

WESTERN SYDNEY
UNIVERSITY



ANNUAL REPORT
2020



The Year in Review

Volume 1





ANNUAL REPORT 2020

Western Sydney University's 2020 Annual Report has been produced in a two-volume set: Volume 1, "The Year in Review", contains statutory reports, while Volume 2, "Financial Statements," contains the financial statements of the University and related entities.

The cost of production of the Annual Report 2020 was \$800.

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

ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of the recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work in their lands (Greater Western Sydney and beyond).

LETTER OF SUBMISSION

30 April 2021

Dear Minister,

The Board of Trustees of Western Sydney University is pleased to submit the Annual Report of the proceedings of the University and its audited Financial Statements for the year ended 31 December 2020, for your presentation to the New South Wales Parliament.

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

Yours sincerely,

Professor Peter Shergold AC
Chancellor

Professor Barney Glover AO
Vice-Chancellor and President

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The Year in Review



Professor Peter Shergold AC
Chancellor



Professor Barney Glover AO
Vice-Chancellor and President

A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR

We are pleased to present the 2020 Annual Report for Western Sydney University.

It was an unprecedented and challenging year for the University and, more broadly, for the region, sector, and globally. The bushfires, floods and the COVID-19 pandemic will continue to shape the University in years to come. In 2020, we also saw the introduction of higher education reform through the Job-ready Graduates package. We are proud of the way the University community demonstrated deep capacity, commitment, resilience and agility in such circumstances. The successful transition to online teaching and learning, delivery of short courses, and student support through a series of new initiatives, including the Student Assistance Fund, highlights the University's outstanding and compassionate response to the pandemic.

Engagement with government and industry intensified throughout the year, with the Job-ready Graduates package and foreign relations just some of the focal points for advocacy, securing positive outcomes related to priority student places and short courses. The recent report on *Looking to the Future: Report of the Review of Senior Secondary Pathways into work, further education and training*, illustrated the importance of the University leading and adapting to sector changes around flexible education pathways. We continued our engagement with our communities through active participation in Universities Australia, Innovative Research Universities, and we joined the NUW Alliance with whom we partner on the multiversity at the new Aerotropolis.

Notwithstanding the challenges, it was a significantly successful year for Western Sydney University. Sustainability and capacity building through diversification of international student markets, partnerships, research collaborations, and funding sources remained key priorities for the University. Major strategic projects, including Western Growth, the new Strategic Plan - *Sustaining Success 2021-2026* - and the University's Decadal Planning, continue to place the University at the forefront of innovation and advancement. The year marked the release of the *Indigenous Strategy 2020-2025* and the development of the HyFlex teaching and learning model, which will assist in shaping the University's future and the 'new normal' in a post-COVID world.

In 2020, the University achieved outstanding success in a number of prestigious national research grants and research fellowships, which lifted our profile. Our growing global recognition and focus on research with international impact was reflected in world rankings. Overall, the University remained in the top two per cent of universities worldwide, improved to 38th in the world for young universities, and was ranked 3rd overall in the Times Higher Education Impact rankings. These proud and notable achievements recognise our standing as a world-class university with a reputation for excellence.

Beyond teaching and research, we undertook the fourth MyVoice staff survey in 2020. Compared to the 2018 survey, this iteration sought to understand how staff adapted to new ways of working and living given the pandemic, and we were pleased with the overall results.

The University's governance arrangements continued to operate strongly. The Board of Trustees and its committees were able to provide a wide diversity of skills, experience and perspectives. Collectively, Board members provided effective strategic guidance and management oversight for the University. Working with the Vice-Chancellor, they have ensured that, beyond the crises of bushfires and pandemic, the long-term vision of the University as an anchor institution of Western Sydney has been maintained.

In conclusion, the University's remarkable achievements throughout the extraordinary year positioned the institution for success. We are confident that despite the challenges that face the University and sector over the next few years, the University will strengthen its position as a higher education leader, ensuring its long-term sustainability in a highly competitive and changing environment.

Professor Peter Shergold AC
Chancellor

Professor Barney Glover AO
Vice-Chancellor and President

FIVE YEARS – KEY STATISTICS

CATEGORY	2016	2017	2018	2019	2020	% CHANGE 2019-20	▼ ▲
NUMBER OF STUDENTS							
TOTAL	44,452	44,797	48,515	49,506	49,266	-0.5%	▼
Female %	55.2%	55.5%	56.4%	56.7%	57.5%	1.5%	▲
Commencing	17,397	17,326	19,469	18,330	17,524	-4.4%	▼
Female %	55.2%	55.3%	57.9%	58.2%	59.2%	1.8%	▲
STUDENT LOAD							
TOTAL	33,293	33,036	35,716	36,764	36,592	-0.5%	▼
Undergraduate	28,078	27,472	29,284	29,921	30,462	1.8%	▲
Postgraduate	4,381	4,760	5,388	5,824	5,562	-4.5%	▼
Other*	834	805	1,044	1,019	568	-44.3%	▼
*Other includes enabling, cross institutional and non-award							
STUDENT LOAD BY FUNDING SOURCE							
TOTAL	33,293	33,036	35,716	36,764	36,592	-0.5%	▼
Commonwealth Supported Places	28,330	27,216	28,558	28,527	28,699	0.6%	▲
Commonwealth Research Training Scheme/Program	559	591	600	636	615	-3.3%	▼
Domestic fee-paying (award and non-award)	792	805	981	1,122	1,109	-1.1%	▼
International fee-paying	3,612	4,425	5,577	6,479	6,169	-4.8%	▼
AWARD COMPLETIONS							
TOTAL	9,191	9,169	9,008	9,515	N/A	5.6%	▲
Undergraduate	7,155	7,047	6,670	6,931	n/a	3.9%	▲
Postgraduate	2,036	2,122	2,338	2,584	n/a	10.5%	▲
Completions are reported following Graduations in the subsequent year. This % Change is based on 2018-19							
STAFF (FULL-TIME EQUIVALENT)							
TOTAL	3,515	3,309	3,388	3,581	3,510	-2.0%	▼
Academic	1,668	1,616	1,675	1,697	1,620	-4.5%	▼
Teaching only	665	696	733	709	632	-10.9%	▼
Teaching and Research	850	770	783	834	860	3.1%	▲
Research only	113	121	126	123	111	-9.6%	▼
Other	41	29	33	30	16	-47.4%	▼
Professional	1,847	1,693	1,713	1,884	1,891	0.3%	▲
2020 includes estimated casual staff based on 2019							
RESEARCH FUNDING (\$'000)							
Australian Competitive Grant income (Category 1) includes ARC, NHMRC & Other	13,748	11,333	13,748	13,557	12,868	-5.1%	▼
Collaborative income (Category 2, 3 and 4)	23,474	14,664	23,474	30,318	29,956	-1.2%	▼
TOTAL HERDC INCOME	37,222	25,998	37,222	43,876	42,825	-2.4%	▼
TOTAL OPERATING REVENUE (\$'000)	774,834	799,105	906,134	900,810	872,157	-3.2%	▼
TOTAL NET ASSETS (\$'000)	1,666,220	1,912,791	2,081,503	2,124,870	2,217,827	4.4%	▲
Totals may not add due to rounding							

Mission, Vision, Values and Beliefs

MISSION

To be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to local and international communities, beginning with the people of Greater Western Sydney.

VISION

To secure success for our students and the Greater Western Sydney region through innovation and discovery in a dynamic and technology-enabled world.

VALUES

- Commitment to our region and communities
- Excellence and quality
- Scholarly rigour and integrity
- Equity and inclusiveness
- Recognition and respect for Aboriginal and Torres Strait Islander peoples and their diverse knowledge systems
- Collegiality and participation
- Academic freedom
- Relevance and responsibility
- Ethics and accountability

BELIEFS

- The primacy of the student experience
- Environmental and social responsibility
- Accountability to the traditional Aboriginal and Torres Strait custodians and owners of the lands we occupy
- A vibrant and inclusive intellectual community
- Opportunity for excellence
- Being connected locally and internationally
- Valuing, developing and rewarding our staff



Charter and Purpose

Western Sydney University is established under the *Western Sydney University Act 1997*. The University operates by this Act and the associated *Western Sydney University By-law 2017*.

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

Section 8(1) of the Act defines the core object of the University as 'the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.'

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

Governance and Management

BOARD OF TRUSTEES MEMBERS

OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor
Professor Barney Glover AO, Vice-Chancellor and President
Professor Alpha Possamai-Inesedy, Chair of Academic Senate

APPOINTED MEMBERS (MINISTERIAL)

Mr Joseph Carrozzi
Ms Elizabeth Dibbs, Deputy Chancellor
Ms Holly Kramer, Pro Chancellor
Dr Linda O'Brien AM, Pro Chancellor

APPOINTED MEMBERS (BOARD)

Ms Carmel Hourigan, Deputy Chancellor, Graduate Member
– resigned 8 October 2020
Mr Peeyush Gupta AM
Ms Georgia Lee
Mr Bob Sahota
Ms Kerry Stubbs, Deputy Chancellor
Ms Gabrielle Trainor, AO
Emeritus Professor, MaryAnn Bin-Sallik, AO

ELECTED MEMBERS

Dr Ben Etherington, Academic Staff
Miss Rose Lewis, Undergraduate Student
Dr David Harland, Professional Staff
Ms Naomi Hastings, Postgraduate Student

BOARD OF TRUSTEES BOARD CHARTER

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

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

The compliance statement of the Board of Trustees, as contained in Appendix 1 of this report.

The number of meetings attended by each member as contained in Appendix 2 of this report.

SUMMARY OF KEY BOARD DELIBERATIONS IN 2020

Key decisions of the Board of Trustees during 2020 included:

- Approval of the University's membership to the NUW Alliance;
- Approval of changes to the Board of Trustees Ethical Framework;
- Approval of the Freedom of Speech Policy;
- Approval of the Delegations of Authority Policy and revised Delegations Schedules;
- Approval of the new Strategic Plan, 2021-2026 Sustaining Success;
- Approval of the protocols for utilisation of investment earnings from the University corpus;
- Approval of the Annual Compliance with the Voluntary Code and TEQSA Corporate Governance Standards;
- Amendments to the Board of Trustees Standing Orders;
- Approval of amendments to Treasury Policies, including the Investment Policy, Foreign Exchange Policy, Interest Rate Risk Policy and Treasury Policy;
- Approval for the introduction of virtual Graduation ceremonies in response to the COVID-19 pandemic;
- Approval of the establishment of the Advisory Council to the Chancellor and Vice-Chancellor;
- Approval for the University to enter into a Management Agreement and a Third-Party Provider Agreement with the Sydney Institute of Business and Technology (SIBT);
- Approval of the revised Foundation Council Charter; and
- Approval for the University to become a member of the NSW Public Institute Ltd.

A key focus of the Board of Trustees in 2020 was the response to the COVID-19 pandemic. The Board held an extraordinary meeting in May 2020 to discuss the University's response and to approve the divestment of Westmead and Hassall Street developments. At its annual strategy day, the Board discussed lessons from the COVID-19 pandemic to see what changes made should be retained post-COVID-19 and what could be learned from the responses of other sectors. The Board also focused on the future framing of the University post-COVID-19 and the next Strategic Plan.

The Board continued to receive regular updates on the University's Western Growth Strategy and approved the following Western Growth initiatives:

- the Werrington redevelopment project;
- variation of the lease of 169 Macquarie Street, Parramatta (the Peter Shergold Building);
- the NSW Police Force Equine and Canine facility at Hawkesbury; and
- the divestment of the Caddens Corner Retail Centre.

The Board also noted the University's deliberations about the course and unit reviews and received reports from Academic Senate about:

- approval of a Charter of Academic Freedom;
- reviews and amendments of academic policies, including the new Student Code of Conduct;
- monitoring of academic standards and integrity;
- the establishment of the Multi-Disciplinary Teaching and Learning Committees (MTALC), and the Academic Senate Policy Committees as new Standing Committees of Senate;
- the review of Membership and Terms of Reference of the Standing Committees of Academic Senate;
- policy variations or suspensions in response to the COVID-19 pandemic; and
- consultation on the Strategic Plan.

BOARD AND COMMITTEE MEMBERSHIP

There were a number of key appointments to the Board in 2020 as follows:

- Mr Peeyush Gupta AM was re-appointed as an external Board-appointed member commencing 14 June 2020.
- Ms Holly Kramer and Dr Linda O'Brien AM were appointed as Pro Chancellors commencing 8 April 2020.
- Ms Natalia Vukolova was appointed as a graduate member commencing 1 January 2021.
- Mr Lee Pinder was appointed as a Board-appointed member commencing 1 January 2021.
- Ms Kerry Stubbs was re-appointed as a Board-appointed member commencing 1 January 2021.

The Board made a number of new appointments and re-appointments to its Audit and Risk Committee, Finance and Investment Committee, University Infrastructure Committee and the Foundation Council.

HONORARY AWARDS AND TITLES

In 2020, the Board conferred the title of Emeritus Professor of the University on:

Professor Kay Anderson
 Professor Sharon Bell AM
 Professor Tony Bennett
 Professor Alan Bensoussan
 Professor Steven Freeland
 Professor Denise Kirkpatrick
 Professor John Macdonald
 Professor Hazel Smith
 Professor Paul Wormell
 Professor Wayne Sawyer (conferred in 2019)
 Professor Anna Yeatman (conferred in 2019)

No other honorary titles or awards were conferred in 2020 as, due to the COVID-19 pandemic, the University did not hold Graduation Ceremonies.

BOARD OF TRUSTEES MEMBERS

OFFICIAL MEMBERS



Professor Peter Shergold
AC, Chancellor



Professor Barney Glover
AO, Vice-Chancellor
and President



Professor Alpha
Possamai-Inesedy, Chair of
Academic Senate

APPOINTED MEMBERS (MINISTERIAL)



Mr Joseph Carrozzi



Ms Elizabeth Dibbs,
Deputy Chancellor



Ms Holly Kramer
Pro Chancellor



Dr Linda O'Brien AM
Pro Chancellor

APPOINTED MEMBERS (BOARD)



Emeritus Professor
MaryAnn Bin-Sallik AO



Ms Carmel Hourigan,
Deputy Chancellor
Graduate Member



Mr Peeyush Gupta AM



Ms Georgia Lee



Mr Bob Sahota



Ms Kerry Stubbs,
Deputy Chancellor



Ms Gabrielle Trainor AO

ELECTED MEMBERS



Dr Ben Etherington,
Academic Staff



Dr David Harland,
Professional Staff



Ms Naomi Hastings,
Postgraduate Student



Miss Rose Lewis,
Undergraduate Student

Governance and Management

ACADEMIC SENATE

Established under the *Western Sydney University Act 1997*, Academic Senate is the University's peak forum for academic debate and discourse, the primary custodian of academic values and standards for the University, and a standing committee of the Board of Trustees. Its responsibilities include promoting and monitoring academic quality, standards and values; advising the Board and Vice-Chancellor on academic matters; deciding academic policy and approving related procedures; accrediting and approving courses, programs and units; and promoting the quality and development of research in the University. It exercises and oversees a wide range of delegations and responsibilities through its standing committees at the University, School and University Research Institute levels. Academic Senate's Work Plan aligns with the University's strategic risk register and *Securing Success Strategic Plan 2015 - 2020* and sets out the main priorities for Senate's activities, taking account of its role and terms of reference, and the national *Higher Education Standards Framework*.

ACTIVITIES IN 2020

An external review of Academic Senate commenced in November 2018 to evaluate the Senate's compliance with Standard 6.3 of the *Higher Education Standards Framework (HESF) (Threshold Standards) 2015*. This review was intended to satisfy the requirement under Standard 6.1.3(d) for a periodic independent review of academic governance processes with a further aim of determining best practice and to provide recommendations for improvement where necessary. As a result of the external review, the Terms of Reference for standing Committees of Academic Senate were revised and implemented from 1 January 2020. A *Multi-Disciplinary Teaching and Learning Committee* (MTALC) was introduced for each Cluster to act as an advisory board to each School's Academic Committee. Members of Academic Senate Standing Committees have been invited to participate in a survey to inform any changes made to the composition of the Committees in 2021.

The Board of Trustees amended Parts C (additional definitions) and E of the *Delegations of Authority Policy* to delegate authority to the Chair of Academic Senate to temporarily suspend or vary policies and procedures approved by Academic Senate in response to COVID-19. This enabled the Academic Senate to respond flexibly to policy matters that arose as a result of COVID-19 while operating within its policy framework and in accordance with the *Tertiary*

Education Quality Standards Agency (TEQSA) requirements. The following policies were temporarily varied or had clauses suspended as a result of COVID-19: *Unit Outline and Learning Guides Policy*, *Special Consideration Policy*, *Progression Policy*, *Graduation in Absentia Policy*, *Examinations Policy*, *Course and Unit Approvals Policy*.

Standard 6.3. of the HESF stipulates that 'students have opportunities to participate in academic governance'. In 2019, a student report was added as a standing item onto the agenda to facilitate student engagement and involvement at Senate. The Chair meets with the student members prior to Senate meetings, and student members are encouraged to engage with members of the University to discuss feedback from their cohorts.

To further ensure the broadening of contribution to academic governance, the Chair introduced 'Questions on Notice' as a standing item on the agenda. Members of the University are invited to submit questions that fall within the scope of the Academic Senate Terms of Reference to the Chair, and these questions will be reviewed and responded to.

At each meeting of Academic Senate, several items are standing agenda items, including the student report and policy variations. Senate notes reports from the *Academic Planning and Courses Approvals Committee* and approves recommendations contained therein. Senate or its standing committees, under delegation, also approve variations to courses, specialisations and units. Academic Senate continues to review and streamline the University's academic policies and procedures, ensuring that they are student-centred and aligned with the Higher Education Standards Framework. Highlights from 2020 include the approval of the *Courses and Units Approvals Policy and Procedures*, endorsement of the *Freedom of Speech Policy* and the introduction of the *Academic Senate Policy Committee*. Academic Senate provided significant feedback for the *Sustaining Success Strategic Plan 2021 - 2026*. Under the *Scholarships for Undergraduate Policy*, the Academic Senate approved the offering and selection criteria for undergraduate scholarships. A number of Posthumous Awards were noted during this time under the *Posthumous Awards and Aegrotat Grades Policy*.

The Chair of Academic Senate did not convene any student progression appeals panels in 2020 as the *Progression, and Unsatisfactory Academic Progress Policy* was varied as a result of COVID-19 to prevent students from being excluded for poor academic performance during the pandemic.

Students with poor academic performance were placed on conditional enrolment and referred to the Western Success program. In Autumn, there were 17 student progression appeals determined.

The Senate Executive Committee meets for the identification of issues requiring attention by the Senate, ensuring the preparation of appropriate draft proposals and recommendations, together with supporting documentation, for consideration by Senate or its standing committees. This Committee can also, where expedient and not contrary to policies, determine urgent matters within the jurisdiction of Senate, which arise between meetings of Senate and report the action taken to the Senate for ratification. Finally, it considers and determines any matters referred to it by the Senate, or by the Chair of Academic Senate, or, where urgency is required, by Senate's other committees.

The Senate Executive Committee met in March to determine items of business and interest for future Academic Senate agendas; the Committee also conducted business electronically for the purpose of urgent approvals on course proposals and variations.

Professor Alpha Possamai-Inesedy was elected for a two-year term of appointment that will conclude on 31 December 2021. Dr Kate Huppertz was elected as Deputy Chair for a two-year term, with her term concluding on 31 December 2021.

Governance and Management

ACADEMIC SENATE MEMBERSHIP (as of 14 December 2020)

EX-OFFICIO

- Professor Barney Glover AO, Vice-Chancellor and President
- Professor Scott Bowman AO, Senior Deputy Vice-Chancellor
- Professor Simon Barrie, Deputy Vice-Chancellor and Vice-President (Academic)
- Professor Deborah Sweeney, Deputy Vice-Chancellor and Vice President (Research, Enterprise & International)
- Professor Michelle Trudgett, Pro Vice-Chancellor (Aboriginal and Torres Strait Islander Education, Strategy and Consultation)
- Associate Professor Si Bedford, Pro Vice-Chancellor (Learning Transformations)
- Associate Professor Linda Taylor, Pro Vice-Chancellor (International)
- Professor Kevin Dunn, Pro Vice-Chancellor (Research)
- Vacant, Dean, School of the Built Environment
- Professor Amir Mahmood, Dean, School of Business
- Professor Simeon Simoff, Dean, School of Computer, Data and Mathematical Sciences
- Professor Michele Simons, Dean, School of Education
- Professor Mikhail (Mike) Kagioglou, Dean, School of Engineering
- Professor Peter Hutchings, Dean, School of Humanities and Communication Arts
- Professor Anna Cody, Dean, School of Law
- Professor Annemarie Hennessy, Dean, School of Medicine
- Associate Professor Deborah Hatcher, Dean, School of Nursing and Midwifery
- Professor Tanya Meade, Dean, School of Psychology
- Professor Eileen McLaughlin, Dean, School of Health Sciences
- Professor Gregory Kolt, Dean, School of Health Sciences
- Professor Brian Stout, Dean, School of Social Sciences
- Professor Caroline Smith, Dean, Graduate Studies (Policy and Innovation)
- Mr Michael Burgess, Chief Student Experience Officer
- Professor Kate Stevens, Pro Vice-Chancellor (Science, Teaching, Engineering and Mathematics Cluster)

- Ms Nicolene Murdoch, Chief Executive Officer, Western Sydney University, The College
- Professor Heather Horst, Director, University Research Institute
- Ms Lizette DeLacy, Director, Student Administration
- Mr Pete Maggs, Director of Library Services

ELECTED

(Term to 31 December 2021, unless otherwise indicated)

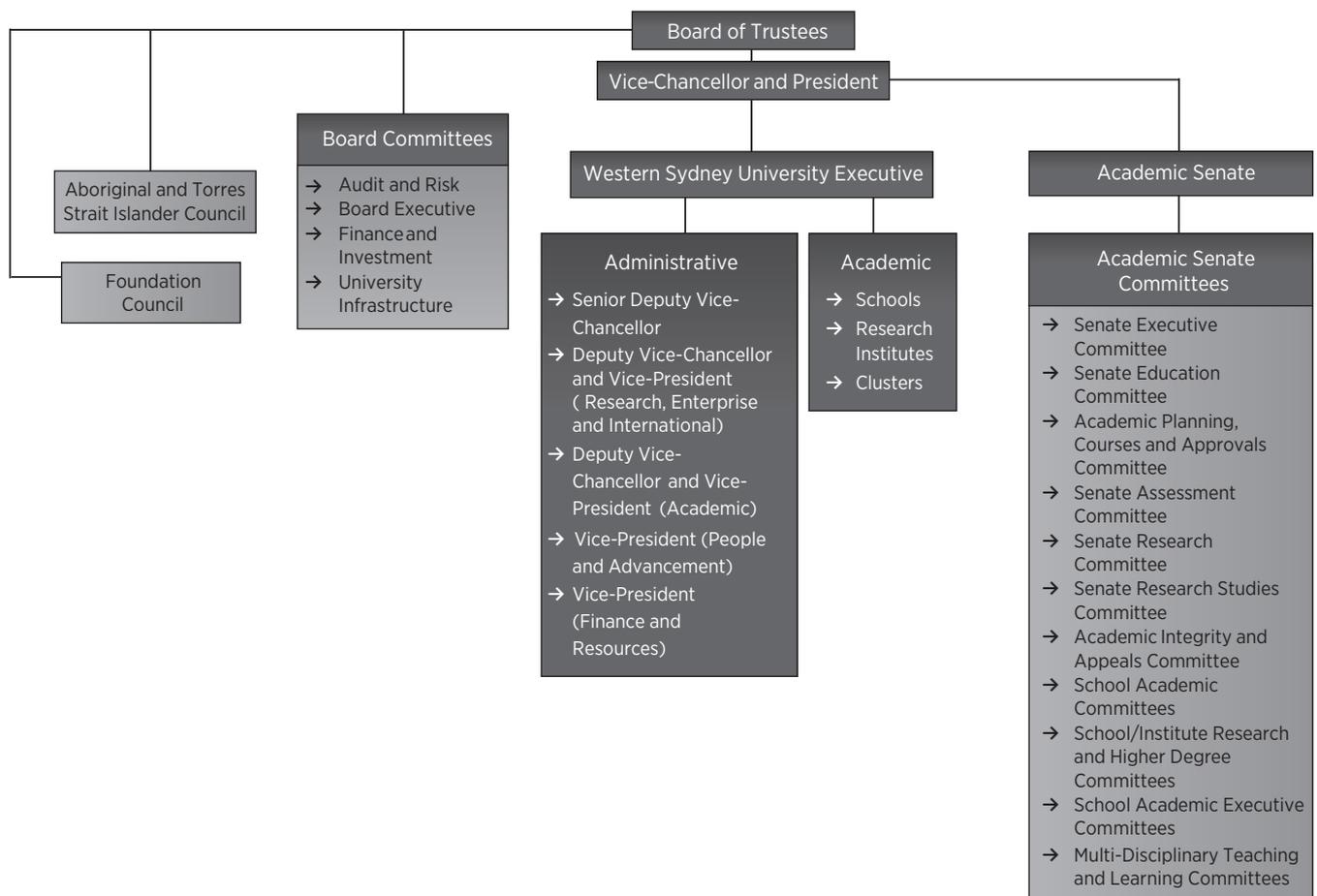
- Associate Professor Alpha Possamai-Inesedy, Chair, Academic Senate
- Associate Professor Kate Huppertz, Deputy Chair, Academic Senate
- Dr Robert Osei-Kyei, Academic Staff, School of the Built Environment (Level A, B or C)
- Associate Professor Mary Hardie, Academic Staff, School of the Built Environment (Level D or E)
- Dr Peter Humphreys, Academic Staff, School of Business (Level A, B or C)
- Professor Suzan Burton, Academic Staff, School of Business (Level D or E)
- Dr Kenan Matawie, Academic Staff, School of Computer, Data and Mathematical Science (Level A, B or C)
- Associate Professor Ana Hol, Academic Staff, School of Computer, Data and Mathematical Science (Level D or E)
- Dr Annette Sarton, Academic Staff, School of Education (Level A, B or C)
- Associate Professor Jacqueline Ullman, Academic Staff, School of Education (Level D or E)
- Dr Ranjith Liyanapathirana, Academic Staff, School of Engineering (Level A, B or C)
- Associate Professor Samantha Liyanapathirana, Academic Staff, School of Engineering (Level D or E)
- Dr Caterina Tannous, Academic Staff, School of Health Sciences (Level A, B or C)
- Associate Professor Simon Green, Academic Staff, School of Health Sciences (Level D or E)
- Dr Margarite Poulos, Academic Staff, School of Humanities and Communication Arts (Level A, B or C)
- Associate Professor Christopher Peterson, Academic Staff, School of Humanities and Communication Arts (Level D or E)
- Dr Ludmilla Robinson, Academic Staff, School of Law (Level A, B or C)
- Professor Catherine Renshaw, Academic Staff, School of Law (Level D or E)
- Dr Steven Trankle, Academic Staff, School of Medicine (Level A, B or C)
- Professor Andrew Page, Academic Staff, School of Medicine (Level D or E)
- Leanne Hunt, Academic Staff, School of Nursing and Midwifery (Level A, B or C)
- Professor Yenna Salamonsen, Academic Staff, School of Nursing and Midwifery (Level D or E)
- Dr Martin Daly, Academic Staff, School of Psychology (Level A, B or C)
- Associate Professor Michael Page, Academic Staff, School of Psychology (Level D or E)
- Dr Maggie Davidson, Academic Staff, School of Science (Level A, B or C)
- Associate Professor Liza Cubeddu, Academic Staff, School of Science (Level D or E)
- Dr Ana Rodas, Academic Staff, School of Social Sciences (Level A, B or C)
- Associate Professor Karen Soldatic, Academic Staff, School of Social Sciences (Level D or E)
- Associate Professor Mathias Boer, Academic Staff, University Research Institutes
- Ms Rosina Armstrong-Mensah, 1 of 2 Undergraduate Students (to 31 May 2021)
- Ms Hollie Hammond, 2 of 2 Undergraduate Students (to 31 May 2021)
- Ms Elif Sakiz, 1 of 2 Postgraduate Students (to 31 May 2022)
- Mr Khandakar Farid Uddin, 2 of 2 Postgraduate Students (to 31 May 2022)
- Ms Jessie Robinson, Aboriginal and/or Torres Strait Islander Student
- Ms Khulan Khurelbaatar, International student
- Vacant, one student representing Disability matters.

APPOINTED

- Professor Zhong Tao, Centre for Infrastructure Engineering
- Professor Janice Aldrich-Wright

WESTERN SYDNEY UNIVERSITY GOVERNANCE STRUCTURE

AS AT DECEMBER 2020



Governance and Management

PRINCIPAL OFFICERS OF THE UNIVERSITY

as at 30 December 2020

CHANCELLOR

Professor Peter Shergold

- PhD, London School of Economics and Political Science, UK
- MA, University of Illinois, USA
- BA (Hons), University of Hull, UK
- Companion of the Order of Australia (AC)
- Fellow of the Academy of Social Sciences in Australia
- Hon. Litt.D., UNSW
- Fellow of the Royal Society of NSW (FRSN)

VICE-CHANCELLOR AND PRESIDENT

Professor Barney Glover

- PhD, University of Melbourne
- MSc, University of Melbourne
- BSc (Hons), University of Melbourne
- DipEd, University of Melbourne
- Officer of the Order of Australia (AO)
- Fellow of the Royal Society of NSW (FRSN)
- Fellow of the Australian Academy of Technology and Engineering (FTSE)
- Member of the Australian Institute of Company Directors (MAICD)

SENIOR DEPUTY VICE-CHANCELLOR

Emeritus Professor Denise Kirkpatrick (departed September 2020)

- PhD, Edith Cowan University
- MEd, University of Western Australia
- BEd, Western Australian College of Advanced Education
- DipTeaching, Western Australian College of Advanced Education

SENIOR DEPUTY VICE-CHANCELLOR

Emeritus Professor Scott Bowman (from September 2020)

- PhD, Open University UK
- MBA, University of the Sunshine Coast
- MA, Guild Hall University, UK
- Further Adult Education Teachers Certificate, Tottenham College of Further Education, UK
- Higher Diploma of the College of Radiographers, Guy's Hospital Radiography Education Centre, UK
- Diploma, College of Radiographs, Northampton School of Radiography, UK
- Officer of the Order of Australia (AO)

DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (ACADEMIC)

Professor Simon Barrie

- PhD, University of Technology, Sydney
- Bachelor of Applied Science (Hons), Curtin University

DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (RESEARCH, ENTERPRISE AND INTERNATIONAL)

Professor Deborah Sweeney

- PhD, University of New South Wales
- Bachelor of Optometry, University of New South Wales
- Graduate of the Australian Institute of Company Directors (GAICD)

VICE-PRESIDENT (FINANCE AND RESOURCES)

Mr Peter Pickering

- Bachelor of Commerce (Hons), University of Newcastle
- DipCM, AGSM
- Fellow of the Certified Public Accountants of Australia (FCPA)
- Fellow of the Chartered Institute of Secretaries and Administrators (FCIS)
- Fellow of the Australian Institute of Company Directors (FAICD)
- Fellow of the Governance Institute of Australia (FGIA)

VICE-PRESIDENT (PEOPLE AND ADVANCEMENT) AND REGISTRAR

Mr Angelo Kourtis

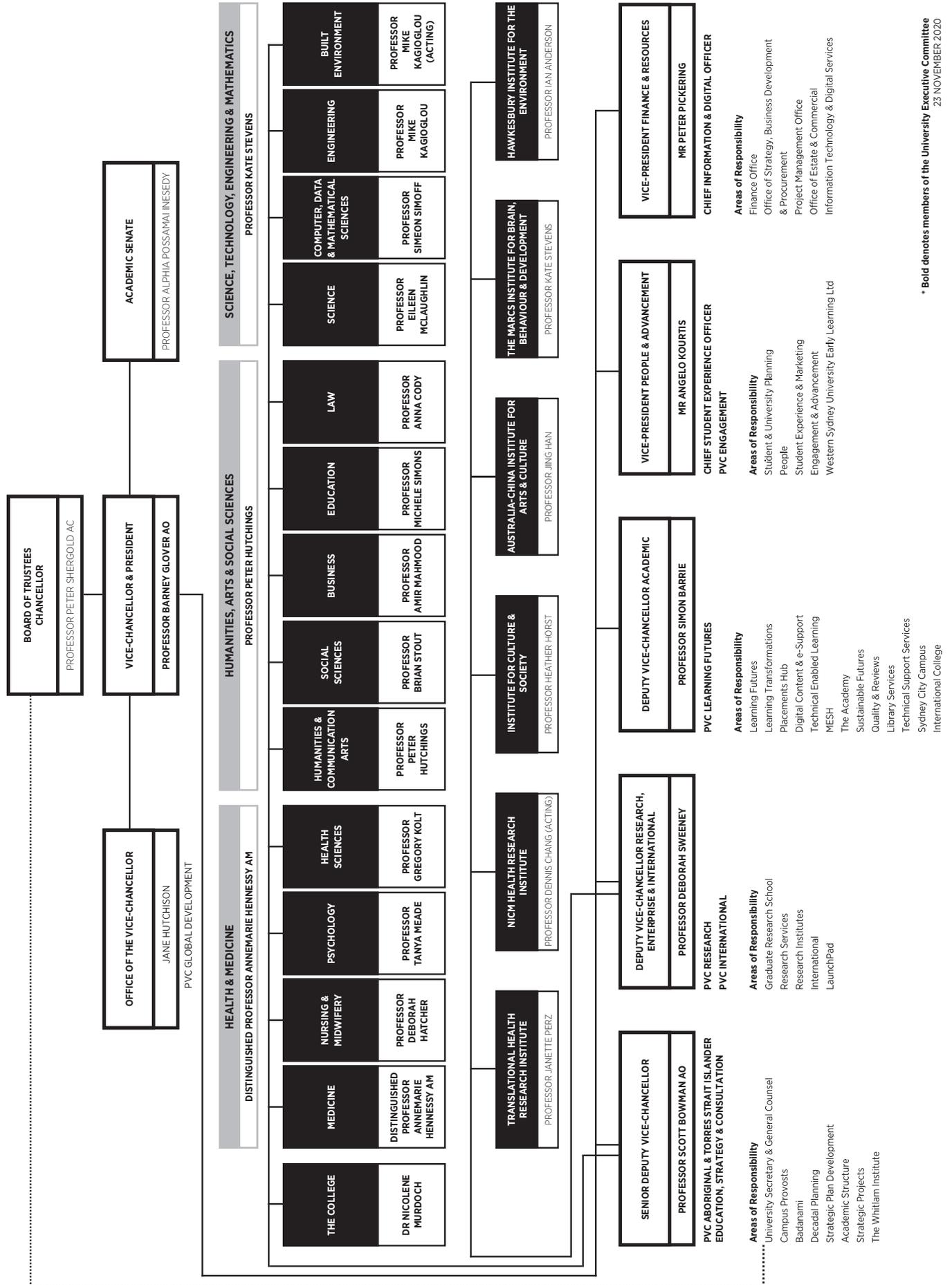
- BA, University of Western Sydney

CHAIR OF THE ACADEMIC SENATE

Professor Alpha Possamai-Inesedy

- PhD, University of Western Sydney
- Ba (Hons) University of Western Sydney
- President of the Australian Sociological Association
- Member of the International Sociological Association
- Member of the Society for the Scientific Study of Religion
- Member of the Association for Studies of Religion

WESTERN SYDNEY UNIVERSITY ORGANISATIONAL STRUCTURE (23 NOVEMBER 2020)



* **Bold** denotes members of the University Executive Committee
23 NOVEMBER 2020

Summary Review of Operations: Division of Finance and Resources

FINANCE AND RESOURCES

OVERVIEW

The Division of Finance and Resources provides strategic direction and oversight on the University's financial activities, including financial and operational planning, managing commercial relationships, utilisation of building and land assets, information technology and digital services, and strategic project delivery and improvement. The Division is focused on enhancing the University's enterprise service, efficiency and commercial success through implementing leading technology and digital solutions, enhancing project management capability, developing strategic business development opportunities, applying strategic sourcing solutions and embedding University-wide business transformation and capital management solutions.

Located at the Hawkesbury campus in Richmond NSW, the Division underpins the University's success by enabling core business support functionality and developing innovative solutions to allow the University's fiscal, commercial, and operational model to evolve and continue to be leading edge. The five Business Units within the Division: Information Technology and Digital Services; Office of Estate and Commercial; Office of Finance Operations; Office of Strategic Project Implementation and Improvement and the; Office of Strategy, Business Development and Procurement, work together to cohesively deliver their portfolio of services, which are directed and overseen by the Office of the Vice-President, Finance and Resources.

Key programs and initiatives driven by the Division of Finance and Resources provide the platform for the University to emerge as a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research, and service to local and international communities, beginning with the people of Greater Western Sydney.

The Division has created and adopted new and innovative economic place making and technological models as well as embracing various alternative finance sources through third-party industry partnerships. This

approach has provided the University with the opportunity to move beyond the sector's traditional borrowing model of large debt accumulation to minimise risk exposure through co-ownership of developments. This has enhanced the mobility between fixed and variable cost arrangements more suitable to the University's requirements. This resulted in enhancements to the student experience through new technology-rich learning environments and flexible, high-amenity facilities in convenient and accessible CBD locations whilst preserving the heritage of our extended footprint.

Overall, the Vice-President (Finance and Resources) and his team sponsor a series of initiatives across the Division, ensuring the University achieve optimal financial and commercial sustainability into the future.

ESTATE AND COMMERCIAL

Environmental Sustainability

In 2020, the Environmental Sustainability team established the Environmental Sustainability Action Plan (ESAP), reflecting key themes of activity and related UN Sustainable Development Goals. The team's efforts were recognised through the 2020 TEFMA Institution of the Year for the Hawkesbury campus, Highly Commended in the Student Engagement category of the Green Gown Awards Australasia, and Highly Commended for the Vice-Chancellor's Excellence Awards for University Engagement and Sustainability.

Sustainable energy initiatives include developing a Sustainable Energy Strategy, informing targets for renewables and carbon neutrality in the University's Strategic Plan, Sustaining Success 2021-2026. A pro-active rollout program of solar initiatives, including installing a pilot solar carpark structure at the Kingswood campus, planning towards the modular rollout of a carpark and rooftop PV on the Parramatta South and Campbelltown campuses, and a solar farm at the Hawkesbury campus.

A broad range of sustainability initiatives are progressing, including the continued development of resilience planning for climate change risks and the Hawkesbury Bushfire Unit's operation. Steps towards

establishing a Biodiversity Stewardship Site on the Hawkesbury campus have progressed with the estate planning team and the NSW Biodiversity Conservation Trust. This includes management of the Hawkesbury Farm as a commercial best practice demonstration of regenerative peri-urban agriculture and as a teaching resource for the School of Science's new Sustainable Agriculture program and the developing STEM school. Social and corporate responsibility initiatives have included the development of a draft Towards Zero Plastics Strategy.

Campus-based living labs are at the core of engagement strategy across all themes of the ESAP, with developing initiatives including IoT, building modelling with Engineering and library staff, and future opportunities with Health Sciences. Particular Living Lab opportunities include kangaroo management and links with the regional Resilient Healthcare Working Group.

As well as these sustainability initiatives, Environmental Sustainability has supported ongoing reporting requirements and business continuity during COVID-19. Reporting has included Western's mandatory National Greenhouse and Energy Reporting (NGER) and the Times Higher Education Impact Rankings, developing data governance and infographics strategies. Business continuity during COVID-19 has been supported through mail redirections to Business Units and continuing operational requirements for the Hawkesbury Farm.

Western Growth

Western Growth is one of the Division's and the University's high priority strategic programs. It was developed in line with the University's vision "To secure success for our students and the Greater Western Sydney region through innovation and discovery in a dynamic and technology-enabled world". Western Growth aims to provide opportunities for the highest-quality learning and world-class research expertise in Western Sydney.

Western Growth continues to provide the platform for Western Sydney University to emerge as a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to local and international

communities, beginning with the people of Greater Western Sydney. Western Growth aims explicitly to respond to the changing requirements of Western Sydney for decades to come.

Western Growth aims to significantly improve educational outcomes and research within Australia's fastest-growing region and enable the University to further strengthen its competitive positioning within the Western Sydney investment, innovation and growth corridor. Through these activities, Western is increasing its accessibility and, therefore, attractiveness to domestic students.

A core pillar of Western Growth is the financial stability it provides the University through the repurposing of non-core campus sites. It has significantly enhanced financial sustainability and is providing further funds for learning, teaching and research.

Western Growth involves the optimal utilisation of current infrastructure, including the adaptive reuse of buildings to satisfy space demands arising from projected growth. Careful consideration of the best use of campus and estate assets presents potential development opportunities. To support these development works, Western may borrow funds to invest, create new revenue streams and maximise future financial returns on assets and investments. Ultimately, this will facilitate greater ongoing investment in Western's core learning, teaching and research imperatives.

Western Growth will also be leveraged to crystallise forward cash flows and returns considering the financial challenges that the University will experience over the next few years. With significant returns received to date or currently committed under contract, including the divestment arrangements of Westmead Innovation Quarter, 6 Hassall Street and Caddens Corner Retail Centre development projects, Western Growth is in a prime position to underpin the financial resilience of the University. The Division of Finance and Resources continues to operate to ensure leadership and cross-university coordination of the Western Growth Program, including strategy, development, governance, planning and execution.

Infrastructure Resilience Planning and Disaster Recovery

The Division of Finance and Resources through the Office of Estate and Commercial is developing a strategic plan for space utilisation to build resilience and support flexibility, productivity, safety and well-being of students, staff and visitors to campus post-COVID-19. This strategic plan will expand on recently implemented policies for flexible curriculum delivery to students and flexible work for staff. This initiative will also deliver improvements to data analytics for space planning and management.

A Strategic Asset Management Plan (SAMP) is being developed to provide a strategic and policy framework for the entire infrastructure portfolio (excluding information technology) with specific reference to its core owned and operated campuses at Hawkesbury, Campbelltown, Penrith, Parramatta South, Bankstown and Werrington. The SAMP will provide a 10+ year policy and directional framework for the management, operation, development and maintenance of infrastructure and surrounds to meet the University's needs and asset portfolio. Integral to the framework is resilience and disaster planning reflective of the University's ability to manage infrastructure development, management and operations during periods of stress.

All major facility management contracts have been reviewed and will continue to be updated over the following three years to reflect increased flexibility in responding to significant positional and financial changes to the University. A three-year timetable of major contract procurement activities is being established to progressively assess the effectiveness and flexibility of facility management contracts so as to be more nimble in periods of flux.

STRATEGY, BUSINESS DEVELOPMENT AND PROCUREMENT

Penrith Sustainable Innovation Community (formerly Werrington Living Labs)

Western Sydney University plans to establish and deliver a sustainable, liveable and resilient community transforming Western Sydney and leveraging our Penrith

Precinct redevelopment. Leveraging this redevelopment will expand research and academic offerings, act as a local focal point for addressing community concerns, and provide a focal point for broader global application. The precinct will be a 'knowledge network' linked with the other Western Sydney University campuses and form a gateway to the Aerotropolis, an exemplar for transdisciplinary learning for education, research, innovation and commercialisation, supporting a healthy and sustainable community.

An opportunity exists for Western Sydney University to differentiate its research and academic offerings and facilitate a transformational step change to the Penrith community. Further, it is an opportunity to harness and profile the deep, cross-disciplinary research capabilities at Western Sydney University to achieve meaningful social and academic impacts.

The Penrith Precinct vision is to reshape the existing campus into a new urban scale precinct where people live, work, and learn in a community with high amenity and connectivity. This will entail the growth and expansion of the Penrith Precinct and integration with the broader Quarter Penrith Health and Education cluster, part of the more comprehensive Western Growth Program.

This transformative integration into the Penrith Precinct can perhaps best be exemplified by leveraging current University 'Living Lab' initiatives. Such initiatives include water recycling and reuse under Peri-Urban landscape management, Energy Efficient Monitoring and Modelling in the School of Engineering, and the student-led horticultural gardens in the School of Science.

The principle of vertical education and lifelong learning underpinning the Sustainable Innovation Community will deliver industry-engaged research and education on a practical and ongoing basis.

While significantly grounded in the Western Sydney experience and circumstances, Western's researchers are already linked to and practice in national and international contexts. The initiative will amplify those links and Western Sydney University's national and international profile. It is an enabler to showcase the University's research on

Division of Finance and Resources

a life-size scale, leading the formulation of pragmatic and tangible problem solving to issues that modern and emerging cities face.

AgriPark Precinct

The Hawkesbury precinct leverages industry, teaching and research innovation in agriculture and horticulture located at the Hawkesbury campus. Developing intensive, high-yield, sustainable, technology interfaced commercial agricultural practice to provide a continuum between teaching, research, innovation and commercial activation is the core focus.

The AgriPark will integrate within the broader Western Sydney Innovation Corridor and be an essential catalyst and contributor to the Hawkesbury Local Government Area strategy. Building upon the Hawkesbury brand and regional character, to align with the council and regional development opportunities, it will provide a 'proof of concept' in advance of the 'Fresh Food Precinct' implementation at the Aerotropolis. The AgriPark will unlock growth opportunities for the Western Sydney region by capitalising on Sydney's first 24/7 international airport and the Federal and State Governments commitment to major infrastructure developments. It will focus on multi-disciplinary research, academic and commercial initiatives aligned with the Western City and Aerotropolis Authority (WCAA) and the NSW Department of Primary Industries pillars (intensive production, logistics, food & pharma and food & innovation).

Strengthening Australia's high-tech food production and domestic supply chain capacity is a heightened priority in the face of a rapidly changing international risk profile. Equally, promoting agriculture as a central industry-attraction and employment priority of the Western Sydney City Deal is of renewed importance in overcoming the profound labour-market and economic dislocation associated with COVID-19.

Drawing on the world-leading research in protected-cropping conducted at its 1,200 sqm research facility seeks to establish a Peri-Urban research focus at the Hawkesbury campus. Attracting industry partners in peri-urban farming techniques is in progress to expand the precinct to include ancillary

industry elements leading to a showcase site. State-of-the-art technology to realise globally competitive production and logistics efficiencies is a key focus.

The research, production and logistics elements of the proposal present an unrivalled education and training opportunity in a key industry sector for Australia. The initiative would bring together students from both Richmond TAFE and Western Sydney University. The industry and educational clustering will generate substantial employment and industry growth in a sector vitally important to ensuring Australia's food and supply-chain productivity and security. It delivers a skilled workforce and, importantly, offers reskilling opportunities for displaced workers in the current environment.

Culture, Capability and Capacity

A key focus of the Division is ensuring that the right culture is in place to foster resilience and success. Adopting a flexible, innovative, change resilient and team orientated culture is critical. A program of initiatives will focus on building a sustainable 'one team' culture across the Division and developing the foundations of the future workforce capabilities and focus. Leveraging learnings from 2020 and the values determined by Western Sydney University's Sustaining Success strategy, the Division is focused on ensuring the development of skills and behaviours appropriate for the future.

Strategic Procurement Transformation

The streamlining of processes and design of the new Strategic Procurement WesternNow portal digitalises forms and templates and enhances ease of use and compliance. Updates to the Procurement Policy to be implemented in early 2021 will complement these advancements. A focus on improvements and a close review of the procure to pay process has resulted in an uplift in procurement compliance during 2020, to be further accelerated in 2021. With the renewed Procurement Policy and the continued adoption to WesternNow, both the requesting and fulfilling elements of traditional procurement activity will be refined, with greater understanding, efficiency and ease of progression, whilst continuing to adhere to government policy and regulation.

Sustainability and Resilience Decadal Strategy

With the University's Sustainability and Resilience Decadal Strategy (SRDS) developed in 2020 and due to be publicised in early 2021, the Division has been working closely with a cross Division working group to support the progression and advancement of the WSU's sustainability and resilience agenda. Further development of actions towards meeting the SRDS objectives will be developed and embedded in operations and initiatives during 2021.

Built in to and outlined in both past and future strategic plans, the University's commitment to Sustainability and Environmental Planning when conducting its operations remains a major priority.

INFORMATION TECHNOLOGY AND DIGITAL SERVICES

Technology Roadmap

A Technology Roadmap was developed to create an overarching plan underpinning information technology and digital services investment decisions for the next two to four years. Planning was conducted from September to December 2019 and included extensive consultation with diverse stakeholder groups across the University, providing a profile of future demands in the short to medium term. This methodology has been maintained and refined throughout 2020 and adjusted to cater for pandemic-induced changes. The reference model developed contains different categories aligned with how the Office of Information Technology and Digital Services and other University stakeholders view the capabilities, aligned with general information technology industry categories.

Underpinning themes of the Technology Roadmap reflect the strategic intent of the Division, with any anticipated investment guided by the roadmap to align with one or more of the below themes:

→ *Simplification* – the reduction of vendors, point solutions and complexity to reduce management and maintenance overhead. Buying power with key vendors can additionally be leveraged due to the economies of scale achieved;

- *Risk reduction* – by transitioning from ageing or poorly architected systems that are reaching the end of life or dated solutions that fail to match business requirements, the risk to core business activities can be reduced;
- *User delight* – technology is ingrained in students' lives and students' experiences that match or better what they can get at home. All solutions the University invests in should provide a "delight factor", including being mobile-first, simple to use, and with outstanding user experience;
- *Move to Cloud* – Western Sydney University has committed to moving all systems to a hosted, off-premises Cloud architecture where possible. This commitment reduces substantial future capital investment, shifting costs to a more flexible expenditure model. Also, the need to maintain core hardware and data centre infrastructure is reduced whilst enabling scalability of services;
- *Improve efficiency* – building the use of automated techniques to reduce the existing manual intervention required by staff through the use of new automation tools and the empowerment of users to help and train themselves; and
- *Strengthen the core* – building up, maturing or investing in an important, strategic capability or core system that will be fundamental to delivering technology projects and core offerings to staff and students throughout the University.

Cyber Security Strategy and Plan

In early 2019 an updated Cyber-Security Strategy and Plan was developed and endorsed. It was developed based on the NSW Government's Cyber-Security Strategy and proposed core objectives across the domains of lead, prepare, prevent, detect, respond and recover.

The Cyber-Security Strategy and Plan seeks to balance the risks and the operational costs associated with keeping the University's digital assets safe and focuses on high priority actions that are realistic and achievable. The Plan recognises the improvements that have already been done or are underway and identifies what actions need to be taken in a staged fashion over the next several years.

In 2020, the move to working from home was a significant implication of COVID-19, bringing about a major surge in the possibility of Cyber Security threats. With these threats was the need to adopt greater resources towards securing the University's online presence. This is set to continue into 2021 as the University engages in more formalised Flexible Working Arrangements whilst the prevalence of sophisticated cyber threats increases.

Student Management System

The implementation of the new Ellucian Banner, Student Management System (SMS) continues to gain momentum and build confidence towards the 4 October 2021 implementation date, in partnership with key stakeholders from across the University. This new solution will provide the University with greater flexibility and toolsets to quickly adapt to the changing landscape of higher education practices and organisational and strategic objectives.

As a result of COVID-19, the program implementation date has moved several times. Whilst these were tactical decisions in response to unforeseen events, it has also allowed further development and enhancements to be delivered at 'Go-Live'. The SMS Project continues to monitor organisational changes, university policies, and new government reporting requirements to ensure that all changes are included and incorporated into the solution.

Research Management Solution

Over the last two years, the Office of Information Technology and Digital Services, in conjunction with the Office of Research Services, has conducted an open tender market exercise to identify a preferred Research Management Solution that meets the University's needs and aspirations.

Western Sydney University recognises the need to have an integrated and comprehensive research management solution, drawing together all research facets into a tightly managed ecosystem to support its research aspirations. This will assist in optimising research practices and processes, improving administrative functionality and reporting capability.

STRATEGIC PROJECT IMPLEMENTATION AND IMPROVEMENT

Enterprise Service Management

The digital transformation of University services has been significantly advanced by the Enterprise Service Management (ESM) Program. Following commencement in late 2019, the program has established ServiceNow (branded as WesternNow) as the underpinning platform for workflow management across the University. It will deliver significant productivity and experience benefits to both staff and students. The core streams in the first phase include Human Resources, Student Experience, Marketing and Communication, the Academic Division, Project Management, Strategic Procurement, Estate and Commercial and Finance.

The key mechanisms for productivity will include elimination/automation of transactional activities, facilitation of increased self-service, digital workflows, standardised processes and ways of working, and will enable transformed operating models. 2021 will see the rollout of future phases of WesternNow, gradually allowing a formal transition to the newer and more efficient operating processes while ensuring minimal disruption to traditional business functions.

FINANCE

Financial Integrity and Compliance

A key area of responsibility is to ensure the University's financial integrity and compliance obligations are met at a high standard, including the achievement of annual unqualified financial statements. The Office of Finance is responsible for the University's financial stewardship in all functional areas of the finance portfolio (Financial Services and Governance, Management Accounting, Financial Accounting, Corporate Finance and Treasury), together with ongoing financial controls and governance. Financial processes and systems are established to ensure delegated authority, allocated by the Board of Trustees, is adhered to throughout all financial transactions and regular financial forecasting and reporting to inform the operations of the University of their financial performance to approved budget parameters.

Division of Finance and Resources

Endowment Fund – Management of Corpus

To ensure the proceeds from Western Growth (and other significant commercial activities) are utilised for the University's long-term interests, the management of the University Endowment is essential. The University Endowment remains closely aligned with the strategic priorities within the new Strategic Plan, facilitating sound financial security and enhancing prospects for further and more meaningful development, not only beyond a challenging 2020 but for long-term University-wide advancement.

While the University has reduced its cost base through the Shared Services program and will increase the University Endowment through Western Growth, strategic funding to areas that improve its reputation and student experience to deliver either revenue or cost curve improvements is a priority. It is the strategic ambition of the Division that the Endowment Fund will help facilitate this University-wide advancement for years to come.

Responsible Investment – Financial Stewardship

A challenging and consistent task for the Finance Team in 2020 was managing the University's financials through COVID-19, with an ever-present demand to provide the most up-to-date and accurate financial information. High levels of liquidity were secured for the challenging years ahead, ensuring that many of the extra activities and objectives for the years immediately following 2020 could continue as planned and not inhibit the University's plans, despite the challenging conditions of the time.

In December 2020, Western Sydney University issued a seven-year Medium Term Note for \$200m, maturing in December 2027. This longer-term funding will be used to support the University's estate development capital activities and other general capital requirements.

In August 2020, the University extended bank debt facilities of \$175m to August 2022.

Throughout 2020, the University implemented its new Investment Strategy and updated Investment Policy. The strategy and policy reflect investment principles aimed at strengthening the University's approach to

Responsible Investment and ensuring that environmental, social, and governance (ESG) issues are integrated into the development and implementation of the University's investment portfolios. The University is a signatory to the United Nations Sustainability Development Goals and has appointed Mercer as its investment advisor, a founding signatory to the Principles for Responsible Investment, and recognised as a global and local leader in responsible investing.

Division of the Senior Deputy Vice-Chancellor

SENIOR DEPUTY VICE-CHANCELLOR

INDIGENOUS STRATEGY, 2020-2025

Western Sydney University as a place that works with and for the Indigenous Australian community

Western Sydney University's Indigenous Strategy 2020-2025, launched in 2020, establishes the pathway for Western to become a national leader in Indigenous higher education.

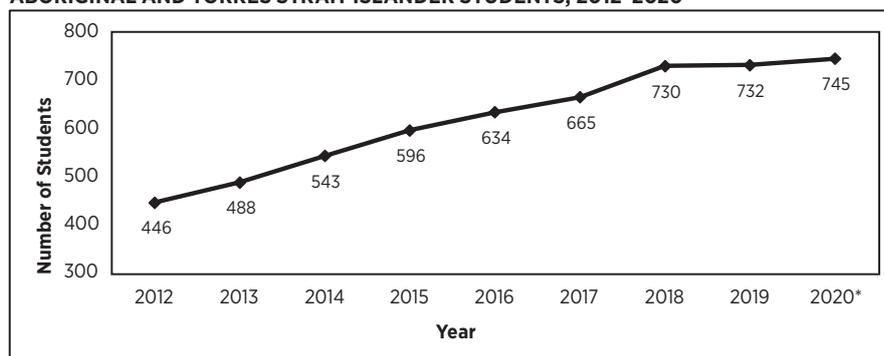
The strategy outlines strategic objectives across the University's engagements with Aboriginal and Torres Strait Islander peoples, including students, employment, research, learning and teaching, community engagement, leadership, and cultural viability and knowledge. The guiding aspiration of the strategy is for Western to be a university that serves and empowers our community as an anchor institution to the region while being recognised as a national leader in Indigenous education, employment and research.

Western is committed to the objectives set out within the strategic plan. A number of commitments made in the strategy have been implemented, such as the establishment of Indigenous Research and student networks and the strengthening of Indigenous scholarship opportunities at all levels of study; other initiatives, such as the appointment of senior staff in Indigenous teaching and learning and research positions, are in progress.

Opportunities for Indigenous students to learn and succeed in an environment that promotes Indigenous excellence

The University provides a range of support to Aboriginal and Torres Strait Islander students pre and post enrolment, including the Heartbeat and Pathways to Dreaming tertiary access programs and study and pastoral support through the Badanami Centre for Indigenous Education. The University's long-term commitment to the Indigenous communities of Western Sydney is impacting access to transformative tertiary education. The University had its highest enrolment of Indigenous students in 2020, a trend that looks likely to continue in 2021.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, 2012-2020



2020 was a challenging year for Badanami's student support activity, which traditionally relies heavily on face-to-face delivery. The centre rapidly adopted new ways to assist vulnerable members of the Indigenous community and moved online to give students continuity of support.

GOVERNANCE AND POLICY MANAGEMENT

The University undertakes regular policy reviews and development to improve clarity and speed decision-making. Western's policy development and approval process is exhaustive, with a cyclical review of all policies generated by policy owners and assisted by the Office of Governance Services. In addition to institution-wide consultation through a digital policy platform, senior governance bodies must review every proposed policy or policy change, including the Executive Committee and Academic Senate.

The University conducted a number of major policy reviews in 2020. Among these was a review of its Delegations policy suite, which was realigned with the University's contemporary business practices while ensuring probity and accountability. In addition, the University reviewed its Complaints and Whistleblower policies to facilitate more transparency and better support for those involved in the complaints process.

ACADEMIC STRUCTURE

The University operated under a new academic structure in 2020, moving from nine to 12 Schools and introducing an innovative cluster model comprising Humanities and Social Sciences, Health and STEM collaboration clusters. The new cluster model generates an increase in interdisciplinary activity and new connections with industry, while the new Schools of Engineering, Design and the Built Environment, Health Sciences, Science, Psychology, and Social Sciences are strengthening disciplinary identity and vocational relevance.

In parallel to the academic structure changes, the University introduced a crucial new leadership role: Discipline Leaders. Discipline Leaders are professoriate level academic staff appointed across the Schools' 40 recognised disciplines. Their role is to strengthen collegial academic management, ensure the currency of research and teaching in their discipline, and seed new collaborative opportunities. The introduction of Discipline Leaders proved timely given COVID-related disruption to normal forms of academic association. A number of Discipline Leaders expanded their social and academic activity in digital environments to support colleagues during working from home arrangements.

Division of the Senior Deputy Vice-Chancellor

SCHOOL OPERATIONS

Western Sydney University's 13 Schools deliver core operations across teaching, research and engagement aligned with the University's strategic plan.

A distinctively student-centred University

Providing support to overseas students affected by COVID restrictions was a priority across the University. The **School of Business** team rallied to provide online, personalised pastoral care to students in difficult circumstances, with many staff pairing with students with whom they shared cultural backgrounds. The team won a Vice-Chancellor's Excellence Award COVID-19 Citation for their work.

The **School of Nursing and Midwifery** hosted the first virtual mobility program with Taipei Medical University, Taiwan postgraduate and undergraduate students participating with local students in the online learning environment in Mental Health, Chronic Illness and Disability and Aboriginal and Torres Strait Islander Health units.

The Master of Architecture in Urban Transformation was launched in the **School of Built Environment** in 2020. In addition, multiple pathways to Master of Architecture and Master of Project Management have been created to assure more opportunities to international and domestic students.

The **School of Law** established a successful First Year program led by a Director of First Year Studies. This program led to increased retention, transition and progression of students. The First-Year program also provided support, advice, mentoring, skills development, social activities, academic literacy assistance, an orientation 'boot camp', and scaffolded learning through a structured sequence of first year law units.

A research-led University with regional, national and global impact

A number of researchers in the **School of Social Sciences** undertook timely, research-based public interventions. Associate Professor Nichole Georgeou and the Humanitarian and Development Research Initiative undertook research into global COVID-19 impacts; Associate Professor Karen Soldatic appeared before Senate Committees

as a technical expert on social security for the Australian Federation of Disability Organisations; and Associate Professor Sebastian Pfautsch's continued policy and media work on the impact of urban heat in Western Sydney.

Four of the **School of Humanities and Communication Arts'** researchers were awarded \$183,144 funding in the ARC's Special Research Initiative. Their project, *Seeing yourself in Australian digital cultural heritage*, aims to discover and test best practices for engaging diverse members of the general public in the creation of digital cultural heritage. Associate Professor Penny Rossiter was awarded the Phillip Maddern Prize by The Society for the History of Emotions for her essay *The Municipal Pool in Australia: Emotional Geographical and Affective Intensities*, published in 2019 in the journal *Emotions: History, Culture and Society*.

To coincide with the launch of the Western Sydney University White Paper "Depression, Co-Morbidity and Integrated Care", an online event provided an opportunity to hear from some of the authors and a panel of experts on current challenges and priorities in enhancing integrated care to support individuals, including guest speakers from the **Schools of Psychology, Health Sciences and Social Sciences**, and presentations from our partners from the Black Dog Institute, Wesley Mission and The Shed.

The **School of Health Sciences** strengthened its connections with Local Health Districts by appointing a Conjoint Associate Professor in Allied Health in partnership with South Western Sydney LHD.

A research-informed learning experience

The **School of Science** launched a Postgraduate program in protected cropping in partnership with Horticulture Innovation Australia (HIA). The program capitalises on the long-running research partnership between HIA, the Hawkesbury Institute for the Environment, and the School of Science in protected cropping. Extending its research and career-relevant student experience, the School launched its first Launchpad pop-up hub, designed to engage current students in start-up development.

The School of Computer, Data and

Mathematical Sciences hosted virtual internships for students from Virginia State University (USA) to develop an intelligent hearing aid. The project's aim is the development of an intelligent, real-time speech-to-text converter to assist conference participants with hearing loss.

The **School of Law** launched its new Western Sydney University Justice Clinic with new academic units, a new program and a new Director of Clinical Legal Education. A new position of Student Legal Services Solicitor was created to lead the provision of legal support to WSU students and disadvantaged members of the Western Sydney community. The Clinic provides an experiential academic learning experience for law students, while also providing high level law reform and human rights expertise to the community.

An anchor institution and leading advocate and champion for Western Sydney and its people

The **School of Medicine**, in collaboration with the University of Newcastle, led advocacy with Local Health Districts and the Ministry of Health to create a new role of Assistants-in-Medicine, which enabled final year medical students to be employed and contribute to surge medical workforce during the pandemic. The School adapted its assessment framework to support the bulk of students who undertook this pathway and those who completed under a traditional pathway. This mitigated COVID induced reductions in training opportunities, and enabled the cohort to graduate and support the standard medical workforce requirements in 2021.

The University's first Associate Dean, Indigenous Education, Dr Corrinne Sullivan, was appointed in the **School of Social Sciences**. Dr Sullivan subsequently led the development and implementation of the School's first Indigenous Strategy.

The **School of Engineering** has initiated the Aspire Program to support Indigenous Engineering Education at Western.

The introduction of Tele-Health Services at Western, through the operations of the Western Sydney's Psychology Clinic within the **School of Psychology**, maintained critical psychological services to the Western Sydney

community through the pandemic, ensuring legislative considerations and training packages for clinical supervisors and students to ensure a viable and ethical service.

A dynamic and innovative culture that secures success

The **School of Nursing and Midwifery** launched the Master of Ageing, Wellbeing and Sustainability, developed in collaboration with academics from the **Schools of Health Sciences, Engineering, and Built Environment**, alongside industry partners. The program is designed to address gaps in the sector, providing students with a holistic approach to address the challenges for ageing communities in health and wellbeing, housing transportation, use of technology, cultural diversity and social inclusion.

The **School of Education** developed a new undergraduate Bachelor of Education (Primary) which will be offered for the first time in 2021. The new degree was accredited in 2020. The course has been designed to attract high achieving students into teaching.

In light of the increased focus on STEM education in recent tertiary funding reforms, the **School of Science, Computing, Data and Mathematical Sciences** designed a new undergraduate degree in mathematics, approved for delivery from 2022. Similarly, a new Masters of Artificial Intelligence (AI) degree was delivered in Autumn 2020.

The **School of Engineering** has been working closely with the member universities of the NUW Alliance (the Universities of Wollongong and Newcastle, and the University of NSW) and TAFE NSW in developing a prototype engineering program for the Multiversity at Aerotropolis. The program will support local industry and communities in providing training opportunities and pathways to higher education in Engineering.

The **School of Health Sciences** commenced the new Bachelor of Speech Pathology program with strong initial enrolments.

Division of People and Advancement

PEOPLE AND ADVANCEMENT

STUDENT EXPERIENCE AND MARKETING

Attract and Retain Students

Application data showed that in 2020 Western Sydney University received the highest demand compared to previous years. This pattern was evident across the sector. Impacted by the economic conditions introduced by COVID-19, it was apparent that further product development was necessary to succeed in a highly competitive environment.

In 2020, the University continued to provide equitable access to education through the innovative HSC True Reward program. This product was refined in early 2020 to respond to a disrupted study year for Year 12 students and to provide flexibility on the evaluation criteria. The HSC True Reward offering was updated to reflect the:

- Inclusion of three early offer rounds in May, June and July; and
- Applications assessed against year 11 results.

Supporting this initiative, a trial commenced with the Universities Admissions Centre (UAC) to access their analytics reporting suite. This trial provided a greater understanding of applicant demography, competitor behaviour and consumer appetite for products. It contributed to an increased capability to support the University's successful Offer and Enrolment campaign, commencing November 2020.

As the University continued to provide compelling value propositions to prospective students, messaging elements were segmented and were included, specific to our understanding of the applicant. This level of personalised content has proven effective in achieving greater engagement levels and improving students' likelihood of accepting their offers.

Following several years of understanding the value of personalised content, 2020 also saw the introduction of a digital retention program. This pilot, run with our partner Motimatic, focussing on developing key milestones in the orientation and onboarding journey, delivering tailored messaging to students through their social media environments. This program's

effectiveness will not be known until after Census Date (31 March 2021); however, early indications are positive in student engagement.

With the alignment of OMC and SEO, becoming Student Experience and Marketing (SEM), the opportunity for further definition and extension of the retention program holds great promise.

Brand and Messaging

Like many organisations, COVID-19 required a significant adjustment in operations for Western Sydney University. Acknowledging the immediate challenges COVID-19 presented for many Western students, there was an opportunity to demonstrate meaningful contributions in supporting students who were suddenly disconnected from family, friends and often employment.

The prompt identification of need and subsequent response with the development of the Student Assistance Fund (SAF) provided relief and support to many students. More so, it was a single example of the University's ethos combined with its desire to ensure students could continue to study and realise their potential - their Unlimited. The notion of support extended beyond financial, including the delivery of engaged learning and teaching and through enhanced support for students adopting remote learning. Combined with this approach was the continuation of the Western Success program, a dedicated contact for students throughout their first year at Western.

In the lead up to the Autumn 2021 enrolment period, Marketing developed a campaign to promote the unique and targeted supportive environment offered by Western. The campaign's core was the continuation of the 'Unlimited' messaging - the University as an enabler for individuals to realise their potential through education. The "Western Cares" campaign was established to strengthen the Unlimited message further while providing a differentiated positioning for Western; that being, "No other Uni cares more."

The campaign was promoted through a series of high visibility, large format outdoor positions, billboards within shopping centres and bus advertising which saw a reach of 1.78 million GWS residents. The outdoor campaign

was complemented with a radio campaign which reached 1.8 million Sydneyiders. The 'Western Cares' message was also interwoven throughout the offer and enrolment journey, ensuring students understood Western's differentiation factor throughout a key conversion period. The message was well-received, and analytics show that the "Western Cares" web content was up by 87% compared to the previous year, with search impressions for Western branded terms was up by 67%.

The introduction of Undergraduate Certificates (UGC) as a new product offering also helped strengthen Western's commitment to accessible education. The UGC's development and promotion also represented a change in approach, which the conditions introduced by COVID-19 expedited. With The College's support, the University promoted 12 short courses, including seven Undergraduate Certificates and five Graduate Certificates, encouraged by Federal Government funding.

Interest in the short courses was high, and participation equally so. In total, 1115 applications were received, with 498 of those offers going on to enrol. The short courses were attractive to audiences, in particular, women over the age of 30. More than 75% of participants in this demographic represented an emerging audience for these courses. Short courses will continue to develop and be available as a key offering for Western in 2021.

Student Experience Office Culture Transformation

The year 2020 saw the continuation of the second phase of the Culture Transformation Project within the Student Experience Office. Two years ago, the SEO embarked on a journey to transform its team culture. The first phase of the culture journey focused on developing the Senior Leadership Team (SLT), both as individuals and as a leadership group. With guidance and support from The Culture Equation, the SLT participated in off-site programs and built trust, transparency and accountability. SLT members participated in 360-degree reviews, which helped them better understand their strengths and areas for development and their fellow leadership team members. The leadership team set themselves the challenge for 2020 to

continue to support each other's growth and development with the ambition to create a world-class leadership team. Many members of the SLT stepped up during COVID-19 to take on key leadership roles in the highly effective Crisis and Recovery Management Teams.

Key components of the second phase of the Culture Transformation project, which were progressed in 2020, included:

- Conducting the first Upward Feedback Survey to allow teams to provide frank and honest feedback on their managers and supervisors and further build our leadership capacity;
- Developing a leadership capability framework that embeds the opportunity for leadership and innovation at all levels; and
- Further embedding shared values (developed in Phase 1) by designing a values-based approach to recruitment and new staff onboarding.

Some of the culture project components were paused with the onset of COVID-19, but others came into their own. The comprehensive work undertaken to improve communications across teams underpinned teams' effective operation in the new, remote working environment. MS Teams channels were used to communicate within and across teams. The regular webinar-style 'SEO Mega Zooms' (the whole of portfolio zoom sessions) became a lifeline for staff to stay connected with other teams and navigate the many challenges of supporting students remotely. These changes not only allowed SEO teams to survive the shift to remote working and servicing of students but to thrive. SEO teams rolled out significant innovations through the challenges presented by COVID-19, all of which were high impact for students and included:

- Rapid deployment of remote service channels utilising VPN's;
- Rapid stand-up of an online invigilation platform for exams and a significantly reworked examinations schedule;
- Expansion of Western Success, taking on reassigned staff and engaging with the entire International student cohort; and
- Delivery of over \$1.5m in student financial assistance, specifically in the form of grocery vouchers and cash grants.

Western Success

Significant work has been undertaken by the Student Experience Office (now Student Experience and Marketing) to better understand the student experience. This work began with the groundbreaking Student Preference research undertaken by The Behavioural Architects in 2017, which gave a clear and somewhat sobering understanding of what factors contribute to University preferencing and the position Western Sydney University held in the competitive market. Subsequent studies have further informed this and enabled responses that have significantly strengthened the University's brand standing. The development of WesternYou, a research community of over 6,000 students, has developed a rich and robust set of insights that have shone the light on Western students; their needs, wants and experience with the University.

The insights shown by WesternYou highlighted the need to rethink the way the University experience is delivered to students to improve completion rates, students' overall success and provide a more satisfying experience. It also identified Western's opportunity to truly differentiate its offering in a mostly undifferentiated marketplace by delivering a significantly different, enhanced experience that addressed many of the challenges facing our students and improved outcomes. Learnings were garnered from leading institutions in delivering students success, such as Georgia State University and Arizona State University, and best of breed retention practices from the commercial sector. These insights and learnings were essential inputs to the Student Success Centre strategy, which led to the establishment of Western Success.

Western Success commenced as a pilot in February 2020, a short eight weeks after its initiation. The intent was to support 1,200 students with five advisors for 14 months, after which an assessment would be made with the hope of scaling up to support additional students. The University's response to COVID-19 forced a change of plans. In the space of two weeks, the pilot had scaled up from 1,200 to 7,500 (primarily international) students, assisted by 65 staff from across the University. The support provided by this

dedicated team of advisors was nothing short of extraordinary and ensured that 2020 was a lot more manageable and successful than it may well have been.

In 2021, Western Success will continue to support 7,500 students by delivering an informed, proactive support capability that enhances the student experience, improves retention and overall student success. In addition to advisors providing one-on-one student support, the team will be leveraging data insights to identify next-best-action responses, proactively supporting students when and how they need it. For example, if a student performs poorly in a subject, the Western Success team will be alerted and proactively reach out to the student to find out why and how we can better support them.

Western Success provides a coordination and intelligence role which enables better delivery of support services across the University. Working with Schools and Divisional units will be critical to realising the true potential of this groundbreaking new approach to student support. The intention is to continue to scale up Western Success to support all Western students ultimately.

Transforming the operating model

The Divisional changes of 2020 provided the opportunity to realign functions and deliver an enhanced student experience. The new Student Experience and Marketing portfolio (SEM) incorporates marketing into the front-facing service delivery functions of the old Student Experience Office. This change will enable better oversight and experience across the entire student lifecycle, from prospective student to enrolment and through to the completion of students studies at Western.

Alongside this realignment of functions is a considerable focus and development of the underlying capabilities required to enable a sector-leading transformed experience. This enhanced experience will be a source of differentiation and competitive advantage in an increasingly competitive marketplace. Data analytics will be a crucial enabler to this transformation, ensuring that we understand and respond to students' individual needs in a timely and contextually relevant way. Western Success will sit at the heart of the experience delivery and will be the intelligence hub and

Division of People and Advancement

coordinating 'brain' at the heart of a realigned model which will coordinate activities and services across the University with a singular focus on optimising every student's success.

PEOPLE

Diversity and Inclusion

During 2020, opportunities for targeted discussion and reviews of local equity and diversity considerations within each School, Institute and Division were facilitated by 14 Equity and Diversity Working Parties (EDWP), where 92 working party members contributed. There were 40 working party meetings held in 2020. Equity and diversity considerations during 2020 included, but were not limited to:

- The development of the Working From Home Procedures and Flexibility Matters Toolkit that was informed by flexible lived experience case studies undertaken by each working party;
- The School of Law commenced an equity-based curriculum review; the outcomes due in 2021; and
- The School of Nursing and Midwifery developed and delivered a survey to understand local staff experiences of promotion and mentoring processes to establish a best practice model within their School. This survey model is in the process of being rolled out across multiple Schools via their EDWP.

Workshops on Respectful Relationships continued to be delivered across the University community and with University partners, including the International College and Campus Living Villages.

Monthly themed communications occurred throughout 2020; examples include *16 Days of Action Against Domestic Violence*, *Orange the World: Fund, Respond, Prevent, Collect! [UN women]]*, *Doing Nothing Does Harm/ Do Something* bystander campaign with significant contribution from three students.

Domestic Violence and Rape Crisis Victoria led an initial OurWatch-funded Responding to Disclosures workshop for academic staff from the Schools of Science & Health and Social Sciences as part of the Upskilling Preservice Professionals pilot. This workshop was followed by the facilitation of six sessions

(three for each School) on changing the story, gendered drivers and implementing practice by OurWatch.

Work on the Respect@Western project commenced and used communications as an evidence-informed, primary prevention approach to address the gendered drivers of sexual assault and sexual harassment against women and LGBTIQQA+ identifying people in the University context

The University successfully applied to partner in the Safer, Aware and Resilient Online pilot, an initiative of Universities Australia and the Office of the eSafety Commissioner, with three other universities. The pilot will commence in Session 2, 2021 and aims to support universities to develop whole-of-institution approaches to preventing and responding to online harms.

The Cultural Project Officer in the Mental Health and Wellbeing team (MHWb) developed a culturally responsive framework for responses to suicide and death. Work has involved Pacifica students, the Pacific Integration Network, and the NSW Council for Pacific Communities across 13 engagements and has now been extended to work with the Badanami Centre for Indigenous Education. Weekly Talanoa sessions - cultural specific workshops - have been held with Pacifica young people, and a strong partnership exists between the MHWb team and Western's Pasifika Achievement to Higher Education (PATHE) program (PATHE).

Health, Safety and Well-being

The University's Work Health and Safety (WHS) unit has received over 250,000 emails since the onset of COVID-19 and supported more than 4,300 members of the University community who reported illness and were tested for COVID-19. The support extended to those working and studying from home. WHS case managed 715 students and staff who were tested for COVID-19, with 18 positive cases handled.

A campus access form was introduced with 18,823 submissions received and enabling contact tracing (if required). Also, there were 167 Return To Campus risk assessments conducted. Supporting the return to campus, WHS created training programs promoting safety health well-being for staff,

students, contractors, and visitors to prepare and enable the University community to participate in on-campus activities.

In direct response to COVID-19, Work Health, Safety and Wellbeing (WHS&W) developed guidelines and risk assessments for reducing the transmission of COVID-19 at work. Risk assessments and standard operating procedures were reviewed to address required COVID-19 controls. WHS&W information developed and included on the University Coronavirus webpage.

During 2020, 1,136 staff (including casuals) received flu vaccination pharmacy vouchers.

Collaborative relationships across the University were nurtured to support well-being themed activities with a focus on mental health and staying connected. The creation of flexible modules for well-being program delivery resulted in a 50% increase in participation rates.

The University's Campus Safety and Security unit activated the Crisis Management Team plan in response to the COVID-19. A governance and response structure was formed to enable rapid response to unknown challenges as the pandemic evolved. Campus Safety and Security adapted operations to support critical operations on each campus, including a greater emphasis on protecting vacant buildings and infrastructure and heightened support of students who were impacted by travel and related prohibitions

Well-being Services transitioned to a virtual support approach for counselling, disability and welfare clients. All appointments from 31 March 2020 were offered by phone or Zoom only. As a direct result of COVID-19, occasions of service across Wellbeing Services increased by 85% (Counselling Service), 72% (Disability Service) and 83% (Welfare Service). The result was over 44,281 occasions of service delivered overall. The most common presenting problems were; academic and study, financial circumstances, reasonable adjustments (for students with a disability navigating online study), mental health and personal circumstances.

Online well-being resources were developed, including podcasts, relaxation recordings and workshops, expanding the support services available. The Assessment and Referral Team

was expanded to provide a cross-service response to support.

The Mental Health and Wellbeing (MHWb) Team worked closely to support staff and students during the challenges of working online and managing the various complexities around managing well-being and mental health. Collaborations have resulted in a great awareness of support services, ensuring staff and students feel supported. Collaborations have included work with the Graduate Research School, Western Success, Campus Living Villages, The College, Student Contact Centre, ITDS, various Schools and other partners. During 2020, 21 workshops were delivered, 13 community engagements have occurred, and 785 students and staff have engaged/attended.

Resilience in Change

From the outset, the University prioritised the need to enable students to continue to study through COVID-19. In response, the Student Assistance Fund (SAF) was established to support students experiencing severe financial distress and unable to support their basic food and housing needs. Over \$2.7m was disbursed to 2,089 unique students in financial grants and grocery vouchers. There were 1,707 international and 382 domestic students assisted through the fund. The SAF team included staff from the Office of the Executive Director Student Services, Student Welfare and other Student Services staff, and representatives from Finance, Human Resources and The Whitlam Institute.

At the outbreak of COVID-19, Equity and Diversity produced eight new equity and diversity-related COVID-19 specific factsheets (for students and staff), particular to the following: international students, parents and carers, domestic and family violence, mental health and respect in a digital learning and working environment. Supplementary factsheets were developed for managers and supervisors providing support to parents and carers, students and staff facing domestic and family violence and students and staff living with a mental health condition. All factsheets included information on University and community support.

RUOK Day was supported in a virtual environment with over 400 staff participating

in virtual morning/afternoon teas and other events. A virtual communication package for senior managers was developed alongside a WHS&W virtual webinar which included a pre-recorded EAP (Employee Assistance Program) message.

The Digital Accessibility Think Tank, led by Equity and Diversity, enabled collaboration between various stakeholders, including the Office of Equity and Diversity, the Disability Service, Learning Futures and ITDS, to identify and resolve barriers to digital accessibility during COVID-19 and beyond. Digital accessibility solutions such as automated captioning of learning materials were piloted, and staff training on digital accessibility was co-designed and delivered.

Informed by the results of a gap analysis, the Academic Integration Plan (AIP) was updated in consultation with the Graduate Research School to better meet Higher Degree Research Students' needs.

The Disability Professional Support Management (DiPSM) Accountability Module was developed to ensure that a senior staff member in each School is responsible for verifying that Academic Integration Plans are implemented. A trial of the module will occur in 2021

For students with an AIP, the transition to online-only teaching and support was significant. The Disability Service also transitioned Auslan interpreters and notetakers to online service provision and collaborated with academics, Learning Futures and exams to ensure the online teaching and exam environments were accessible for all.

Empower Success and Retain Talent

In 2020, all professional development and training to students and staff were delivered virtually. Several new sessions were created, new learning communities established, and a range of services provided. These included:

- Job Spot (sharing new jobs available during NSW's first COVID lockdown);
- 'World of Work';
- Careers Drop-in sessions;
- The Professional staff network;
- Academic and Professional mentoring as a primary mechanism for professional development;

- Graduate Recruitment and career progression insights; and
- Facebook Livestreams with Careers Consultants, University Leaders and Industry Partners.

The Office of Employability and Graduate Success launched social media segments, including a Careers Couch and Alumni Couch, that attracted over 20,000 views collectively, including careers guidance, alumni interviews and showcases.

The Office of People and Success was created in late 2020 as part of the University's Future Change. This change will see an expansion of services to University Schools, Institutes and Divisional Units to include professional development design sprints, including training needs analysis, online professional development, full-scale training, mentoring and summative assessments.

The University of Choice for Both Staff and Students

During 2020, increased focus was placed on the University's ALPHA platform, which delivers personalised learning and professional development. It provides recommendations based on an individual learner profile – called the Circles of Human Capacities.

Creating a University of Choice was highlighted significantly with the deployment of ALPHA and The EDGE playlist to Year 12 HSC True Reward applicants. High school students received priority access to the course and career decision making material and online immersive experiences at Western Sydney University, contributing to the University's student recruitment activity.

Through the new Office of People and Success, ALPHA will be deployed to staff by creating a range of learning experiences to support professional development, including mandatory training.

Division of People and Advancement

STUDENT AND UNIVERSITY PLANNING

Strategic Planning, Data and Integrity

In 2020, the Business Intelligence and Performance team continued its collaborative approach to developing dashboards and data sets reporting, which empowered University colleagues to better access the data they require, leading to overall better outcomes. Training sessions and the introduction of informal communities of practice empowered users and facilitated the approach.

In response to COVID-19, the Student and University Planning teams developed a range of dashboards and initiated daily reporting to provide time-critical data to aid in decision making. This approach optimised data provision by providing a daily high-level snapshot, supported by more extensive data sets, should further investigation be warranted. These actions supported both the business as usual and recovery efforts across the University.

In 2020, the Business Intelligence and Performance team collaborated with Learning Futures on a significant project to enable data-driven decision making to deliver improvements in units taught at the University.

The Business Intelligence and Performance team designed and delivered a project framework and data environment for a 'Student Golden Record' that provides a consolidated view of student activity from preferences to completions. The framework consolidates data rapidly from multiple sources into a rationalised and simple set of data tables for ease of access. It enables multiple data functions such as visualisation, analysis, and predictive analytics.

The development of the Student Golden Record has provided the platform from which BIP is building the Single Source of Truth. Underpinning this data platform was rigorous engagement with multiple business partners to collaboratively create standard taxonomy and definitions for key business metrics and KPIs.

The Timetabling Team worked closely with the Business Intelligence and Performance team to develop and implement improved 'Student Presence on Campus' reporting. This improved reporting assisted with

planning, controlling, and monitoring on-campus activity, particularly during periods of COVID-19 restrictions.

The Admissions and Business Intelligence and Performance teams collaborated to develop a new reporting dashboard for UAC offers based on Deans and other stakeholders' feedback. Phase 1 was successfully implemented in November 2020 for the 2021 start year offer rounds.

Enhancements to improve data collection, storage, and accessibility have increased reliability and responsiveness.

Modelling of the Job Ready Graduates (JRG) package provided crucial information for strategic decision making. This work was considered sector leading by other colleagues to assist with their modelling.

Student Administration

In 2020, over 15,000 offers were made to year 12 applicants through the University's True Reward admission program in 2020. Eleven thousand of these offers were made as early as July based on students' 2019 Year 11 subject results to address any disadvantage they may have experienced in their year 12 studies due to COVID-19.

Application and admission support was rapidly implemented for the new 2020 Undergraduate Certificate Short Course offerings. Opening applications on short notice and working with The College and Marketing teams to make 984 offers across five graduate certificates and seven undergraduate certificates.

In response to COVID-19 and the cancellation of graduation ceremonies, the University introduced free electronic testamurs to all graduating students. Graduates could use the e-testamur for job applications, LinkedIn, celebrate with family overseas and share via social media. Over 10,000 graduation documents were processed, and 53,197 emails regarding graduations.

The Examinations and Learning Futures team led a rapid examinations transformation project to move all final exams online from March 2020. The Online Exams Task Force helped staff transform their examinations to an online delivery format in just over a month. Over 30 staff from various areas volunteered

to join this pseudo team to build and deploy more than 211 exams in the University's Learning Management System, vUWS. Over 60,000 individual student exam sittings were delivered in vUWS, with around 17,000 using the ProctorU online invigilation system to ensure exams' integrity. This hybrid team was recognised with a VC's Excellence award for this outstanding work.

Also, an Exams Support Crew was created to ensure students had access to real-time support when sitting their online exams, often for the first time. The team included 79 staff from units across the University and will continue to be a vital collaborative support approach for online exams in 2021.

Teaching Unit Continuity (TUC) online forms were created to streamline the approval of assessment items that were changed in response to teaching online. Over 1,000 units were actioned by the Course Data Management and EPS teams to ensure Learning Guides were updated to reflect online teaching and assessment changes, including reduced final exams.

The upgrade of Allocate+ in late 2020 significantly improved the tutorial registration experience and service to students. It provides a broader range of self-service options for students to manage their teaching timetables successfully.

The Admissions team worked with the School of Medicine (SOM) and Charles Sturt University (CSU) to redesign the joint medical program's admission process, the Doctor of Medicine. This involved changes to the UAC application, the SOM database and the offer process, resulting in a successful intake into the course for 2021.

In response to COVID-19, the Student Administration teams were responsible for several significant operational changes that required rapid implementation; this included:

- The Client Services Team (CST) approved and processed 2757 COVID-19 payment plans for International Students. A streamlined process was developed, allowing students to submit a request online, and the assessment process was undertaken without the need for manual entry;

- The CST was responsible for implementing the 10% discount to International students and English Language students;
- The Enrolments Team initiated an additional concession for students when assessing leave of absence applications; students were provided with an additional session of leave (over the current entitlements);
- The Enrolments team implemented an alternative process for students who could not provide the usual certified documents when applying for Advanced Standing, which included a range of alternatives, including allowing certified documents to be provided later to maintain the integrity of the process and meet legislative requirements;
- The class allocation system Allocate+ was successfully and seamlessly moved from on-premise to SaaS (Software-As-A-Service), resulting in a modernised platform with improved mechanisms for system support and future upgrades;

In addition to the COVID-19 response activities, the Course Data Management team collaborated with the Placement Hub to update the NSW Legislative Health Requirements to ensure that Western students' requirements for placements were precise. The Course Data Management team also commenced work to develop and implement the new Handbook (CourseLeaf CAT) and Degree Works systems. These two initiatives will significantly enhance the display of the curriculum to both future and current students and revolutionise students' ability to track their progress in their course. Requirements gathering also commenced for the new Online Curriculum Approvals system (CourseLeaf CIM), which is expected to streamline the approval process while ensuring the integrity of the University's accreditation processes, provide transparency and a single source of truth. These systems will go live with the new Student Management System, now targeted for October 2021.

ENGAGEMENT AND ADVANCEMENT

In 2020 the Engagement and Advancement portfolio was established to bring together innovative and inclusive programs designed to serve the University community, Greater Western Sydney. This includes bespoke

programs that target high performing students before and during Higher Education, increase aspirations for Higher Education, and importantly facilitate access to Higher Education through scholarships and pathway programs. Highlights from 2020 include:

High performing student programs

The Academy continued to deliver enrichment and development activities for its members, including but not limited to:

- Six 'Conversations with The Academy' on topics including Refugees, Resilience and Resourcefulness, Working for Multi-Nationals and Celebrating Indigenous Culture. These were moderated by Academy students and included speakers from Western Sydney Leadership Dialogue, Deloitte, Google, Optus and NAB.
- Four online 'Skills for Impact Masterclasses' with over 100 attendees. These focused on Pitching Like a Pro, Design Thinking: A Toolkit for Tackling Complex Challenges, Critical Thinking: What the Heck Are You Thinking, and Between the Lines, and What are they Really Saying?
- The BALCT delivered on a fully online Platform and with 140 students completing units in 2020.

Philanthropic Support

The Office of Advancement is a centralised team that leads the University's philanthropy and fundraising initiatives, aligning strategically with the University's mission and goals. It is responsible for facilitating relationships with major donors, alumni, the community and students, collaborating with all areas of the University to help strengthen research and advance student success. Key activities and achievements during 2020 included:

- Establishing and driving the Student Assistance Fund raised \$1,760,827 supporting over 2,600 students during COVID-19 with food, grocery and costs of living vouchers: 53% of donors were Western staff whose donations were matched by the University
- Second largest year to date for funds received, with cash donations of \$10,716,439 (even with no Town & Gown gala dinner due to C-19)

- 432 Western students received a donor-funded scholarship.

Future Student Engagement

During 2020 the University's primary and high school engagement programs pivoted to online delivery and ensured the University remained connected with schools in its region. Activities and achievements during 2020 were:

- 204 individual activities executed to high school students across Western Sydney encompassing 6,495 interactions with prospective high school students and 475 teachers;
- 45 engagements delivered to primary school students, reaching 5800 students and 222 teachers from over 60 different schools;
- 303 of the 2019 Year 12 Fast Forward program cohort enrolled at Western (27% of the Year 12 program cohort versus 26% in 2019);
- 31 of the 2019 Pasifika Achievement to Higher Education (PATHE) program participants enrolled at Western (11% of the Year 12 cohort);
- 15 of the 2019 Year 12 Aboriginal and Torres Strait Islander Pathways to Dreaming Cohort were enrolled at Western (22% of the Year 12 cohort);
- The Aboriginal and Torres Strait Islander Pathways Program transitioned to online assessment testing via the Open Learning platform. As of 25 January 2021, 82 offers had been accepted and enrolled from 152 offers for Autumn intake, 40% of total Aboriginal and Torres Strait Islander commencing enrolments at Western;
- New online events were created, including an eight-part Discover Western Webinar series and the Aboriginal and Torres Strait Islander Unlocking Careers in Sports event with 354 senior high school students (from 58 different schools); and
- HSC Study Sessions across 13 HSC subjects for 2,639 Year 12 students (28% increase v 2019) help, along with over 50 in-school presentations, four virtual career expos and school-specific information evenings were also delivered.

Division of People and Advancement

Art Collection

- From the University's permanent collection, 192 artworks were moved into refurbished buildings throughout the University's campuses during 2020;
- The art collection display in the new wing of the Chancellery at Parramatta campus was completed;
- The art collection received a donation of a Maurice Blackmore bust;
- Several exhibitions were presented, including two at the Margot Hardy Gallery, two at the Margaret Whitlam Galleries and two in the Australia-China Institute for Arts and Culture (ACIAC) galleries.

Division of Research, Enterprise and International

RESEARCH, ENTERPRISE AND INTERNATIONAL

Division of Research, Enterprise and International Reshape

Following significant changes to the Division, including the transfer of International and the increased emphasis on LaunchPad, an operational reshape was required to leverage the research and student relationships with international partners and industry. Partnerships, Research Business and the LaunchPad, were merged and formed an Enterprise portfolio that created a site for the development, fostering and leveraging of industry collaboration in all its forms across the Division. Enterprise created an axis within the Division, facilitating links nationally and globally in both research and education. The amalgamation of each unit extends the reach of Western's industry partnership ambitions establishing links to start-ups, funding bodies and industry, that will secure research and multi-institutional alliances from inception to outcome delivery.

Reshaping in response to COVID-19 was essential across the Division in 2020, most notably in the International context. International leveraged COVID-19 to hybrid course delivery, world-class support for international students offshore and onshore. International planned for a diversified market reach in 2020, including education and industry partners, delivering short programs, non-award courses and micro-credentialed offerings. International's staffing profile was reconfigured to support an increased focus on recruitment and revenue diversification.

Building and promoting research capacity in areas of existing and emerging strength

In the first half of 2020, eight Vice-Chancellor's Research Fellows commenced four-year fellowships with the University. Vice-Chancellor Fellowship meetings were established for the cohort, with both the Deputy Vice-Chancellor Research, Enterprise and International and the Pro Vice-Chancellor Research in attendance. Dr Celia Harris, a Fellow from the MARCS Institute, was awarded a Young Tall Poppy Award. Due to COVID-19, further calls for Vice-Chancellor's Fellows were paused in 2020.

In 2020, the Division progressed its focus on grand challenges and bringing together multi-disciplinary cohorts to tackle these through the Strategic Research Initiatives and Institutes. Cross-Disciplinary cohorts were developed to respond to government calls for priority areas, including bushfires. Additionally, Research Theme Champions fostered cross-disciplinary research across Western with an emphasis on research partnering with industry.

Research Forums ('Themestorms') were held on Maternal and Child Health on Infant Feeding; Reimagining Work in Periods of Disruptions; Researching the Perils and Possibilities for Education in a Climate of Disruption and Online and Remote Methods of Data Collection.

International Future Makers 4 was released in June, featuring 32 stories showcasing the University's innovative and impactful research. This edition of Future Makers focused on Western's four research themes: education and work; environment and sustainability; health and well-being; and urban living futures and society. Development commenced on Future Makers 5, which will emphasise international research, for the 2021 release.

In September 2020, 116 proposals were received for Summer Scholarship projects from ten Schools, five Institutes and the Centre for Research Mathematics. There were 203 student applications received, with 122 students placed into 116 projects for the 2020/2021 summer. Multiple students were put onto several projects, which enabled 122 students to be provided with the opportunity in 2020. In February 2021, 113 students presented their research findings at the Summer Scholarship Presentation Day, which followed the 3MT format. Each student is given three minutes to present and two minutes for questions. A survey of students participating in the program reflected 92% of respondents either agreed or strongly agreed that their project experience was valuable.

Acceleration of national and international collaboration with industry and end-users and Entrepreneurship

The Partnerships Strategy was developed to improve cross-unit collaboration, encourage strategic management practices, best

leverage existing partnerships and capitalise on new relationships. Central to the strategy is establishing a mechanism for greater visibility of relationships held across the University. Following the first institutional survey in 2019, a review and update were undertaken in 2020 to confirm specific status, risks and opportunities for the 75 organisations characterised as University Strategic or Cross-Divisional. The Partnerships Strategy includes the rollout of a new management system currently in development. An interim process has been instituted to collect baseline information to produce a Partnerships on a Page view of all 75 organisations.

Launchpad supported both Start-up and SME businesses at different maturity stages from both its Werrington and Parramatta sites. In 2020, LaunchPad provided workspace, mentoring, network building, investment links, collaborative R&D and access to a range of Start-up accelerator programs. LaunchPad delivered a range of units within the Bachelor of Entrepreneurship. It continued expanding its entrepreneurship education activities through Venture Makers, a new structure to provide short courses for at-scale training and students' development in entrepreneurship practice.

LaunchPad commenced developing a series of partnerships with Schools and Institutes to promote student start-ups and the potential for commercialisation of research in areas of new technology development. It attracted ongoing sponsorship and support from government and commercial partners, including NAB, KPMG and Landcom.

In 2020, Launchpad delivered the Urban Futures Accelerator, designed to seed and grow innovation within the property development industry to support Landcom and the University's strategic priorities and aspirations for enhanced urban living in Western Sydney, NSW and Australia. The accelerator supported a strong cohort of PropTech Startups that will drive innovation across areas including community education, engagement and insights, liveability and sustainability, markets and finance, compliance and regulatory management. The Start-ups have had the opportunity to develop their business models. They pitch their ideas for products and services for current major

Division of Research, Enterprise and International

property development projects seeking new and innovative solutions.

In November, Launchpad piloted the Venture Makers program, building and supporting an entrepreneurial culture and ecosystem. Participants in Venture Makers can access training from some of Western's key industry partners as well as academics. Venture Makers provides connections to corporate and government partners and other networks; international connectivity; deep domain knowledge and expertise through experts, mentors and specialised partners; exposure to emerging research through WSU Research. Successful pilots have been delivered with local students and international partners in Vietnam and India. The broader rollout of Venture Makers is planned for mid-2021.

Researcher training and development and gender equity

The Researcher Development Framework (RDF) was finalised in 2020. The Framework intends to deliver comprehensive support to researchers throughout their career lifecycle with and immediate priority of developing training, resources and support networks for Early Career Researchers (ECRs).

The strategy outlines the merits of a long-term holistic approach to the lifecycle of a career researcher. In April, the RDF Working Party of the Research Committee of Academic Senate was formed. The Working Party addressed gaps and issues currently experienced in researcher development and contributed to the Framework's development. The RDF was socialised and communicated through Research Directors, the Research Committee and the Research Quality Forums.

In 2020, the Division provided funding through the Researcher Development Awards for early career researchers and researchers who have experienced career interruption and women's fellowships. Since these awards commenced, \$5,438,418 in funding has been awarded to 269 researchers in six years. This funding continues to be highly effective in supporting research outputs.

The concept of assessing researchers on their research opportunity and performance evidence (ROPE) is the Australian Research Council's practice (ARC). ROPE was introduced to help provide a more realistic

consideration of a researcher's capabilities and assist those who have had career interruptions for family and other reasons, that can readily be applied for academics seeking promotion, ADP and internal funding.

In response to COVID-19 and as part of ongoing equity measures, the career assessment informed by Research Opportunity Performance Evidence (ROPE) was incorporated into ADP assessments to inform all internal assessment, including promotions, in the future. ROPE meets the research agenda of Western, seeking to prioritise quality above quantity, a pivot encouraged over recent years, as the University provides a framework within which the quality and benefit of achievements are given greater weight than the output rate. It considers working arrangements, career histories, and personal circumstances and acknowledges research performance given the applicant's opportunities.

The Division continued to support early and mid-career researchers in 2020. Support is essential for researchers at these career stages, which are the career stages most vulnerable to the impacts of COVID-19. The Early and Mid-Career Researcher Network provided an opportunity for EMCRs to work with their peers across disciplines facilitating meetings with colleagues across disciplines within a campus-based environment. In 2020, events were held via zoom. Sessions attracted over 60 participants in each session, including the DVCREI and PVCR, and provided the first opportunity for EMCRs located on Western's Bathurst campus to participate.

In 2020, the Division introduced a new initiative – the Research Quality Forum. The three-hour online event brought together Deans, Discipline Leads, Research Institute Directors, Associate Deans of Research, and critical Divisional staff. The Research Quality Forums addressed several priority areas and potential innovations, including learnings and new approaches delivered through the Division's response to COVID. The outcomes from these sessions were assessed to adopt the most strategic suggestions.

The first forum focused on "Research Quality Through the New Structure" and was attended by 75 staff and students from across the University. The forum addressed discipline

targets, the new Researcher Development Framework and Sustaining Sustainable Development Goals Success in Research. Other forums were held in August and November. These forums focused on areas such as rankings, data, foreign interference and Divisional strategic planning.

Escalation of impactful and global partnerships

Western was successful in furthering its international research and partnerships. Funding from the Australian Water Partnership (AWP), a Department of Foreign Affairs and Trade initiative on water collaboration in Asia and the Pacific, was secured to outscale the Managing Aquifer Recharge and Groundwater Use through Village-level Intervention (MARVI) programme in India's national groundwater management project. The MARVI project developed village-level ways to improve groundwater supplies and offered a strategic response to mitigate water management challenges for women and vulnerable village communities, particularly since the COVID-19 pandemic.

This international partnership has led to the establishment of the Australia India Water Centre (AIWC). The AIWC will develop collaboration in water research, capacity building, and knowledge and technology transfer. There will be a particular focus on water and food security, safe drinking water supplies, river health, the water-energy-food nexus, water for liveable cities, and other related aspects mutually beneficial to Australia and India. The AIWC brings together universities across Australia and India. In Australia, Western Sydney University is joined by Flinders University, Queensland University of Technology, the University of Melbourne, the University of NSW, and Wollongong University. The twelve partners in India include the Indian Institute of Technology Guwahati; Banaras Hindu University, Varanasi; Indian Institute of Science, Bangalore; National Institute of Hydrology, Roorkee; and Jawaharlal Nehru Technological University, Hyderabad.

The University's international reach was further extended through targeted global strategies and collaborations, including the Visiting Distinguished Professor scheme, joint

HDR and MRes programs and membership to international groupings, including Australia Africa Universities Network.

The Academic Ranking of World Universities [ARWU] (aka Shanghai Jiao Tong rankings) released their Global Rankings of Academic Subjects 2020. Western achieved:

- 23rd in the world and 2nd in Australia in Ecology;
- positional improvements were realised in six subjects (Ecology, Atmospheric Science, Mechanical Engineering, Automation & Control, Materials Science and Nursing);
- top 75 worldwide universities in four subjects (Automation & Control, Civil Engineering, Agricultural Sciences and Nursing);
- top 150 worldwide in Electrical & Electronic Engineering;
- top 10 in Australia in five subjects; and
- newly ranked in four subjects (Atmospheric Science, Mechanical Engineering, Automation & Control and Materials Science).

Western ranked 251st in the world in the 2020 Times Higher Education World University Rankings (WUR), a lift from 2019 when the University was ranked 286th. The 2020 assessment ranked Western as 18th in Australia and only 0.1 points away from a top 250 position.

WUR lists the top universities globally and includes more than 1,250 institutions across 86 countries. The WUR league table assesses universities across the core missions of teaching (the learning environment); research (volume, income and reputation); international outlook (staff, students and research); citations (research influence) and industry income (knowledge transfer). The University has realised an improvement in International Outlook: 141 to 133.

In response to COVID-19, the University expanded its offshore offerings, enabling it to reach new market segments, including education and industry partners. This was achieved through the delivery of short programs, non-award courses and micro-credentialed offerings.

Western Growth site research plans

Research plans have been developed and reviewed in light of COVID-19 for Bankstown

and Westmead, with the Parramatta Engineering Innovation Hub (PEIH) research plan under development. The Division remains a key member of the Project Working Groups for all Western Growth sites and the Macarthur Medical Research Centre. The Division has also collaborated on the activation plan for the exhibition spaces at both Bankstown and PEIH. Additionally, the Division has been central to the Aerotropolis and Multiversity planning and part of the cross-institutional working party.

LaunchPad supported Western Growth's rollout by planning for sites at both the Parramatta Engineering Innovation Hub and Bankstown CBD Campuses. It will deliver a range of incubation and acceleration activities and support campus precincts to bring vibrancy through entrepreneur-focused activations. Planning commenced for Launch Pad's facility at the Bankstown CBD Campus, which will incorporate a Factory of the Future to drive SME engagement and digital transformation across industries, including manufacturing.

Implementation of GRS and Research Services Review

In response to the Graduate Research Services (GRS) review, the GRS has continued to reform its service delivery and support HDR students. The GRS's suite of academic literacy support programs and HDR workshops successfully converted to online delivery in 2020, resulting in 426 HDR students receiving specific academic literacy support and the launch of a 24/7 online writing room with over 500 repeat and distinct users attending. An estimated 1267 HDR students have attended online workshops on statistics, grant writing, public policy and resilience, increasing their research skills and knowledge, and discussion and guidance around future careers. The Research Services Review outcomes were implemented with additional staffing and service delivery changes in response to COVID-19.

COVID Response and continuity planning

The Research Continuity Taskforce was established to manage the areas of University business impacted by COVID-19. These included International, Enterprise, Graduate School, Research Services and Facilities. The

Division managed the safe shutdown and maintenance of Research Facilities in response to COVID-19 and access to essential research facilities. Return to campus plans for essential research for students and staff were also managed through the Division.

The impact of COVID-19 on HDR students, both local and international, necessitated an extraordinary amount of planning and support. The Graduate Research School developed 1100 Research Continuity Plans for HDR students to ensure their research and candidatures. An HDR student survey delivered by the GRS allowed students the opportunity to express their concerns and for the University to respond appropriately through strategies including the launch of new student platforms to facilitate HDR community communications and support networks. Support, advice and guidelines were provided to students and their supervisors, easing the transition to working from home.

The Academic Division

ACADEMIC

ACADEMIC DIVISION OVERVIEW

The Academic Division collaborates with the Schools, Divisions and external partners to enable and sustain students' academic success. The Academic Division delivers on these priorities by leading the University's teaching and learning strategy and education for sustainable development strategy. The Division also provides strategic oversight and leadership of the 21C Project.

In 2020, the Academic Division proactively supported the University-wide response to COVID-19. The support involved coordinating the development of new agile processes and systems to streamline teaching and learning changes and providing leadership and support for the large-scale transition to remote/online learning and learning support in an integrated manner across the Schools and within the Division's units. To achieve this, the Academic Division provided leadership and strategic oversight to ensure the 21C Project supports curriculum design and delivery. The Academic Division also provided leadership for the Return to Campus Plan's teaching and learning components – a critical aspect of progressively and safely transitioning staff and students back to campus as pandemic restrictions eased. Included the collaborative evaluation of the teaching and learning pandemic response to inform future pedagogy and curriculum strategy at the University.

During 2020, the Division had three key strategic objectives and priorities:

- Design and deliver high quality and innovative learning experiences;
- Develop and maintain impactful partnerships; and
- Evidence-based continuous improvement of our teaching curriculum.

21C Project

The 21C Project builds on the University community's work over the last two years, responding to the transformative opportunities and challenges of societal and workforce disruption. The Project reflects the University's responsibilities as an anchor institution for Western Sydney communities and recognised national and international

leadership with championing just and responsible social change through the United Nations Sustainable Development Goals. In 2020, the 21C Project leveraged work across the University to prototype strategies to develop the transdisciplinary 'hybrid' capabilities our students will need to create a successful future for themselves and their communities.

At the beginning of 2020, the 21C Project had commenced work on major initiatives focussing on Curriculum Transformation and Teaching Transformation.

As a result of the COVID-19 pandemic, the 21C Project was scaled back and refocused to support University's rapid transition to online teaching and learning. Curriculum and teaching transformation were re-prioritised to support the pandemic response and build the University's future resilience as details of the Government's Job-Ready Graduate (JRG) Package emerged.

During 2020, the 21C Project achieved the following:

- Delivered new University-wide COVID-19 related curriculum resources, including Curiosity Pods on 'From Cuisine to Quarantine' and 'Ctrl Alt Shift Identity';
- Promoted the value of partnership pedagogies;
- Increased opportunities for staff to have their online teaching achievements in response to COVID-19 recognised and valued through the Western Education Fellowship Scheme;
- Adopted new systems of collegial peer review;
- Fast-tracked work to develop an institutional platform and agreed strategy to integrate our efforts to offer alternative credentials.
- Progressed the integration and simplification of policies to embed new curriculum design principles and degree architectures and provide a secure foundation to ensure the University was capable of agile responses to future curriculum opportunities.

In Spring 2020, the 21C Project supported staff in developing Hybrid-Flexible (HyFlex) curriculum for a post-COVID-19 renewal. The Project will ensure we maintain the necessary capacity, confidence and momentum for the

University to deliver an innovative curriculum for the future.

Technology-enhanced pedagogies

During 2020, the Academic Division provided enhanced support for improving teaching quality and adopting new technology-enhanced pedagogies through staff professional development, new data sources, and streamlined Divisional processes. The Division invested heavily in professional development and new academic communities, including the Associate Deans Teaching and Learning and Peer Review Communities of Practice. During 2020, 14,509 professional development engagements were registered.

In 2020, the Division launched the Online Engagement and Teaching Hub. This online platform is a repository for information and resources to inspire and guide you on creating engaging online experiences. Also introduced were learning analytics reports, new dashboards, and technologies to support Unit Coordinators and Course Leaders' decision-making. In addition, new agile approvals processes and tracking platforms were created, including the Tracking Unit Changes system and WesternNow.

The first-year digital textbook initiative was transitioned to a new University-wide Online Educational Resources (OER) strategy. The Library was also recognised for excellence winning a Silver Medal for Excellence in Higher Education at the 2020 International Serious Play Awards. These awards recognise the best student digital learning experiences from around the world.

The Learning Futures Online Assessments Taskforce was awarded the 2020 Blackboard Award for Student Success. The award recognised institutions whose creative program application led to increased retention, increased completion, and/or improved outcomes.

In October, staff were invited to participate in a HyFlex and Alternative Assessment technologies pilot program. A total of 13 projects across the three technology solutions were piloted – My Knowledge Map, Labster, and Better Examinations.

In addition, the Division also supported five applications for the Edify Virtual Reality (VR) Win-a-Lab international competition led by

Glasgow University. Two applications were successful. Edify will fund the development of VR teaching assets for these projects in early 2021.

Sustainability and Resilience

The Division contributed to developing two significant strategy documents- the Sustainability and Resilience Decadal Strategy and contributed to the development of the 2021 – 2026 Sustaining Success Strategic Plan.

In 2020, the Division led the development of the Decadal Strategy ‘Sustainability and Resilience 2030.’ The strategy articulates a plan to achieve a resilient, sustainable and prosperous future for the University and Greater Western Sydney. The Division also led the integration of sustainability principles into the new 2021 – 2026 Strategic Plan: Sustaining Success.

In November 2020, the ‘Sustainability Bootcamp: Introducing the SDGs to students and staff at Western Sydney University’ developed by Learning Futures, received a Highly Commended Award at the Green Gown Awards Australasia in the Learning, Teaching and Skills category.

The Academic Division’s contributions to the University’s achievement of the 3rd in 2020 THE Impacted rankings is also notable.

Teaching and learning response to COVID-19

During the transition to online learning in Autumn session 2020, teaching activities, academic processes, and support services were rapidly adapted to ensure student learning continuity was maintained.

The Academic Division led the evaluation of the agile response to demonstrate compliance with the Higher Education Standards and inform the shape of the University’s ‘new normal’ curriculum and pedagogy.

Through the COVID-19 Teaching and Learning Continuity Task Group, the Division coordinated the University’s teaching and learning response to the COVID-19 pandemic. The Return to Campus frameworks for teaching and learning was developed and implemented in line with the University’s staged Return to Campus. The Division supported the embedding of authentic alternative assessments – leading to a

90% reduction in exam sittings. The team responsible for this work won an outstanding COVID-19 citation for meritorious service to Western.

The Academic Division led efforts to develop a Hybrid-Flexible (HyFlex) curriculum delivery model designed to embed flexibility and resilience in the future curriculum.

The Division undertook a lessons learned exercise at the end of the Autumn session. Through this exercise, it was revealed that rapid innovation resulted in successes. Some valuable learnings were also documented. Autumn Session 2020 Learnings and Reflections Final Report catalogued a range of findings, reflections, and lessons learned, which will inform practice in the post-pandemic ‘new normal.’

Academic Plans for New Campuses

The Academic Division actively supported the University’s major strategic project, Western Growth, by developing academic plans for new campuses. These plans are informed by institutional strategic frameworks, student enrolment and preference trends, and regional workforce demand. In 2020, academic plans for Liverpool Stage 2, the Bankstown City Campus, and Parramatta Engineering Innovation Hub were developed.

The Academic Division carried out this work in consultation with Schools and units across the University.

Entities

THE WHITLAM INSTITUTE

The Whitlam Institute is a nationally significant institution delivering distinctive, bold and inspiring policy research and programs that promote common ground, inclusive national identity and civic engagement for all Australians. The Institute provides an intellectual and cultural space for thought-provoking events and exhibitions, bringing issues of national significance to local communities and raising issues of concern for local communities into national debates.

The Institute holds a unique place in the national landscape as custodian of two key treasures of the national estate: the Whitlam Prime Ministerial Collection and the historic Female Orphan School. The Institute is committed to enhancing access, exposure and the profile of the Whitlam Institute, and 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'. Our active role in policy, civics education and advocacy for the common good are evident across our many events, consultations, exhibitions, workshops, policy research and publications.

In 2020 the Whitlam Institute Strategic Plan 2018 – 2020 entered its final year and a year like no other has been, facing the challenges of COVID 19. The Institute staff and Board continued to work under the guidance and strategies as outlined in the Strategic Plan. The changes brought upon us by COVID 19 saw the Whitlam Institute work to its capacity in a changed mode of operation, seeking opportunities to deliver our work in different ways and to engage with the community in this new environment. The Whitlam Institute, in 2020, operated a Covid-19 Critical Business work plan. High priority and high impact work programs and work plans were identified that were delivered within this altered environment. Resources were reallocated to support these changed or modified activities.

Highlights of 2020 included:

- The first independent review of the Whitlam Institute was conducted in September, with the outcome delivered

in October. The Review Panel delivered Affirmations, Commendations and Recommendations in their final report. The Panel described the Prime Ministerial archives and artefacts of the Whitlam era and EG Whitlam's life as a national treasure. The Institute is honoured to be the custodians and carers of this treasure.

- The Whitlam Institute made significant contributions to public debate during 2020, including the important uncovering of the Palace Letters, holding two events during the year with keynote speaker and Whitlam Institute Distinguished Fellow Jenny Hocking revealing important information from this turbulent time in Australia's history.
- A webinar delivered by Senator Penny Wong in September *Reimagining our Foreign Policy* was another highlight during the year.
- Whitlam Institute Fellow, The Hon Susan Ryan's paper *Revisiting the Revolution: Whitlam and Women* were published posthumously in December and has been very well received.
- Completed early in 2020, the Institute's paper on SDGs, *No One Left Behind: Implementing the Sustainable Development Goals in Australia - An Investigation of International Best Practice in SDG Governance Structures, Policy and Planning*. The Institute has contributed to the public debate on the topic, and the Institute conducted two 'invitation only' Round Table webinars with influencers in the field.
- The annual *What Matters?* Essay competition Award Ceremony was a virtual event held on 17 November. The winner, Tanisha Tahsin, was recorded live by ABC news watching the ceremony and hearing the announcement that she had won the competition.
- The Institute's program of virtual events in 2020 delivered a broad range of important policy topics that promote and contribute to public discourse on topics of local, national, and global importance whilst operating in a COVID-19 restricted world. This virtual program of events has shown new ways of reaching important audiences.

- The historic building, the Female Orphan School, was opened to visitors on 2 December for a reduced opening of Wednesdays and Thursdays. After being closed from 17 March 2020, it was a pleasure to be operating once again.

WESTERN SYDNEY UNIVERSITY THE COLLEGE

Western Sydney University The College provides students with a high-quality academic pathway to study at Western Sydney University through its comprehensive range of University Foundation Studies and Diploma programs. The English Language Centre offers proficiency training and testing services, and vocational programs are offered by The College's Registered Training Organisation (RTO).

Highlights of 2020 included:

- The College undertook a rapid transition to remote learning necessitated by the COVID-19 pandemic. Considerable support was provided to all staff to ensure a quality learning experience for students. A total of 157 out of the 159 Academic Pathway Program (APP) units offered in Term 1 2020 were transitioned to online. All English Language offerings were successfully transitioned to fully online delivery from 30 March 2020. The Certificate IV in Training and Assessment was offered online by the RTO.
- The College responded to the Federal Education Minister's Higher Education Relief Package (12 April 2020) to develop, accredit and offer a suite of seven Undergraduate Certificates. The College team collaborated closely with various schools and service divisions and commenced offering these courses on 19 May 2020. Approximately 500 students were enrolled over a number of intakes, and the offering of the current and new Undergraduate Certificates will continue in 2021.
- The RTO partnered with the Department of Planning, Industry, and Environment (DPIE) to create a skillset comprising of three units of competency producing The Climate Risk Ready program. The program was launched in December 2020 for

delivery in 2021. The RTO was supported by The College's E-Learning Team to produce quality online learning material. 56 students commenced with the course.

- The English Language Programs received advice from TEQSA that the Bachelor of Nursing Direct Entry English Program (BNDEEP) has been approved and added to the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). BNDEEP is specifically designed as a pathway into the Bachelor of Nursing program at Western Sydney University for both domestic and international students. This provides a new pathway option to build the Nursing pipeline. Numbers are small but expected to grow, depending on border restrictions being lifted.
- The English Language Programs prepared and submitted evidence against the TEQSA Standards for ELICOS Reaccreditation in August 2020, and we are still awaiting the outcome.
- The College commenced a Hy-Flex pilot program. Hy-Flex curriculum will provide students with choice regarding the mode of delivery, i.e., on campus, online synchronous, or asynchronous. The pilot program is focussed on the redesign of the Diploma of Arts and Diploma of Business. The new Diploma of Arts will commence in Term 1, 2021 and the Diploma of Business from mid-year 2021. Lessons from the pilot project will inform future approaches to increased flexibility in the pathway offerings and, in this way, to prepare students for transitioning to the University.
- The College re-established its Work Health and Safety (WHS) Working Group in 2020. The Working Group played an active role relating to return to campus. The University's Associate Director, WHS and Wellness, assisted with ensuring alignment with the broader approach to WHS and post-pandemic recovery efforts. The College Return to Campus Working Group was established in October 2020 and worked closely with the University on its return to campus plan for 2021.
- The College Creating Connections strategy was implemented, expressing a strong commitment to providing students with equal access to quality learning

experiences and an integrated student experience. To this end, The College is pursuing the co-location of College students with their University discipline peers to facilitate a smooth transition to University studies. The College is working closely with the Office of Commercial and Estate on The College relocation initiatives, establishing a plan for its future footprint aligned with the Western Growth strategy.

- The College Enterprise Agreement Bargaining commenced in October 2019 and continued through 2020. The process was put on hold in March 2020 in light of the rapidly changing COVID-19 situation. After a number of discussions with bargaining representatives, The College was able to reconvene and recommence negotiations in July 2020. Meetings continue to consider clauses in the current Enterprise Agreement covering both professional and teaching staff. It is expected that the new Agreement will be finalised by the end of March 2021.

WESTERN SYDNEY UNIVERSITY EARLY LEARNING LTD

Western Sydney University Early Learning Ltd (WSU Early Learning) provides exceptional and responsive education and care environments, embedding the National Quality Framework on WSU Milperra, Blacktown, Campbelltown, Hawkesbury, Parramatta South and Kingswood campuses.

Incorporated in 2012, WSU Early Learning Ltd is a not-for-profit, wholly controlled entity of the University. WSU Early Learning strives to provide an innovative research-based education and care service delivering the highest quality care and education for children in their early years and providing a strong foundation for a lifetime of learning. WSU Early Learning provides education and care that demonstrates diversity and inclusiveness, with the latest research and best practice models informing our service delivery.

WESTERN SYDNEY UNIVERSITY INTERNATIONAL COLLEGE

The Joint Venture between Western Sydney University Enterprises Pty Ltd and Navitas to operate the Western Sydney University International College (WSUIC) in Parramatta has now entered its fifth year of operation. The past year has seen a strong performance given the current COVID context, particularly in terms of student retention and academic performance. A highlight has been WSUIC's first intake of students into its own accredited Foundation Studies programs.

New Student Recruitment – WSUIC enrolled 311 new students in 2020 compared with 460 in 2019. This is a drop of 33% YoY in a market where many institutions are experiencing downturns of greater than 50% in commencing international student numbers.

Academic Performance – Academic Performance over the 2020 Calendar year has exceeded expectations, particularly given the COVID context. The mean pass rates for diploma programs in Terms 1 and 2 were 87% and 82%, respectively. The pass rate for foundation studies programs for Term 1 was 87%, while the pass rate for Term 2 was 94%. Term 3 results are still pending.

Retention and Transition – Student retention over the 2020 calendar year has also been high, with term retention rates between 88% and 90%. 67 WSUIC students completed or met eligibility requirements to transition into WSU in Semester 2 (2020). It is estimated that a further 204 WSUIC students will qualify for a transition into Semester 1 2021, with final grades for Term 3 still pending.

HEP Activation – WSUIC has had its first intake of students into its own HEP foundation studies courses in Term 2 (2020), with 29 students enrolling into its foundation studies programs. The teach-out of Diploma in Business and Diploma in ICT students run under WSU HEP programs has now been completed, with these programs now being run under WSUIC's own HEP accreditation.

Outlook and Focus for 2021 – The focus for 2021 will be on maximising recruitment outcomes in the COVID context, with an emphasis on promoting WSUIC's Digital Campus and flexible learning teaching

platform that will enable students to study face to face (when possible) and on line both synchronously and asynchronously. There will also be a strong focus on maximising student engagement levels, particularly for those students offshore. A number of academic support protocols geared towards the specific needs of our offshore student cohort are being implemented to achieve this. WSUIC also aims to submit its remaining two courses to the regulator for accreditation.

**WESTERN GROWTH DEVELOPMENTS
(PARRAMATTA INNOVATION HUB) PTY LTD**

Western Growth Developments (Innovation Hub Parramatta) Pty Ltd was incorporated on 4 June 2018 to pursue its purpose of promoting scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence. Principally, the entity is the co-developer with respect to the Parramatta Innovation Hub project. The entity shall operate the completed development to generate returns for the purpose of pursuing its objectives.

**WESTERN GROWTH DEVELOPMENTS
(WESTMEAD) PTY LTD**

Western Growth Developments (Westmead) Pty Ltd was incorporated on 5 April 2018 to pursue its purpose of promoting scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence. Principally, the entity is the co-developer with respect to the Westmead Innovation Quarter project. The entity shall operate the completed project to generate returns for the purpose of pursuing its objectives.

Statutory Reporting

EXECUTIVE REMUNERATION

Professor Barney Glover AO

Position: Vice-Chancellor and President
Total Remuneration Package: \$969,000
Period in Position: Full year
Results: Met all objectives

Professor Scott Bowman AO

Position: Senior Deputy Vice-Chancellor
Total Remuneration Package: \$500,000
Period in Position: 4 months
Results: Met all objectives

Professor Simon Barrie

Position: Deputy Vice-Chancellor and Vice-President (Academic)
Total Remuneration Package: \$450,000
Period in Position: Full year
Results: Met all objectives

Professor Deborah Sweeney

Position: Deputy Vice-Chancellor and Vice-President (Research, Enterprise and International)
Total Remuneration Package: \$495,230
Period in Position: Full year
Results: Met all objectives

Mr Peter Pickering

Position: Vice-President, Finance and Resources
Total Remuneration Package: \$571,795
Period in Position: Full year
Results: Met all objectives

Mr Angelo Kourtis

Position: Vice-President, People and Advancement
Total Remuneration Package: \$534,408
Period in Position: Full year
Results: Met all objectives

SENIOR EXECUTIVES EMPLOYED AND GENDER

2020

Males (5)
Females (1)

2019

Males (4)
Females (2)

Average Total Remuneration Package of Executives

2020 \$586,739
2019 \$577,000

Percentage of Total Employee-Related Expenditure

2020 <1%
2019 <1%

EMPLOYEES

STAFF FTE REPORT

2020 Data extracted 26 March 2021

2020 Data as at 31 March 2021

Data includes WSU only

Data excludes casual employees

EMPLOYMENT CATEGORY	2015	2016	2017	2018	2019	2020
Academic (Levels A-E)	990.9	1029.1	966.2	986.4	999.4	996.2
Professional (Levels 1-9)	1437.9	1478.9	1379.3	1401.0	1530.4	1566.0
Senior (above Academic Level E or Professional HEW Level 10)	150.6	144.0	138.4	140.1	146.0	152.8
Grand Total	2579.4	2651.9	2483.9	2527.4	2675.7	2721.0

Statutory Reporting

GOVERNMENT INFORMATION (PUBLIC ACCESS)

AGENCY NAME	Western Sydney University
PRINCIPAL DEPARTMENT	Records & Archives Management Services, Office of Governance Services
REPORTING PERIOD	1 January 2020 to 31 December 2020

PART 2 OF THE GOVERNMENT INFORMATION (PUBLIC ACCESS) ACT 2009 RELATES TO OPEN GOVERNMENT INFORMATION – GENERAL PRINCIPLES

Section 7 – Authorised proactive release of government information

(3) An agency must, at intervals of not more than 12 months, review its program for the release of government information under this section to identify the kinds of government information held by the agency that should in the public interest be made publicly available and that can be made publicly available without imposing unreasonable additional costs on the agency.

(b) Details of the review carried out by the University under

Reviews carried out by Western Sydney University?	Yes
Information made publicly available by the University?	Yes

The University's program for proactively releasing information is based on the annual meeting of the GIPA Agency Information Guide Review Committee (AIGRC). The Committee includes representatives from across the University and meets specifically to discharge the University's responsibilities under 7(3) of the Act.

The Committee met electronically between 20 December 2020 and 23 January 2021. The Committee reviewed the University's contract reporting and proactive disclosure opportunities arising from the implementation of new systems and changes to organisational structures.

The University's information guide has been updated and is functional.

Clause 8 Government Information (Public Access) Regulation 2018 – Annual reporting requirements under section 125 of the Act

(b) the total number of access applications received by the University during the reporting year (including withdrawn applications but not including invalid applications),

Total number of applications received	12
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(c) the total number of access applications received by the agency during the reporting year that the agency refused, either wholly or partly, because the application was for the disclosure of information referred to in Schedule 1 to the Act (Information for which there is conclusive presumption of overriding public interest against disclosure),

Total number of applications refused	Wholly	0
	Partly	2

Schedule 2 Statistical information about access applications to be included in annual report

Table A: Number of application by type of applicant and outcome*

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	3	0	0	1	1	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	1	0	0	0	0	0
Not for profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	2	4	1	1	0	0	0	0

*More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table B.

Table B: Number of applications by type of application and outcome

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Personal information application*	1	5	1	0	3	0	0	0
Access applications (other than personal information app.)	0	2	1	1	0	1	0	0
Access applications - partly personal info. app. and partly other	1	0	0	0	0	0	0	0

*A *personal information application* is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

Table C: Invalid applications

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	2
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	2
Invalid applications that subsequently became valid applications	0

Table D: Conclusive presumption of overriding public interest against disclosure matters listed in Schedule 1 of the Act

	Number of times consideration used*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	1
Excluded information	1
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0
Information about complaints to Judicial Commission	0
Information about authorised transactions under Electricity Network Assets (Authorised Transactions) Act 2015	0
Information about authorised transaction under Land and Property Information NSW (Authorised Transaction) Act 2016	0

*More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table E.

Statutory Reporting

Table E: Other public interest considerations against disclosure matters listed in table to section 14 of the Act

	Number of occasions when application not successful
Responsible and effective government	2
Law enforcement and security	0
Individual rights, judicial processes and natural justice	6
Business interests of agencies and other persons	1
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

Table F: Timeliness

	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	12
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	12

Table G: Number of applications reviewed under Part 5 of the Act (by type of review and outcome)

	Decision varied	Decision upheld	Total
Internal review	0	0	0
Review by Information Commissioner*	0	0	0
Internal review following recommendation under section 93 of Act	1	1	2
Review by NCAT	0	0	0
Total	1	1	2

*The Information Commissioner does not have the authority to vary decisions, but can make recommendations to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made by the Information Commissioner.

Table H: Applications for review under Part 5 of the Act (by type of applicant)

	Number of applications for review
Applications by access applicants	2
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Table I: Applications transferred to other agencies under Division 2 of Part 4 of the Act (by type of transfer)

	Number of applications transferred
Agency-initiated transfers	0
Applicant-initiated transfers	0

WORK HEALTH SAFETY AND WELLBEING STRATEGY

Promote a culture that provides an environment where all staff and students feel safe and empowered to engage in meaningful work and study by:

- Enhancing the overall health and wellbeing of our staff and students by focusing on initiatives that are agreed upon by a representative group from within the University.
- Provide preventative WHS & Wellbeing strategies that prevent injuries, illnesses to staff and students.
- Provide an inclusive WHS & W Management System of policies, procedure and guidelines designed to meet the needs of as many of our staff and students as possible, ensuring we cater to the diverse nature of our entire Western Community.

WHS MANAGEMENT SYSTEM

WHS & Wellbeing Management System is constantly being reviewed using existing risk management methodology WSU Safety Management System AS/NZS 4801:2001 refers to the elimination of work-related injury, while OHSAS 18001:2007 commits to the prevention of injury and ill-health. In 2020 reviews of the WHS & Wellbeing Management System led to improvements and the creation of the procedures and guidelines to support the University in managing risks associated with biological including COVID-19, chemical, remote working and psychosocial hazards.

WHS TRAINING

By the end of 2020, 94 per cent, or 11,354 workers (excluding casuals and adjuncts), had completed the four online WHS & Wellbeing. Due to the COVID-19 pandemic, WHS & Wellbeing implemented the mandatory training module 'Reducing the Transmission of COVID19 at Work.' This training package was developed to ensure all workers and HDR students receive reasonable instruction before they attend campus. By the end of 2020, 100 per cent of workers (excluding casuals and adjuncts) had completed the training along with 938 HDR students.

60 managers and supervisors participated in WHS Due Diligence Training. 545 workers received Hazardous Chemical training.

WELLBEING

Western Sydney University recognises that employee and student wellbeing extends to assisting staff and students to enhance and develop their own physical and mental wellbeing.

The University's Flu Vaccine Program 2020 resulted in a total of 1140 workers receiving the vaccine.

The University hosted virtual wellbeing, webinars and training workshops on staying connected during the COVID-19 pandemic, which have resulted in a 50% increase in attendance/participation when compared to 2019. These included Financial Wellbeing, Ergonomic Moments, Skin Cancer Awareness, RUOK? Check-in and self-care practices throughout COVID-19.

WORK HEALTH AND SAFETY INCIDENTS

In 2020, a total of 359 incidents and hazards were reported - 19% involved staff, 35% involved students and 5% involved contractors and visitors. There was a 46% increase in the number of hazards and near misses, indicating a positive change in reporting culture within the University.

Type	2019		2020	
	Number	% of the total	Number	% of the total
Staff	201	30%	68	19%
Students	303	45%	124	35%
Contractors	42	6%	18	5%
Hazards/ Near Miss	106	16%	144	40%
Other	14	2%	5	1%
Total	666		359	

The most frequent mechanism of injury reported by staff in 2020 was acute illness (21%), followed by slips, trips, falls (16%) and repetitive movement (12%). For students, incidents involving clean syringes was the most frequently reported mechanism of injury (hitting objects with a part of the body 44%). This was followed by acute illness (37%) and slips, trips fall (7%).

Staff

Mechanism	Number	% of the total
Medical Episode	14	21%
Slip trip Fall	11	16%
Repetitive movement	8	12%

Student

Mechanism	Number	% of the total
Hitting objects with a part of the body	54	44%
Medical Episode	34	27%
Slip trip fall	9	7%

WORKERS COMPENSATION

The University has completed its second year in the NSW LPR Workers Compensation Scheme. In 2020, there were 25 new University worker's compensation claims, compared to 26 in 2019. A marked improvement was seen in achieving a return to work outcomes, with a total of 49 claims closed.

	2019	2020
Total Claims Cost	\$286,730.34	\$279,922.90
Average Cost per Claim	\$11,028.10	\$11,196.92
Total number of new claims	26	25
Number of claims closed	23	49

49 worker's compensation claims were closed in 2020 through the successful implementation of RTW plans resulting in workers returning to pre-injury duties.

Statutory Reporting

PRIVACY

The University's privacy obligations primarily fall under the *Privacy and Personal Information Protection Act 1998 (NSW) (PPIPA)* and the *Health Records and Information Privacy Act 2002 (NSW) (HRIPA)*. However, the *Privacy Act 1988 (Cth)* also applies to the University in some respects. The University is assessing its potential exposure under the European Union's *General Data Protection Regulation* and other extraterritorial privacy laws.

Completion of the University's online privacy training module continues to be mandatory for all staff, and completion rates are reported to the University's Audit and Risk Committee. The privacy module is also available for postgraduate students to complete if it is a requirement of their course.

In 2020 the Privacy Officer undertook one formal internal review, on which the Privacy Commissioner provided a submission and accepted the University's final report with no further action required.

The Privacy Officer responded to and facilitated the containment of 14 privacy breaches – a number of which were due to human error and none of which were notifiable under State or Federal legislation. The Privacy Officer responded to eight matters which, upon investigation, did not constitute breaches of privacy and provided advice on 53 other matters.

RISK MANAGEMENT

Risk management is an essential component of the University's governance framework, and it supports the achievement of the University's strategic goals and objectives. Effective risk management and a risk-aware culture increase the probability of successful outcomes whilst protecting the reputation and sustainability of the University.

The University maintains a robust risk management and assurance program. It has established an organisation-wide strategic and operational risk management framework aligned with the International Risk Management Standard (ISO 31000:2018 – Risk Management Guidelines).

The University Executives and Senior Management promote a risk-aware culture throughout the entire operations of the University and its controlled entities. Risk management policies, standards and staff training have been developed to guide staff in meeting their responsibilities to manage risks.

The University maintains a Strategic Risk Register which documents risks specific to the achievement of the strategic goals and objectives. The Strategic Risk Register is reviewed annually and is approved by the Board of Trustees. Additionally, all business units and project managers are required to maintain an operational risk register that identifies risks that may impact organisational activities and project outcomes.

In 2020, the Board of Trustees and the Senior Executives dealt with the rapid and dynamic changes to the risks of the University as a result of the COVID-19 pandemic. In the process, the University has further strengthened its risk framework to manage resilience and business continuity risks. The safety and wellbeing of our staff, students and community, has been of paramount importance during these challenging times.

The Strategic Risk Register was revised, and the assurance plan was aligned to provide confidence to the Senior Management and the Board of Trustees, via the Audit and Risk Committee, that risks are being effectively managed. The internal audits conducted during the year provided management with further insights into risks and the control environment.

The Audit and Risk Committee maintain adequate oversight of the risk management and assurance activities performed by the independent Audit and Risk Team and other risk management units across the University including Campus Safety and Security, Work Health, Safety and Wellbeing, the Project Management Office, the Compliance Program Unit, the Office of Quality and Reviews, the Office of Business Intelligence and Performance and Digital Strategy, Security and Risk. Executives and Senior Management provide updates and insights on significant strategic and operational risks on a scheduled basis.

The University has adequate insurances in place to protect the University from significant financial losses. A number of insurance policies and strategies are in place to ensure that the University staff, students and property are appropriately covered. The University, in conjunction with its insurers, ensures that appropriate steps are taken to mitigate risk, and all incidents leading to a potential claim are notified to insurers in a timely and efficient manner.

The University provided access to the latest advice and implementing controls based on changes to the Public Health Order, NSW Department of Health, DFAT, SafeWork NSW/Australia and other agencies; this resulted in

- Case management and wellbeing support to over 4,300 members of our Western community who reported illness and who have undergone testing for COVID-19; this support extended to those working and studying from home.
- Reviewed over 18,000 campus access forms to date.
- Have received and responded to over 250,000 emails from our Western Community.

To support the return of face to face activities, the WHS&Wellbeing Unit facilitated 314 unit and activity-based RA's, and this is an increase of 172 RA's when compared to the last reporting period.

- Producing guidelines for organisation of events both on and off campus.
- Producing COVID safe events guidelines and templates for both indoor and outdoor activities.
- Monitoring and producing a master log of all University events (higher risk events were referred to the Recovery Management Team weekly for deliberation).

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 2020, the CRU managed 173 complaints and advised on a further 244 matters that were dealt with by managers in the various academic and administrative units of the University. Although operating remotely for most of the year due to the pandemic, there was no decrease in the complexity of matters or number of approaches to the unit.

Where appropriate, CRU provided feedback and advice on policies and processes as a result of issues arising from complaints. Staff members of the Unit shared their expertise in complaints handling, providing advice within the sector.

PUBLIC INTEREST DISCLOSURES

Statistical information on public interest disclosures (PIDs)

	Jan 2020 – Dec 2020
Number of public officials who made PIDs	1
Number of PIDs received	1
Of PIDs received, number primarily about:	
Corrupt conduct	1
Maladministration	0
Serious and substantial waste	0
Government information contravention	0
Local government pecuniary interest contravention	0
Number of PIDs finalised	1

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

TRAVEL EXPENSES

In 2020 the total University expenditure for overseas travel was \$0.7m. Travel was for a variety of University related purposes, including:

- research collaboration
- University promotion and development of new partnerships
- presentation of papers at conferences
- overseas joint University projects
- academic development program
- student practicums
- international study exchange and tours.

The University has robust Policies and Procedures for travel and related expenses in place which comply with the regulations and guidelines of NSW Treasury.

CREDIT CARD CERTIFICATION

Credit card use within Western Sydney University is in accordance with the University's corporate credit card policy <https://policies.westernsydney.edu.au/document/view.current.php?id=65> which complies with regulations and guidelines of NSW Treasury.

Credit card usage is acquitted via the online Travel and Expense Management System and checked and authorised by the appropriate senior delegated officer.

The University conducts regular reviews of credit card usage and where a cardholder is found to be in contravention of the policy regulations by either misuse or non-acquittal in a timely manner, the credit card will be cancelled.

PAYMENT OF ACCOUNTS

The University's payment terms to creditors is 30 days. Any variation to these terms with due justification must be approved by the University Treasurer or Executive Director, Financial Operations, University payment runs are fortnightly. The majority of payments are made via electronic transfer with the remainder being settled by cheque.

Statutory Reporting

EQUITY STATISTICS

TABLE A.1 TRENDS IN THE REPRESENTATION OF EEO GROUPS – ACADEMIC STAFF

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Women	50%	49%	50%	48%	49%	49%	49%	50%	50%	50%	50%	50%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	2%	3%	2%	2%	2%	2%	1%	1%
People whose language first spoken as a child was not English	19%	26%	26%	26%	28%	27%	30%	33%	32%	33%	20%	18%
People with a disability	N/A	8%	7%	8%	6%	7%	7%	8%	7%	8%	5%	4%
People with a disability requiring adjustment at work	1.50%	2%	2%	2%	1%	1%	2%	2%	2%	2%	2%	1%

TABLE A.2 TRENDS IN THE REPRESENTATION OF EEO GROUPS – GENERAL STAFF

EEO GROUPS: GENERAL STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Women	50%	66%	68%	67%	68%	67%	68%	67%	67%	67%	67%	68%
Aboriginal and Torres Strait Islander people	2%	2%	3%	3%	4%	4%	3%	5%	4%	5%	3%	3%
People whose language first spoken as a child was not English	19%	17%	17%	18%	18%	17%	19%	20%	20%	20%	15%	13%
People with a disability	N/A	10%	10%	9%	8%	7%	8%	7%	8%	7%	5%	5%
People with a disability requiring adjustment at work	1.50%	3%	3%	3%	3%	2%	3%	2%	2%	2%	2%	2%

TABLE B.1. TRENDS IN THE DISTRIBUTION OF EEO GROUPS – ACADEMIC STAFF DISTRIBUTION INDEX

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Women	100	85	83	87	85	88	90	89	89	89	92	94
Aboriginal and Torres Strait Islander people	100	N/A	N/A	76	79	83	N/A	N/A	69	NA	N/A	N/A
People whose language first spoken as a child was not English	100	95	97	98	93	90	90	96	95	96	103	104
People with a disability	100	90	87	88	86	86	103	97	95	97	98	98
People with a disability requiring adjustment at work	100	N/A	N/A	88	N/A	N/A	117	111	109	111	N/A	N/A

TABLE B.2. TRENDS IN THE DISTRIBUTION OF EEO GROUPS – GENERAL STAFF DISTRIBUTION INDEX

EEO GROUPS: GENERAL STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Women	100	90	89	89	90	92	90	91	91	91	91	92
Aboriginal and Torres Strait Islander people	100	103	97	98	95	95	98	90	92	90	89	92
People whose language first spoken as a child was not English	100	97	99	98	98	99	99	96	97	96	96	97
People with a disability	100	101	98	100	103	103	101	102	101	102	101	103
People with a disability requiring adjustment at work	100	101	104	107	109	111	105	95	103	95	97	102

FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS

During 2019, the University provided \$5,500 in funding to non-government community organisations

NAME OF RECIPIENT ORGANISATION	PROGRAM AREA AS PER BUDGET	NATURE AND PURPOSE OF PROJECT INCLUDING AIMS AND TARGET CLIENTS	AMOUNT \$
Country Education Foundation	Community Engagement	The Foundation provides funds to school leavers who need a helping hand to transition from school to higher education or the workforce	5,500.00

INVESTMENT PORTFOLIO PERFORMANCE 2020

The University had \$373.2 million in investments at 31 December 2020 (\$352.4 million at 31 December 2019).

The Mercer Multi Manager Fund for Estate Development has returned 7.66% annualised, after fees and rebates since inception i.e. August 2018. For the 12 months to December 2020 the return has been 5.42% compared to benchmark of 3.19%. Distributions received during the year were re-invested in the respective funds.

The Mercer Multi Manager Fund for Foundation Fund has returned 5.44% annualised, after fees and rebates since inception i.e. December 2019. For the 12 months to December 2020 the return has been 5.44% compared to benchmark of 2.52%. Distributions received during the year were re-invested in the respective funds.

FUND	2020		2019		2018		2017		2016	
OTHER FINANCIAL ASSETS - NON-CURRENT	Actual Return %	Benchmark Return %								
Mercer Multi Manager Funds - Estate Development ¹	5.42%	3.19%	17.00%	17.40%	-2.19%	-				
Mercer Multi Manager Funds - Foundation Fund ²	5.44%	2.52%	-0.77%	-	-	-				
Unlisted Securities ³	-	-	-	-	-	-	-	-	-	-

¹ - Mercer Multi Manager Funds - Estate Development: full year performance. The funds are invested in thirteen diversified investment funds.

² - Mercer Multi Manager Funds - Estate Development: full year performance. The funds are invested in thirteen diversified investment funds.

³ - The University had \$43.8 million in unlisted securities as at 31 December 2020 (\$47.7 million at 31 December 2019) which are not measured for performance.

Appendix 1

Board of Trustees Report

MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2, on page 51.

PRINCIPAL ACTIVITIES

The principal activities of the University are the provision of University-level education and research through a wide range of undergraduate and postgraduate courses and research programs, with a particular focus on Western Sydney. The University's functions and the authorities of the Board of Trustees are prescribed by the *Western Sydney University Act 1997 (NSW)*. The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of these entities are provided on page 36.

REVIEW OF OPERATIONS

The operations and activities of the University are outlined in detail in this Annual Report and, in particular, the section Summary Review of Operations.

SIGNIFICANT CHANGES IN STATE OF AFFAIRS

The COVID-19 Pandemic caused a significant change in the state of affairs for the University in 2020. This was discussed at an extraordinary meeting of the Board of Trustees in May 2020.

MATTERS SUBSEQUENT TO THE END OF THE FINANCIAL YEAR

Other than the developments described in this report, the Board of Trustees is of the opinion that no other matter or circumstance will significantly affect the operations or activities of the University.

LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS

In 2020, work continued on the campus redevelopment. Work will continue throughout 2020 to finalise the various projects.

COMPLIANCE WITH THE VOLUNTARY CODE OF BEST PRACTICE FOR THE GOVERNANCE OF AUSTRALIAN UNIVERSITIES

The Board of Trustees adopted the Code from the beginning of 2012 and resolved to review the University's compliance with the Code at its first meeting each year. In 2020, the University Secretary and General Counsel provided a report confirming 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.

INSURANCE OF OFFICERS

Clause 5 of Schedule 1 of the *Western Sydney University Act 1997* provides a degree of protection from personal liability for Board of Trustee members and officers of the University. The University also has Directors and Officers Liability insurance with Uni-mutual.

LEGAL PROCEEDINGS COMMENCED BY OR AGAINST THE UNIVERSITY

There were no significant legal proceedings by or against the University in 2020. This report is made in accordance with a resolution of the Board of Trustees on 14 April 2021.

**Professor Peter Shergold AC,
Chancellor**

Appendix 2

Board of Trustees Meetings

	COMMITTEES OF THE BOARD OF TRUSTEES									
	BOARD OF TRUSTEES		AUDIT AND RISK		BOARD EXECUTIVE		UNIVERSITY INFRASTRUCTURE		FINANCE AND INVESTMENT	
	A	B	A	B	A	B	A	B	A	B
Emeritus Professor MaryAnn Bin-Sallik, AO	8	8								
Mr Matthew Burrows							6	6		
Ms Anastasia Clarke			6	6						
Mr Joseph Carrozzi	5	8								
Ms Elizabeth Dibbs	7	8	6	6	6	6				
Dr Ben Etherington	8	8								
Professor Barney Glover AO	8	8			6	6	6	6	6	6
Mr Matt Graham			3	6						
Mr Peter Graham							6	6		
Mr Michael Gratton							6	6		
Mr Peeyush Gupta AM	6	8							5	6
Dr David Harland	8	8								
Ms Vicki Hartley									6	6
Ms Naomi Hastings	8	8								
Ms Carmel Hourigan (resigned on 8 October 2020)	7	7			5	5	4	5		
Ms Holly Kramer	7	8								
Ms Georgia Lee	8	8					6	6		
Miss Rose Lewis	8	8								
Ms Karen Lonergan			6	6						
Dr Linda O'Brien AM	8	8							5	6
Mr Darren Pereira									5	6
Mr Lee Pinder							6	6		
Mr Bob Sahota	8	8							5	6
Mr Mark Sercombe			6	6						
Professor Peter Shergold, AC	8	8			6	6				
Ms Jodi Stanton							6	6		
Ms Kerry Stubbs	8	8			6	6			6	6
Ms Gabrielle Trainor, AO	8	8								
Professor Alpha Possamai-Inesedy	8	8								

A= Number of meetings attended, B= Number of meetings held during the time the member held office or was member of the committee during the year[#]

[#] In 2020, the Board held six regular meetings, one extraordinary meeting and one Strategy Day meeting.

Appendix 3

Committees and Other Bodies Established by the Board of Trustees

BOARD OF TRUSTEES COMMITTEES	CHAIR
Academic Senate	Professor Alpha Possamai-Inesedy
Audit and Risk	Ms Elizabeth Dibbs
Finance and Investment	Ms Kerry Stubbs
University Infrastructure	Ms Carmel Hourigan (until 8 October 2020) Mr Lee Pinder (from 16 November 2020)
Board Executive	Professor Peter Shergold, AC

UNIVERSITY BODIES	CHAIR
Aboriginal and Torres Strait Islander Advisory Council	Chair (Vacant)
Foundation Council	Professor Peter Shergold, AC

Appendix 4

Student Data

TABLE 1: STUDENT HEADCOUNT BY RESIDENCY STATUS, 2014–2020 (P)

RESIDENCY STATUS	2014	2015	2016	2017	2018	2019	2020 (P)
DOMESTIC	39,210	40,315	39,638	38,855	41,352	41,331	41,332
INTERNATIONAL - ON SHORE	4,315	4,263	4,438	5,570	6,908	7,899	7,487
INTERNATIONAL - OFF SHORE	391	341	376	372	255	276	445
NO INFORMATION.							2
GRAND TOTAL	43,916	44,919	44,452	44,797	48,515	49,506	49,266

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

TABLE 2: COMMENCING STUDENT HEADCOUNT BY RESIDENCY STATUS, 2014–2020 (P)

RESIDENCY STATUS	2014	2015	2016	2017	2018	2019	2020 (P)
DOMESTIC	14,845	15,893	15,105	14,288	15,888	14,569	14,500
INTERNATIONAL - ON SHORE	2,226	2,002	2,118	2,905	3,483	3,615	2,741
INTERNATIONAL - OFF SHORE	125	156	174	133	98	146	282
NO INFORMATION.							1
GRAND TOTAL	17,196	18,051	17,397	17,326	19,469	18,330	17,524

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

TABLE 3: STUDENT HEADCOUNT BY GENDER, 2014–2020 (P)

GENDER	2014	2015	2016	2017	2018	2019	2020 (P)
FEMALE	24,150	24,601	24,525	24,850	27,346	28,059	28,307
MALE	19,766	20,315	19,922	19,938	21,166	21,440	20,945
INDETERMINATE/INTERSEX/ UNSPECIFIED		3	5	9	3	7	14
GRAND TOTAL	43,916	44,919	44,452	44,797	48,515	49,506	49,266

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

TABLE 4: STUDENT HEADCOUNT BY COURSE LEVEL, 2016–2020 (P)

COURSE LEVEL	2016		2017		2018		2019		2020 (P)	
UNDERGRADUATE	36,745	82.7%	36,451	81.4%	38,855	80.1%	39,296	79.4%	39,753	80.7%
HIGHER DEGREE BY COURSEWORK	5,600	12.6%	6,215	13.9%	7,127	14.7%	7,598	15.3%	7,434	15.1%
HIGHER DEGREE BY RESEARCH	1,188	2.7%	1,279	2.9%	1,375	2.8%	1,444	2.9%	1,414	2.9%
OTHER*	919	2.1%	852	1.9%	1,158	2.4%	1,168	2.4%	665	1.3%
GRAND TOTAL	44,452	100.0%	44,797	100.0%	48,515	100.0%	49,506	100.0%	49,266	100.0%

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

*Other includes enabling, non award and cross institutions

Appendix 4

Student Data

TABLE 5: STUDENT HEADCOUNT BY BROAD FIELD OF EDUCATION, 2016–2020 (P)

BROAD FIELD OF EDUCATION	2016		2017		2018		2019		2020 (P)	
SOCKET AND CULTURE	12,598	28.3%	12,135	27.1%	13,230	27.3%	13,198	26.7%	13,524	27.5%
HEALTH	8,081	18.2%	8,628	19.3%	9,752	20.1%	10,186	20.6%	10,734	21.8%
MANAGEMENT AND COMMERCE	8,614	19.4%	8,380	18.7%	8,301	17.1%	8,132	16.4%	7,801	15.8%
NATURAL AND PHYSICAL SCIENCES	3,682	8.3%	3,572	8.0%	3,804	7.8%	3,918	7.9%	3,739	7.6%
ENGINEERING AND RELATED TECHNOLOGIES	2,178	4.9%	2,507	5.6%	2,935	6.0%	3,217	6.5%	3,186	6.5%
ARCHITECTURE AND BUILDING	1,643	3.7%	1,907	4.3%	2,315	4.8%	2,604	5.3%	2,840	5.8%
EDUCATION	3,130	7.0%	3,029	6.8%	2,913	6.0%	2,727	5.5%	2,371	4.8%
INFORMATION TECHNOLOGY	1,904	4.3%	1,973	4.4%	2,188	4.5%	2,314	4.7%	2,203	4.5%
CREATIVE ARTS	1,855	4.2%	1,851	4.1%	1,984	4.1%	2,079	4.2%	2,082	4.2%
MIXED FIELD PROGRAMMES	574	1.3%	565	1.3%	811	1.7%	828	1.7%	382	0.8%
AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES	28	0.1%	83	0.2%	77	0.2%	68	0.1%	219	0.4%
NON-AWARD COURSE, BOTP OR OAU UNIT	165	0.4%	167	0.4%	202	0.4%	232	0.5%	185	0.4%
NON-AWARD COURSE AND UNKNOWN				3	0.0%	3	0.0%		0.0%	
GRAND TOTAL	44,452	100.0%	44,797	100.0%	48,515	100.0%	49,506	100.0%	49,266	100.0%

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

TABLE 6: STUDENT HEADCOUNT BY CAMPUS, 2016–2020 (P)

CAMPUS	2016		2017		2018		2019		2020 (P)	
BANKSTOWN	8,159	18.4%	7,501	16.7%	6,874	14.2%	5,739	11.6%	5,341	10.8%
BLACKTOWN (NIRIMBA)	2,058	4.6%	1,833	4.1%	2,292	4.7%	2,374	4.8%	2,352	4.8%
CAMPBELLTOWN	7,020	15.8%	6,688	14.9%	6,596	13.6%	6,662	13.5%	6,761	13.7%
HAWKESBURY	2,754	6.2%	2,667	6.0%	2,614	5.4%	2,633	5.3%	2,511	5.1%
LITHGOW	39	0.1%	26	0.1%	23	0.0%				
LIVERPOOL			0.0%	881	1.8%	1,823	3.7%	2,139	4.3%	
ONLINE	377	0.8%	606	1.4%	1,822	3.8%	1,733	3.5%	2,777	5.6%
OTHER**	589	1.3%	595	1.3%	414	0.9%	691	1.4%	625	1.3%
PARRAMATTA	14,792	33.3%	10,613	23.7%	12,326	25.4%	13,381	27.0%	13,695	27.8%
PARRAMATTA CITY			5,883	13.1%	6,380	13.2%	6,572	13.3%	5,758	11.7%
PENRITH	8,651	19.5%	7,889	17.6%	7,224	14.9%	6,338	12.8%	5,622	11.4%
SYDNEY CITY	13	0.0%	496	1.1%	1,069	2.2%	1,560	3.2%	1,685	3.4%
GRAND TOTAL	44,452	100.0%	44,797	100.0%	48,515	100.0%	49,506	100.0%	49,266	100.0%

(Source: Enrolment Submissions to the Department of Education, Skills and Employment)

**Other includes includes External, Off Shore and Other

TABLE 7: STUDENT LOW SES* PARTICIPATION RATE 2016–2020 (P)

YEAR	WSU	SECTOR**
2016	31.1%	17.6%
2017	31.1%	17.8%
2018	30.9%	17.8%
2019	30.9%	17.8%
2020 (P)	30.9%	n/a

Source: <https://www.dese.gov.au/higher-education-statistics/resources/2019-section-16-equity-performance-data>

*Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2016 Census SEIFA Index for Education and Occupation for postcodes.

**Table A Providers only

TABLE 8: STUDENT LOAD (EFTSL) BY FUNDING SOURCE, 2016–2020 (P)

FUNDING SOURCE	2016	%	2017	%	2018	%	2019	%	2020 (P)	%
COMMONWEALTH GRANTS SCHEME	28,330	85.1%	27,216	82.4%	28,558	80.0%	28,527	77.6%	28,699	78.4%
COMMONWEALTH RESEARCH TRAINING SCHEME / PROGRAM	559	1.7%	591	1.8%	600	1.7%	636	1.7%	615	1.7%
SUB-TOTAL COMMONWEALTH FUNDED LOAD	28,889	86.8%	27,807	84.2%	29,158	81.6%	29,163	79.3%	29,314	80.1%
DOMESTIC FEE-PAYING	687	2.1%	687	2.1%	840	2.4%	979	2.7%	977	2.7%
INTERNATIONAL ON-SHORE	3,417	10.3%	4,237	12.8%	5,508	15.4%	6,384	17.4%	6,021	16.5%
INTERNATIONAL OFF-SHORE	194	0.6%	188	0.6%	69	0.2%	95	0.3%	148	0.4%
NON-AWARD AND OTHER	105	0.3%	118	0.4%	141	0.4%	143	0.4%	132	0.4%
SUB-TOTAL FEE-PAYING LOAD	4,403	13.2%	5,230	15.8%	6,558	18.4%	7,601	20.7%	7,278	19.9%
GRAND TOTAL	33,293	100.0%	33,036	100.0%	35,716	100.0%	36,764	100.0%	36,592	100.0%

(Source: Load and Liability Submissions to the Department of Education, Skills and Employment)

EFTSL = Equivalent Full Time Student Load

TABLE 9: STUDENT EXPERIENCE SURVEY – % UNDERGRADUATE SATISFACTION, 2016–2020

SATISFACTION %	LEARNER ENGAGEMENT		SKILLS DEVELOPMENT		TEACHING QUALITY		OVERALL QUALITY	
	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR
2016	61.4%	61.9%	80.6%	81.1%	79.3%	81.2%	78.3%	79.9%
2017	63.2%	62.8%	82.3%	80.5%	79.1%	80.1%	78.0%	78.5%
2018	61.7%	63.1%	82.3%	81.2%	79.5%	81.3%	77.6%	79.2%
2019	61.7%	63.2%	81.9%	81.3%	78.3%	80.9%	76.2%	78.4%
2020*	48.2%		78.7%		76.0%	67.1%		79.2%

Source: https://www.qilt.edu.au/docs/default-source/ses/ses-2019/2019-ses-national-report.pdf?sfvrsn=6486ec3c_10

*Impact due to COVID particularly on Learner Engagement

Appendix 4

Student Data

TABLE 10: COMMENCING BACHELOR STUDENT RETENTION, 2015-16 TO 2019-20 (P)

YEAR	WSU	SECTOR*
2015-16	78.0%	81.2%
2016-17	79.7%	81.9%
2017-18	82.4%	81.5%
2018-19	78.7%	81.7%
2019-20 (P)	80.1%	n/a

Source: <https://www.dese.gov.au/higher-education-statistics/resources/2019-section-15-attribution-success-and-retention>

*Table A Providers only

STUDENT LOAD

BROAD COURSE TYPE (COPY) (GROUP)	2016	2017	2018	2019	2020
UNDERGRADUATE	28,078	27,472	29,284	29,921	30,462
POSTGRADUATE	4,381	4,760	5,388	5,824	5,562
OTHER*	834	805	1,044	1,019	568
GRAND TOTAL	33,293	33,036	35,716	36,764	36,592

Appendix 5

Major Consultancies

CONSULTANCIES COMMISSIONED IN 2020 AMOUNTING TO \$50,000 OR MORE, INCLUDED

CONSULTANT	COST \$	TITLE/NATURE OF CONSULTANCY
FINANCE		
Moodys Investors Service Pty Ltd	206,000	Credit Rating
National Aust Bank Ltd	133,887	Capital Markets Financing
Commonwealth Bank Of Aust	100,000	Capital Markets Financing
SUBTOTAL	439,887	
INFORMATION TECHNOLOGY		
Espire Infolabs Pty Ltd	155,975	E-Forms Platform
Data 3 Ltd	124,488	CRM Dynamics Project
Dxc Enterprise Aust Pty Ltd	98,655	SMS DR Project
Original Mind Pty Ltd	96,075	MBBS Admissions System
Computer Systems Aust Pty Ltd	69,760	ServiceNow
Archive360	52,083	Consulting Services
SUBTOTAL	597,036	
MANAGEMENT SERVICES		
Deloitte Consulting Pty Ltd	1,730,463	ESMP
Accordant Pty Ltd	866,931	Application, Offer and Enrol Personalisation
Cenote Solutions Pty Ltd	346,173	Student Success Centre
Bohemia Group Pty Ltd	309,626	Consulting Services - Various
Computer Systems Aust Pty Ltd	216,370	ESMP
Blue Crane Consulting Group	205,400	Organisational Alignment Design
AccessEAP	199,431	EAP Program Services
Elomeno Pty Ltd	155,726	Werrington (Caddens) Retail Centre
Whitegrey Pty Ltd	147,001	WSU Online 2020 Mid-Year Information Day
Whitegrey Pty Ltd	143,820	2020 Open Day
VCD Pty Ltd	139,960	True Rewards Campaign
KPMG	118,950	Western Growth Project Management
Deloitte Risk Advisory Pty Ltd	118,510	COVID-19, Business Continuity & Disaster Recovery Planning
Intersect Australia Ltd	110,876	WSU DHRG Libraries Project
Colliers International NSW Pty Ltd	100,000	Milperra Redevelopment
MVsmith Consulting Pty Ltd	98,100	Western Growth Project Management
RXP Services Ltd	96,500	ESMP
Munn, Luke	96,099	Data Centres and the Governance of Labour and Territory
Ernst & Young	80,100	International Tax Advice
Common Purpose Student Experience Ltd	78,233	2020 City Challenge
Rider Levett Bucknall NSW Pty Ltd	77,573	Werrington (Caddens) Retail Centre
Wonderlyze Pty Ltd	75,469	Digital Transformation
Edison Environmental & Engineering Pty Ltd	73,417	Campbelltown Redevelopment (Stage 6)
Blue Crane Consulting Group	72,188	Parramatta Innovation Hub (Fitout)

Appendix 5

Major Consultancies

CONSULTANCIES COMMISSIONED IN 2020 AMOUNTING TO \$50,000 OR MORE, INCLUDED

Maximus International Pty Ltd	68,844	Partnership Management and Leadership Advisory
Customer Service Benchmarking Aust Pty Ltd	65,025	Contact Service Centre Benchmarking
J Wyndham Prince Pty Ltd	63,415	Campbelltown Redevelopment (Stage 6)
Mercer Consulting Aust Pty Ltd	63,388	Foundational SWP Toolkit
460Degrees MG	62,823	Agile Services
VCD Pty Ltd	61,303	Creative Services
Halesmith Property	59,219	Western Growth Project Management
Blue Crane Consulting Group	54,863	Westmead Lot 2
SUBTOTAL	6,155,792	

RESEARCH

Corbett, Lorna	230,509	MECSH - State of Minnesota
Giombetti, Ann	148,579	MECSH - State of Vermont
Sumpton, Wendy	91,915	MECSH - CLCH Network
Hook, Beulah	58,133	MECSH - CLCH Network
Bees Business	54,670	Stingless Bees as Effective Managed Pollinators for Australian Horticulture
SUBTOTAL	583,806	

TOTAL CONSULTANCIES EQUAL TO OR GREATER THAN \$50,000 **\$7,776,521**

DURING 2020 OTHER CONSULTANCIES WERE ENGAGED IN THE FOLLOWING AREAS:

Finance	70,158
Human Resources	88,667
Information Technology	142,092
Management Services	436,673
Research	85,124
TOTAL CONSULTANCIES LESS THAN \$50,000	\$822,714

TOTAL CONSULTANCIES **\$8,599,236**

This information is based on actual payments via Accounts Payable during the year and excludes accruals and other journals.

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