   - Progress reporting

AS/NZS ISO 31000:2009
Risk Management Standard

POLICY

PEOPLE

PLANNING

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

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

Key outcomes of the 2013 risk management program include:

» maintenance of a cyclical risk assessment program and operational risk databases across both administrative and academic operations
» developed and commenced implementation of a Compliance Program based on the Australian Compliance Program Standard AS 3806 – 2006
» attendance of senior staff at Audit and Risk Management Committee meetings in order to report on the management of strategic risk in key areas of University operations
» corruption prevention training program maintained in accordance with our strategy to reduce corruption risks
» update of our strategic risk profile through a series of interviews and a risk assessment workshop with senior executive.

Privacy
The University is subject to NSW legislation related to privacy, namely the Privacy and Personal Information Protection Act, 1998 (PPiPA) and the Health Records and Information Protection Act 2002 (HRiPA). The University’s Privacy Officer is the Manager, Complaints Resolution Unit, who provides advice to operational units, staff and students on a range of privacy issues. The University has an online privacy training module and formal privacy training is incorporated into the Statutory Obligations – Management Essentials course. Several presentations were also delivered to key stakeholders in response to specific requests for guidance and instruction.

The University participated in Privacy Awareness Week, distributing promotional Post-it notes to all staff to assist with raising awareness of privacy obligations. The Privacy Officer commenced a review of the University’s Privacy Management Plan and liaised with the Office of the Information and Privacy Commissioner as necessary.

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


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

http://policies.uws.edu.au
3 Official Members
Professor Peter Shergold AC, Chancellor
Professor Janice Reid AM, Vice-Chancellor
Associate Professor Paul Wormald, Chair Academic Senate

6 Appointed Members (Ministerial)
Mr John Banks
Ms Genevieve Gregor (term commenced 11 April 2013)
Ms Vivienne James
Mr Glen Sanford (Deputy Chancellor)
Ms Emma Stein (term ended 27 February 2013)
Mr Ian Stone
The Hon Kim Yeadon (Deputy Chancellor)

4 Appointed Members (Board)
Mr Christopher Brown
Mr Michael Pratt
Ms Gillian Shadwick (Pro Chancellor)
Ms Gabrielle Trainor

5 Elected Members
Ms Linda Ayache, Postgraduate Student
(term ended 30 June 2013)
Ms Jing Chen, Undergraduate Student
(term ended 11 July 2013)
Mr Tim Ferraro, Graduate (term commenced 1 July 2013)
Mrs Lorraine Fordham, General Staff
Mr Elie Hammam, Postgraduate Student
(term commenced 1 July 2013)
Dr Ken Langford, Graduate (term ended 30 June 2013)
Dr George Morgan, Academic Staff
Ms Taylor Macdonald (term commenced 25 October 2013)
## APPENDIX 2

### BOARD OF TRUSTEES MEETINGS

<table>
<thead>
<tr>
<th>Committees of the Board of Trustees</th>
<th>Board of Trustees</th>
<th>Audit &amp; Risk Management</th>
<th>Remuneration &amp; Nominations</th>
<th>Board Standing</th>
<th>University Infrastructure (formerly Campus Development)</th>
<th>Finance &amp; Investment</th>
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<tbody>
<tr>
<td>A = Number of meetings attended</td>
<td>B = Number of meetings held during the time the member held office or was a member of the committee during the year#</td>
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<td>Professor Peter Shergold</td>
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<td>Ms Kerry Stubbs</td>
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<td>Assoc Prof Paul Wormell</td>
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<td>Mr Alan Zammit</td>
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# In 2013 the Board held five regular meetings and one Strategy Day meeting.
### Committees and other bodies established by the Board of Trustees

<table>
<thead>
<tr>
<th>Board of Trustees Committees</th>
<th>Chair</th>
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<tbody>
<tr>
<td>Academic Senate</td>
<td>Associate Professor Paul Wormell</td>
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<td>Audit and Risk Management</td>
<td>Mr Alan Zammit</td>
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<td>Board Standing</td>
<td>Professor Peter Shergold AC</td>
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<td>Finance and Investment</td>
<td>Mr Glen Sanford</td>
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<td>Remuneration and Nominations</td>
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<td>University Infrastructure (formerly Campus Development)</td>
<td>The Hon Kim Yeadon</td>
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#### University Bodies

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<tr>
<th>Arabic and Torres Strait Islander Advisory Council</th>
<th>Associate Professor Berice Anning</th>
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<tbody>
<tr>
<td>Foundation Council</td>
<td>Mr Danny Gilbert AM</td>
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## APPENDIX 4:
### ACADEMIC SENATE

### Academic Senate Membership
(as at 31 December, 2013)

<table>
<thead>
<tr>
<th>Ex-officio</th>
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<tbody>
<tr>
<td>Professor Jan Reid, Vice-Chancellor</td>
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<tr>
<td>Professor Steve Wilson, Deputy Vice-Chancellor, Academic Planning</td>
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<tr>
<td>Professor Kerri-Lee Krause, Interim Deputy Vice-Chancellor, Education</td>
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<td>Professor Andrew Cheetham, Interim Deputy Vice-Chancellor, Research</td>
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<tr>
<td>Dr Paul Rowland, Interim Pro Vice-Chancellor, Engagement, Strategy and Quality</td>
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<td>Mr Angelo Kourtis, Pro Vice-Chancellor, Students and International</td>
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<td>Associate Professor Berice Anning, Dean, Indigenous Education</td>
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<td>Professor Clive Smallman, Dean, School of Business</td>
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<td>Professor Simeon Simoff, Dean, School of Computing, Engineering and Mathematics</td>
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<td>Professor Michele Simons, Dean, School of Education</td>
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<td>Professor Peter Hutchings, Dean, School of Humanities and Communication Arts</td>
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<td>Professor Michael Adams, Dean, School of Law</td>
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<tr>
<td>Professor Annemarie Hennessy, Dean, School of Medicine</td>
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<td>Professor Rhonda Griffiths, Dean, School of Nursing and Midwifery</td>
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<tr>
<td>Professor Gregory Kolt, Dean, School of Science and Health</td>
<td></td>
</tr>
<tr>
<td>Professor Kevin Dunn, Dean, School of Social Sciences and Psychology</td>
<td></td>
</tr>
<tr>
<td>Professor Deborah Sweeney, Associate Pro Vice-Chancellor, Research</td>
<td></td>
</tr>
<tr>
<td>Professor Deborah Stevenson, Associate Pro Vice-Chancellor, Research</td>
<td></td>
</tr>
<tr>
<td>Professor Kate (Catherine) Stevens, Director, University Research Institute, or nominee</td>
<td></td>
</tr>
<tr>
<td>Professor Ian Anderson, Director, University Research Institute, or nominee</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Bronwyn Cole, Associate Pro Vice-Chancellor, Education</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Craig Ellis, Associate Pro Vice-Chancellor, Education</td>
<td></td>
</tr>
<tr>
<td>Dr Betty Gill, Associate, Pro Vice-Chancellor, Education</td>
<td></td>
</tr>
<tr>
<td>Dr Greg Whatley, Deputy Dean, UWS College</td>
<td></td>
</tr>
<tr>
<td>Ms Shaneen McGlinchey, Academic Registrar</td>
<td></td>
</tr>
<tr>
<td>Ms Sue Craig, University Librarian</td>
<td></td>
</tr>
<tr>
<td><strong>Elected</strong></td>
<td></td>
</tr>
<tr>
<td>(term to 31 December 2013 unless otherwise indicated)</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Paul Wormald, Chair, Academic Senate</td>
<td></td>
</tr>
<tr>
<td>Professor Gabriel Donlevy, Deputy Chair, Academic Senate</td>
<td></td>
</tr>
<tr>
<td>Dr Terri Mylett, Academic Staff, School of Business (Level A, B or C)</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Terry Sloan, Academic Staff, School of Business (Level D or E)</td>
<td></td>
</tr>
<tr>
<td>Dr Seyed Shahrestani, Academic Staff, School of Computing, Engineering and Mathematics (Level A, B or C)</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Leanne Rylands, Academic Staff, School of Computing, Engineering and Mathematics (Level D or E)</td>
<td></td>
</tr>
<tr>
<td>Dr Alex Herbert, Academic Staff, School of Health (Level A, B or C)</td>
<td></td>
</tr>
<tr>
<td>Dr Cindy Kersaitis, Academic Staff, School of Science and Health (Level A, B or C)</td>
<td></td>
</tr>
<tr>
<td>Professor Janice Aldrich-Wright, Academic Staff, School of Science and Health (Level D or E)</td>
<td></td>
</tr>
<tr>
<td>Dr Amin Razi, Academic Staff, School of Social Sciences and Psychology (Level A, B or C)</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Jane Mears, Academic Staff, School of Social Sciences and Psychology (Level D or E)</td>
<td></td>
</tr>
<tr>
<td>Mr Terry Mason, Academic Staff, Badanami Centre for Indigenous Education</td>
<td></td>
</tr>
<tr>
<td>Mr Michael Robertson, 1 of 2 Undergraduate Students (to 31 May 2015)</td>
<td></td>
</tr>
<tr>
<td>Mr Dean Walker, 2 of 2 Undergraduate Students (to 31 May 2015)</td>
<td></td>
</tr>
<tr>
<td>Ms Tahani Husari, 1 of 2 Postgraduate Students (to 31 May 2015)</td>
<td></td>
</tr>
<tr>
<td>Mr Michael Richardson, 2 of 2 Postgraduate Students (to 31 May 2014)</td>
<td></td>
</tr>
</tbody>
</table>

### Appointed

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Donald McNeill, ICS Professoriate</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Zhong Tao, ARC Future Fellow, Program Director – Infrastructure Materials</td>
<td></td>
</tr>
<tr>
<td>Professor James Arvanitakis, Head of the Academy</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5
UWS BOARD OF TRUSTEES REPORT

Members
The members of the Board of Trustees of the University are detailed in Appendix 1 on page 94 of this annual report.

Meetings of Members
Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 95 of this report.

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

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of the entities are contained in pages 86-87 of this annual report.

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

Significant Changes in State of Affairs
The Board appointed Professor Barney Glover as the new Vice-Chancellor from 1 January 2014, following the retirement of Professor Janice Reid AM on 31 December 2013. There were no other significant changes in the state of affairs of the University during the year.

Matters Subsequent to the End of the Financial Year
Other than the developments described in this report, the members are of the opinion that no other matter or circumstance will significantly affect the operations or outcomes of the University.

Likely Developments and Expected Results of Operations
At the end of 2013, the University was engaged in negotiations with unions to finalise new enterprise agreements.

Compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities
The Board of Trustees adopted the Voluntary Code from the beginning of 2012 and resolved to review the University’s compliance with the Code at its first meeting each year. In 2013, the Board noted the report evidencing compliance with the Code.

Environmental Regulation
The University is subject to various Commonwealth, State and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation. Details of the University’s general activities related to environmental issues are detailed on page 90 of this annual report.

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

Proceedings on Behalf of the University
In 2013, there were no significant proceedings on behalf of the University.

This report is made in accordance with a resolution of the Board of Trustees on 9 April 2014.

Peter Shergold AC
Chancellor
Dated: 9 April 2014 at Parramatta, NSW
## APPENDIX 6

### EXECUTIVE REMUNERATION AND PERFORMANCE DATA

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Employer Superannuation</th>
<th>Performance Pay</th>
<th>Period in Position</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Salary</strong></td>
<td><strong>Employer Superannuation</strong></td>
<td><strong>Performance Pay</strong></td>
<td><strong>Period in Position</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Professor Janice Reid</td>
<td>$829,000</td>
<td>$32,000</td>
<td>Nil</td>
<td>Full year</td>
<td>Met all objectives</td>
</tr>
<tr>
<td>Ms Rhonda Hawkins</td>
<td>$471,272</td>
<td>$65,803</td>
<td>Nil</td>
<td>Full year</td>
<td>Met all objectives</td>
</tr>
<tr>
<td>Professor Steve Wilson</td>
<td>$344,432</td>
<td>$56,568</td>
<td>Nil</td>
<td>Half year/On leave</td>
<td>N/A</td>
</tr>
<tr>
<td>Professor Andrew Cheetham</td>
<td>$316,242</td>
<td>$52,143</td>
<td>Nil</td>
<td>Full year</td>
<td>Met all objectives</td>
</tr>
<tr>
<td>Professor Kerri-Lee Krause</td>
<td>$321,584</td>
<td>$51,425</td>
<td>Nil</td>
<td>Full year</td>
<td>Met all objectives</td>
</tr>
<tr>
<td>Mr Peter Pickering</td>
<td>$313,043</td>
<td>$28,957</td>
<td>Nil</td>
<td>Full year</td>
<td>Met all objectives</td>
</tr>
</tbody>
</table>
APPENDIX 7

PRINCIPAL OFFICERS OF THE UNIVERSITY

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

Chief Financial Officer
Peter Pickering
B.Com (Hons) UNCLE, Dip CM, FCPA, FCIS, FAICD

Vice-Chancellor
Professor Janice Reid, AM
BSc Adel, MA Hawaii, MA PhD Stan

Executive Director, People and Culture
Ann Tout
BA ANU, GradDip AppSc Syd

Chair, Academic Senate
Associate Professor Paul Wormell
BSc Syd, PhD Syd, FRACI, CChem

Deputy Vice-Chancellor (Corporate Strategy and Services)
Ms Rhonda Hawkins
BSc Syd, MPP Syd, FAICD

Deputy Vice-Chancellor (Academic Planning)
Professor Steve Wilson
PhD UWS, M Ed. UNE, BA UNE, DipT,
Wollongong Teachers College

Interim Deputy Vice-Chancellor (Education)
Kerri-Lee Krause
PhD Ed. Macquarie, M Ed. Macquarie, BA Ed. AC

Interim Deputy Vice-Chancellor (Research)
Andrew Cheetham
BSc (Hons) PhD Flinders, FAIP, FIEAust, MIEEE, MAICD

Pro Vice-Chancellor (Engagement and International)
Professor Gary Smith
PhD Monash, MA La Trobe, BA (Hons) Monash
To: 3 May 2013

Pro Vice-Chancellor (Students and International)
From 1 May 2013
Pro Vice-Chancellor (Students)
from 1 January 2013 to 30 April 2013
Angelo Kourtis
BA UWS

Interim Pro Vice-Chancellor (Engagement Strategy and Quality)
from 1 May 2013
Executive Director, Strategy and Quality
from 1 January 2013 to 30 April 2013
Dr Paul Rowland
MBA UQ, PhD Griffith
GIPA Report for the period 1 January to 31 December 2013

1. Review of proactive release program – Clause 7(a)

Under section 7 of the Government Information (Public Access) Act 2009 (GIPA Act), agencies must review their programs for the release of government information to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

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

During the reporting period, the University held a meeting of the AIGRC for the primary purpose of considering how the proactive release of information can be most strategically improved. The meeting took place on 14 August 2013 and established the specific strategies for reviewing public access to University information. The strategies were as follows:

1. To review all of the information that constitutes the Agency Information Guide and conduct an audit of compliance in accordance with s.21.
2. To examine the changing patterns of public access to the University’s website and consider opportunities to better serve the changing patterns of information access.
3. To seek an update on the issue noted in 2012 concerning access to information specifically on unit outlines and learning guides.
4. To explore the ‘Customer Experience Index: Education Dual Benchmark’ project being undertaken by the University in order to improve the representation of the University’s information on the web site, and benchmark that process against other agencies in this sector.
5. To explore the Student Interface project to learn how access to the University’s information is being tailored for delivery to enrolled students using smart device apps. In December 2013, this project was launched as the UWS app – www.uws.edu.au/webservices/WSU/UWS_app_info_page and covers some thirteen different interactive modules for use on selected smart phone devices.

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

» The landing page of the Agency Guide is regarded as sufficient for s.21 purposes on the basis that it has already met with IPC approval and the information linked to it is continually being updated.
» The overall volume of visits to the University’s webpages was slightly down on 2012. There was no conclusive explanation for this, but the prospect that students are being more efficiently informed of matters and hence have a reduced need to access the website is accepted as plausible. In particular, the spike of visits prior to the commencement of each autumn and spring session has reduced suggesting that the University is better informing students about core enrolment processes.
» The ‘Customer Experience Index: Education Dual Benchmark’ project report suggested that the University had work to do in order to communicate some core processes more effectively. The University’s response to this report is likely to be discussed at the 2014 meeting of the Review Committee.
» There is progress on the level of access to past unit outlines and learning guides, particularly through cooperative work with Schools on these matters. Further progress on this will be reported in 2014.

2. Number of access applications received – Clause 7(b)

During the reporting period, our agency received a total of four formal access applications.

3. Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, our agency refused none of the formal access applications on the grounds that information requested was information referred to in Schedule 1 to the GIPA Act.
### 4. Statistical information about access applications – Clause 7(d) and Schedule 2

#### Table A: Number of applications by type of applicant and outcome*

<table>
<thead>
<tr>
<th>Access granted in full</th>
<th>Access granted in part</th>
<th>Access refused in full</th>
<th>Information not held</th>
<th>Information already available</th>
<th>Refuse to deal with application</th>
<th>Refuse to confirm/deny whether information is held</th>
<th>Application withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of Parliament</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private sector business</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not-for-profit organisations or community groups</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of the public (application by legal representative)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of the public (other)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table B.

#### Table B: Number of applications by type of application and outcome

<table>
<thead>
<tr>
<th>Access granted in full</th>
<th>Access granted in part</th>
<th>Access refused in full</th>
<th>Information not held</th>
<th>Information already available</th>
<th>Refuse to deal with application</th>
<th>Refuse to confirm/deny whether information is held</th>
<th>Application withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal information applications*</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access applications (other than personal information applications)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access applications that are partly personal information applications and partly other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Reason for invalidity</th>
<th>Number of applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application does not comply with formal requirements (section 41 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Application is for excluded information of the agency (section 43 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Application contravenes restraint order (section 110 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Total number of invalid applications received</td>
<td>0</td>
</tr>
<tr>
<td>Invalid applications that subsequently became valid applications</td>
<td>0</td>
</tr>
</tbody>
</table>
Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the Act

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Number of times consideration used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overriding secrecy laws</td>
<td>0</td>
</tr>
<tr>
<td>Cabinet information</td>
<td>0</td>
</tr>
<tr>
<td>Executive Council information</td>
<td>0</td>
</tr>
<tr>
<td>Contempt</td>
<td>0</td>
</tr>
<tr>
<td>Legal professional privilege</td>
<td>1</td>
</tr>
<tr>
<td>Excluded information</td>
<td>0</td>
</tr>
<tr>
<td>Documents affecting law enforcement and public safety</td>
<td>0</td>
</tr>
<tr>
<td>Transport safety</td>
<td>0</td>
</tr>
<tr>
<td>Adoption</td>
<td>0</td>
</tr>
<tr>
<td>Care and protection of children</td>
<td>0</td>
</tr>
<tr>
<td>Ministerial code of conduct</td>
<td>0</td>
</tr>
<tr>
<td>Aboriginal and environmental heritage</td>
<td>0</td>
</tr>
</tbody>
</table>

* More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table E.

Table E: Other public interest considerations against disclosure: matters listed in table to section 14 of the Act

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Number of occasions when application not successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible and effective government</td>
<td>0</td>
</tr>
<tr>
<td>Law enforcement and security</td>
<td>0</td>
</tr>
<tr>
<td>Individual rights, judicial processes and natural justice</td>
<td>0</td>
</tr>
<tr>
<td>Business interests of agencies and other persons</td>
<td>2</td>
</tr>
<tr>
<td>Environment, culture, economy and general matters</td>
<td>0</td>
</tr>
<tr>
<td>Secrecy provisions</td>
<td>0</td>
</tr>
<tr>
<td>Exempt documents under interstate Freedom of Information legislation</td>
<td>0</td>
</tr>
</tbody>
</table>

Table F: Timeliness

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Number of applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decided within the statutory timeframe (20 days plus any extensions)</td>
<td>4</td>
</tr>
<tr>
<td>Decided after 35 days (by agreement with applicant)</td>
<td>0</td>
</tr>
<tr>
<td>Not decided within time (deemed refusal)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
### Table G: Number of applications reviewed under Part 5 of the Act (by type of review and outcome)

<table>
<thead>
<tr>
<th>Review Type</th>
<th>Decision varied</th>
<th>Decision upheld</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal review</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Review by Information Commissioner*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internal review following recommendation under section 93 of Act</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Review by ADT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

* The Information Commissioner does not have the authority to vary decisions, but can make recommendation to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made.

### Table H: Applications for review under Part 5 of the Act (by type of applicant)

<table>
<thead>
<tr>
<th>Application Type</th>
<th>Number of applications for review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications by access applicants</td>
<td>0</td>
</tr>
<tr>
<td>Applications by persons to whom information the subject of access application relates (see section 54 of the Act)</td>
<td>1</td>
</tr>
</tbody>
</table>
Consultancies commissioned in 2013 amounting to $50,000 or more, included:

<table>
<thead>
<tr>
<th>Consultant</th>
<th>Cost $</th>
<th>Title/Nature of Consultancy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finance and Accounting/Tax</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Rock Consulting Pty Ltd</td>
<td>206,980</td>
<td>I-Procurement Implementation</td>
</tr>
<tr>
<td>Deloitte Access Economics Pty Ltd</td>
<td>141,605</td>
<td>Pricing Project</td>
</tr>
<tr>
<td>Cubewise Pty Ltd</td>
<td>138,297</td>
<td>TM1 Consulting</td>
</tr>
<tr>
<td>ABM Technologies</td>
<td>50,160</td>
<td>Strategic Costing</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>537,042</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UXC Consulting Pty Ltd</td>
<td>479,064</td>
<td>ITSM Project</td>
</tr>
<tr>
<td>Dimension Data Aust Pty Ltd</td>
<td>375,144</td>
<td>Data Centre Service Improvement</td>
</tr>
<tr>
<td>Keystone Management Solutions Pty Ltd</td>
<td>318,000</td>
<td>ITSM Project</td>
</tr>
<tr>
<td>Data Centre Hosting Services</td>
<td>252,995</td>
<td>Data Centre Service Improvement</td>
</tr>
<tr>
<td>Callista Software Services Pty Ltd</td>
<td>242,517</td>
<td>Callista Upgrades</td>
</tr>
<tr>
<td>Avoka Technologies Pty Ltd</td>
<td>239,912</td>
<td>E-Forms Project</td>
</tr>
<tr>
<td>Dimension Data Aust Pty Ltd</td>
<td>213,132</td>
<td>Identity Management Project</td>
</tr>
<tr>
<td>Oakton Services Pty Ltd</td>
<td>211,688</td>
<td>CRM Toolset Implementation</td>
</tr>
<tr>
<td>Pleass Assoc Pty Ltd</td>
<td>175,000</td>
<td>New Tutorial Registration System</td>
</tr>
<tr>
<td>Dimension Data Aust Pty Ltd</td>
<td>173,285</td>
<td>End User Computing</td>
</tr>
<tr>
<td>Fedtec Pty Ltd</td>
<td>161,100</td>
<td>Callista Upgrades</td>
</tr>
<tr>
<td>Dimension Data Aust Pty Ltd</td>
<td>149,841</td>
<td>Active Directory Upgrade</td>
</tr>
<tr>
<td>Dimension Data Aust Pty Ltd</td>
<td>139,469</td>
<td>IT Governance Program</td>
</tr>
<tr>
<td>New Republice Pty Ltd</td>
<td>127,618</td>
<td>UWS Orientation Website</td>
</tr>
<tr>
<td>Cod Resources Pty Ltd</td>
<td>63,149</td>
<td>Callista Upgrades</td>
</tr>
<tr>
<td>Intersect Aust Ltd</td>
<td>60,000</td>
<td>ANDS Data Capture DC21</td>
</tr>
<tr>
<td>Cyon Knowledge Computing</td>
<td>51,909</td>
<td>Exam Scheduler Upgrade</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>3,433,823</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Management Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baxco Pty Ltd</td>
<td>594,200</td>
<td>Westmead Site Development</td>
</tr>
<tr>
<td>Ernst &amp; Young</td>
<td>472,500</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td>Maddocks</td>
<td>337,361</td>
<td>Our Future Action Program</td>
</tr>
<tr>
<td>Western Sydney Football Club Limited</td>
<td>329,000</td>
<td>AFL Bridges Funding</td>
</tr>
<tr>
<td>Mip Aust Pty Ltd</td>
<td>283,500</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td>KPMG Australia</td>
<td>197,064</td>
<td>Bridges Evaluation Consultancy Project</td>
</tr>
<tr>
<td>Access Programs Aust Ltd</td>
<td>187,250</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>Books In Homes Aust</td>
<td>154,270</td>
<td>Low SES</td>
</tr>
<tr>
<td>Offleash Marketing</td>
<td>141,824</td>
<td>Media and Communications Consultancy Project</td>
</tr>
<tr>
<td>App Corp Pty Ltd</td>
<td>127,612</td>
<td>Westmead Site Development</td>
</tr>
<tr>
<td>Gibber Aust Pty Ltd</td>
<td>120,000</td>
<td>Theatre In Schools Project</td>
</tr>
<tr>
<td>KPMG Australia</td>
<td>117,723</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td>Inner Range Pty Ltd</td>
<td>85,500</td>
<td>Smart Lockers</td>
</tr>
<tr>
<td>Urbis Pty Ltd</td>
<td>75,750</td>
<td>Online Survey Tool</td>
</tr>
<tr>
<td>Organisation</td>
<td>Amount</td>
<td>Services / Projects</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Cameron Recruitment Pty Ltd</td>
<td>$71,782</td>
<td>Recruitment Management Services</td>
</tr>
<tr>
<td>Alive Mobile Group Pty Ltd</td>
<td>$68,000</td>
<td>My Course and Career Cube (HESA)</td>
</tr>
<tr>
<td>Challenge Recruitment Ltd</td>
<td>$67,053</td>
<td>Project Management Services WPCC &amp; Parramatta CBD</td>
</tr>
<tr>
<td>Trecorn</td>
<td>$60,981</td>
<td>Our Future Action Program</td>
</tr>
<tr>
<td>Naked Communications Aust Pty Ltd</td>
<td>$55,000</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td>City Plan Urban Design Pty Ltd</td>
<td>$54,728</td>
<td>Project Management Services WPCC &amp; Parramatta CBD</td>
</tr>
<tr>
<td>4th Dialectic Pty Ltd</td>
<td>$52,042</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td>Faladon Pty Ltd</td>
<td>$51,840</td>
<td>Our Future Fund Project</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$3,704,980</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organisational Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hay Group Pty Ltd</td>
<td>$75,537</td>
<td>Our People 2015</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$75,537</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Consultancies equal to or greater than $50,000</strong></td>
<td><strong>$7,751,382</strong></td>
<td></td>
</tr>
<tr>
<td><strong>During 2013 other consultancies were engaged in the following areas:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>$25,646</td>
<td></td>
</tr>
<tr>
<td>Finance and Accounting/Tax</td>
<td>$31,000</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>$154,588</td>
<td></td>
</tr>
<tr>
<td>Management Services</td>
<td>$770,318</td>
<td></td>
</tr>
<tr>
<td><strong>Total Consultancies less than $50,000</strong></td>
<td><strong>$981,552</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Consultancies</strong></td>
<td></td>
<td><strong>$8,732,934</strong></td>
</tr>
</tbody>
</table>
### Table A.1 Trends in the Representation of EEO Groups – Academic staff

<table>
<thead>
<tr>
<th>EEO Groups: Academic staff</th>
<th>Benchmark or target</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander people</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>People whose language first spoken as a child was not English</td>
<td>19%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>N/A</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>1.5%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Table A.2 Trends in the Representation of EEO Groups – General staff

<table>
<thead>
<tr>
<th>EEO Groups: Professional staff</th>
<th>Benchmark or target</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td>66%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander people</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>People whose language first spoken as a child was not English</td>
<td>19%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>N/A</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>1.5%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Table B.1. Trends in the Distribution of EEO Groups – Academic staff

#### Distribution index

<table>
<thead>
<tr>
<th>EEO Groups: Academic staff</th>
<th>Benchmark or target</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100</td>
<td>65</td>
<td>63</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander people</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td>People whose language first spoken as a child was not English</td>
<td>100</td>
<td>95</td>
<td>97</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100</td>
<td>90</td>
<td>87</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>88</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Table B.1. Trends in the Distribution of EEO Groups – General staff

#### Distribution index

<table>
<thead>
<tr>
<th>EEO Groups: Professional staff</th>
<th>Benchmark or target</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100</td>
<td>90</td>
<td>89</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander people</td>
<td>100</td>
<td>103</td>
<td>97</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>People whose language first spoken as a child was not English</td>
<td>100</td>
<td>97</td>
<td>99</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100</td>
<td>101</td>
<td>98</td>
<td>100</td>
<td>103</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>100</td>
<td>101</td>
<td>104</td>
<td>107</td>
<td>109</td>
</tr>
</tbody>
</table>

### Explanatory Notes

1. Information is provided on the actual number of all permanent, probationary and fixed-term contract full-time and part-time staff. Casual staff are not included.
2. A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more then 100, indicating that the EEO group is less concentrated at lower salary levels. The distribution index is not calculated where numbers are statistically small.
## APPENDIX 11

**STUDENT ENROLMENT DATA**

### Table 1: Student Headcount by Residency Status, On and Off Shore, 2009–2013 (p) (Includes UWSCollege)

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>31,070</td>
<td>33,280</td>
<td>34,989</td>
<td>35,986</td>
<td>37,629</td>
</tr>
<tr>
<td>International – On Shore</td>
<td>4,036</td>
<td>4,184</td>
<td>4,021</td>
<td>3,846</td>
<td>3,917</td>
</tr>
<tr>
<td>International – Off Shore</td>
<td>355</td>
<td>431</td>
<td>451</td>
<td>425</td>
<td>434</td>
</tr>
<tr>
<td>Total</td>
<td>35,461</td>
<td>37,895</td>
<td>39,461</td>
<td>40,257</td>
<td>41,980</td>
</tr>
</tbody>
</table>

(Source: UWS Annual Dept. of Industry Submissions)

### Table 2: Commencing Student Headcount by Residency Status, On and Off Shore, 2009–2013 (p) (Includes UWSCollege)

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>12,454</td>
<td>13,429</td>
<td>13,339</td>
<td>13,219</td>
<td>14,291</td>
</tr>
<tr>
<td>International – On Shore</td>
<td>2,193</td>
<td>2,167</td>
<td>1,928</td>
<td>1,792</td>
<td>1,900</td>
</tr>
<tr>
<td>International – Off Shore</td>
<td>183</td>
<td>160</td>
<td>163</td>
<td>145</td>
<td>161</td>
</tr>
<tr>
<td>Total</td>
<td>14,830</td>
<td>15,756</td>
<td>15,430</td>
<td>15,156</td>
<td>16,352</td>
</tr>
</tbody>
</table>

(Source: UWS Annual Dept. of Industry Submissions)

### Table 3: Student Headcount by Gender, 2009–2013 (p) (Includes UWSCollege)

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>20,163</td>
<td>21,142</td>
<td>21,852</td>
<td>22,372</td>
<td>23,134</td>
</tr>
<tr>
<td>Males</td>
<td>15,298</td>
<td>16,753</td>
<td>17,609</td>
<td>17,885</td>
<td>18,846</td>
</tr>
<tr>
<td>Total</td>
<td>35,461</td>
<td>37,895</td>
<td>39,461</td>
<td>40,257</td>
<td>41,980</td>
</tr>
</tbody>
</table>

(Source: UWS Annual Dept. of Industry Submissions)

### Table 4: Student Headcount by Course Level, 2011–2013 (p) (Includes UWSCollege)

<table>
<thead>
<tr>
<th>Course Level</th>
<th>2011</th>
<th>%</th>
<th>2012</th>
<th>%</th>
<th>2013 (p)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>31,751</td>
<td>80.5%</td>
<td>32,865</td>
<td>81.6%</td>
<td>34,210</td>
<td>81.5%</td>
</tr>
<tr>
<td>Higher Degree by Coursework</td>
<td>5,961</td>
<td>15.1%</td>
<td>5,672</td>
<td>14.1%</td>
<td>5,810</td>
<td>13.8%</td>
</tr>
<tr>
<td>Higher Degree by Research</td>
<td>905</td>
<td>2.3%</td>
<td>964</td>
<td>2.4%</td>
<td>989</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other*</td>
<td>844</td>
<td>2.1%</td>
<td>758</td>
<td>1.9%</td>
<td>971</td>
<td>2.3%</td>
</tr>
<tr>
<td>Total</td>
<td>39,461</td>
<td>100.0%</td>
<td>40,257</td>
<td>100.0%</td>
<td>41,980</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Other includes enabling, non award and cross institutional

(Source: UWS Annual Dept. of Industry Submissions)

(p) – provisional figures
### Table 5: Student Headcount by Broad Field of Education, 2011–2013 (p) (Includes UWS College)

<table>
<thead>
<tr>
<th>Broad Field of Education</th>
<th>2011</th>
<th>2012</th>
<th>%</th>
<th>2013 (p)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society and Culture</td>
<td>9,898</td>
<td>10,353</td>
<td>25.1%</td>
<td>11,093</td>
<td>26.4%</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>10,688</td>
<td>10,302</td>
<td>25.6%</td>
<td>10,011</td>
<td>23.8%</td>
</tr>
<tr>
<td>Health</td>
<td>6,237</td>
<td>6,759</td>
<td>15.8%</td>
<td>7,220</td>
<td>17.2%</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>2,804</td>
<td>3,120</td>
<td>7.1%</td>
<td>3,485</td>
<td>8.3%</td>
</tr>
<tr>
<td>Education</td>
<td>2,742</td>
<td>2,855</td>
<td>6.9%</td>
<td>3,001</td>
<td>7.1%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2,200</td>
<td>2,019</td>
<td>5.6%</td>
<td>1,913</td>
<td>4.6%</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>1,454</td>
<td>1,548</td>
<td>3.7%</td>
<td>1,617</td>
<td>3.9%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1,302</td>
<td>1,412</td>
<td>3.3%</td>
<td>1,545</td>
<td>3.7%</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>917</td>
<td>1,023</td>
<td>2.3%</td>
<td>1,142</td>
<td>2.7%</td>
</tr>
<tr>
<td>Mixed Field Programs</td>
<td>338</td>
<td>294</td>
<td>0.9%</td>
<td>568</td>
<td>1.4%</td>
</tr>
<tr>
<td>Agriculture, Environmental and Related Studies</td>
<td>250</td>
<td>192</td>
<td>0.6%</td>
<td>32</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other</td>
<td>431</td>
<td>380</td>
<td>1.1%</td>
<td>353</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39,461</td>
<td>40,257</td>
<td>100.0%</td>
<td>41,980</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(Source: UWS Annual Dept. of Industry Submissions)

### Table 6: Student Headcount by Campus, 2011–2013 (p) (Includes UWS College)

<table>
<thead>
<tr>
<th>Campus</th>
<th>2011</th>
<th>%</th>
<th>2012</th>
<th>%</th>
<th>2013 (p)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bankstown</td>
<td>6,690</td>
<td>17.0%</td>
<td>6,870</td>
<td>17.1%</td>
<td>7,121</td>
<td>17.0%</td>
</tr>
<tr>
<td>Blacktown (Nirimba)</td>
<td>1,116</td>
<td>2.8%</td>
<td>1,010</td>
<td>2.5%</td>
<td>1,498</td>
<td>3.6%</td>
</tr>
<tr>
<td>Campbelltown</td>
<td>6,037</td>
<td>15.3%</td>
<td>6,415</td>
<td>15.9%</td>
<td>6,823</td>
<td>16.3%</td>
</tr>
<tr>
<td>Hawkesbury</td>
<td>2,396</td>
<td>6.1%</td>
<td>2,484</td>
<td>6.2%</td>
<td>2,639</td>
<td>6.3%</td>
</tr>
<tr>
<td>Parramatta</td>
<td>13,701</td>
<td>34.7%</td>
<td>13,973</td>
<td>34.7%</td>
<td>14,458</td>
<td>34.4%</td>
</tr>
<tr>
<td>Penrith</td>
<td>8,846</td>
<td>22.4%</td>
<td>8,850</td>
<td>22.0%</td>
<td>8,710</td>
<td>20.7%</td>
</tr>
<tr>
<td>Off campus, Off shore and Other</td>
<td>675</td>
<td>1.7%</td>
<td>655</td>
<td>1.6%</td>
<td>731</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39,461</td>
<td>100.0%</td>
<td>40,257</td>
<td>100.0%</td>
<td>41,980</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(Source: UWS Annual Dept. of Industry Submissions)

### Table 7: Student Low SES* Participation Rate 2009–2013 (p) (Includes UWS College)

<table>
<thead>
<tr>
<th>Year</th>
<th>UWS</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>22.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>2010</td>
<td>22.7%</td>
<td>15.6%</td>
</tr>
<tr>
<td>2011</td>
<td>22.9%</td>
<td>15.9%</td>
</tr>
<tr>
<td>2012</td>
<td>23.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>2013 (p)</td>
<td>24.4%</td>
<td>n.a</td>
</tr>
</tbody>
</table>

(Source: Annual Dept. of Industry Statistical Publications and UWS Annual Dept. of Industry Submissions)

* Low SES is based on the students’ postcode of permanent home residence, with the SES value derived from the ABS 2011 Census SEIFA Index for Education and Occupation for postcodes.

(p) – provisional figures
### Table 8: Student Load (EFTSL) by Funding Source, 2011–2013 (p) (Includes UWS College)

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>2011</th>
<th>2012</th>
<th>2013 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Grants Scheme</td>
<td>25,124</td>
<td>25,748</td>
<td>27,029</td>
</tr>
<tr>
<td>Research Training Scheme</td>
<td>519</td>
<td>526</td>
<td>527</td>
</tr>
<tr>
<td>Sub-Total Commonwealth Funded</td>
<td>25,643</td>
<td>26,274</td>
<td>27,556</td>
</tr>
<tr>
<td>Domestic Fee-Paying</td>
<td>851</td>
<td>774</td>
<td>688</td>
</tr>
<tr>
<td>International On-shore</td>
<td>2,953</td>
<td>2,861</td>
<td>2,858</td>
</tr>
<tr>
<td>International Off-shore</td>
<td>106</td>
<td>131</td>
<td>119</td>
</tr>
<tr>
<td>Non-Award</td>
<td>177</td>
<td>154</td>
<td>153</td>
</tr>
<tr>
<td>Sub-Total Fee-Paying Load</td>
<td>4,087</td>
<td>3,920</td>
<td>3,818</td>
</tr>
<tr>
<td>UWS Total</td>
<td>29,730</td>
<td>30,194</td>
<td>31,374</td>
</tr>
</tbody>
</table>

EFTSL = Equivalent Full Time Student Load

(Source: UWS Annual Dept. of Industry Submissions)

### Table 9: Explicit Bachelor Graduate Satisfaction, 2010–2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Satisfaction</th>
<th>Good Teaching</th>
<th>Generic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UWS</td>
<td>Sector</td>
<td>UWS</td>
</tr>
<tr>
<td>2010</td>
<td>84.6%</td>
<td>81.2%</td>
<td>69.0%</td>
</tr>
<tr>
<td>2011</td>
<td>85.2%</td>
<td>82.3%</td>
<td>70.3%</td>
</tr>
<tr>
<td>2012</td>
<td>85.4%</td>
<td>83.3%</td>
<td>71.7%</td>
</tr>
<tr>
<td>2013</td>
<td>84.3%</td>
<td>n.a</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

(Source: Graduate Course Experience Reports)

### Table 10: Commencing Bachelor Student Retention, 2008–09 – 2012–13 (p)

<table>
<thead>
<tr>
<th>Year</th>
<th>UWS</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–09</td>
<td>81.4%</td>
<td>84.0%</td>
</tr>
<tr>
<td>2009–10</td>
<td>80.5%</td>
<td>84.0%</td>
</tr>
<tr>
<td>2010–11</td>
<td>80.0%</td>
<td>83.1%</td>
</tr>
<tr>
<td>2011–12</td>
<td>79.1%</td>
<td>83.0%</td>
</tr>
<tr>
<td>2012–13 (p)</td>
<td>78.4%</td>
<td>n.a</td>
</tr>
</tbody>
</table>

(Source: Annual Dept. of Industry Statistical Publications)

(p) – provisional figures
Table 11: UWS Market Share of Preferences, UAC Admissions, 2010–2013

<table>
<thead>
<tr>
<th>UWS Market Share of Preferences</th>
<th>First Preferences</th>
<th>First to Third Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current School Leavers</td>
<td>12.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Non Current School Leavers</td>
<td>15.5%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Total</td>
<td>13.7%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Current School Leavers</td>
<td>5,549</td>
<td>5,767</td>
</tr>
<tr>
<td>Non Current School Leavers</td>
<td>5,426</td>
<td>5,245</td>
</tr>
<tr>
<td>Total</td>
<td>10,975</td>
<td>11,012</td>
</tr>
</tbody>
</table>

(Source: UAC Main Round)

Table 12: UWS Market Share of Greater Western Sydney (GWS) Preferences, UAC Admissions, 2010–2013

<table>
<thead>
<tr>
<th>UWS Market Share of Preferences from GWS</th>
<th>First Preferences</th>
<th>First to Third Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current School Leavers</td>
<td>33.9%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Non Current School Leavers</td>
<td>42.2%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Total</td>
<td>37.7%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Current School Leavers</td>
<td>4,180</td>
<td>4,424</td>
</tr>
<tr>
<td>Non Current School Leavers</td>
<td>4,238</td>
<td>4,035</td>
</tr>
<tr>
<td>Total</td>
<td>8,418</td>
<td>8,459</td>
</tr>
</tbody>
</table>

(Source: UAC Main Round)
APPENDIX 12
UWS GOVERNANCE STRUCTURE

BOARD OF TRUSTEES

BOARD COMMITTEES
- Audit and Risk Management
- Board Standing
- University Infrastructure Committee
- Finance and Investment
- Remuneration and Nominations

FOUNDATION COUNCIL
ABORIGINAL AND TORRES STRAIT ISLANDER COUNCIL

VICE-CHANCELLOR
UWS EXECUTIVE

ACADEMIC SENATE
- Executive
- Education
  - Assessment
  - Bachelor (Honours)
  - Student Experience and Engagement
- Academic Planning and Courses Approvals
  - Curriculum Quality (2)
- Research
- Research Studies
- Senate Academic Appeals and Integrity
- School/Badanami Academic Committees Executive
- School Research and Higher Degrees

Academic
- Schools
- Research Institutes

Administrative
- DVC Corporate Strategy and Services
- DVC Academic Planning
- DVC Research (Interim)
- DVC Education (Interim)

1 2013 data is as at the end of October 2013