

**WESTERN SYDNEY**  
UNIVERSITY



ANNUAL REPORT  
2021



**The Year in Review**

Volume 1





## **ANNUAL REPORT 2021**

Western Sydney University's 2021 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 2021 was \$311.10.

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](https://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 2022

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 2021, 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 Government Sector 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 2021 Annual Report for Western Sydney University.

Similarly to 2020, it was another challenging year for the University and the higher education sector more broadly as we continued to manage the impacts of the COVID-19 pandemic. Notwithstanding the challenges we faced, as an institution we have shown remarkable agility, resilience and unwavering commitment to our goals and mission, our staff and students, and our region. It was a relatively successful year for the University across many endeavours. The continuation of our hybrid approach to teaching and learning, coupled with complementary student support services and the extension of our short course offerings demonstrates the University's exceptional response to the pandemic. Through a renewed organisational structure, we concentrated efforts on progressing the institution in a post-COVID-19 world.

Throughout the year, the University implemented a number of collaboration strategies with key university and industry partners, including the launch of the Multiversity and being selected exclusive Foundation University Partner for Parramatta Powerhouse. Through initiatives such as Venture Makers, LaunchPad and the Future Fund we supported local entrepreneurial start up enterprises, helping them to drive innovation across our communities. We maintained our sectoral engagement through active participation in Universities Australia, the NSW Vice-Chancellors' Committee, Innovative Research Universities and the NUW Alliance.

We achieved outstanding success in a number of prestigious national research grants, lifting our profile. Encouragingly, world rankings reflected our growing global recognition as a world-class institution as well as our focus on research with international impact. Overall, we remained in the top two percent of universities worldwide, rose to 34th in the world for young universities, and ranked 17th overall in the Times Higher Education Impact Rankings.

Sustainability and capacity building through diversification of international student markets, research collaborations, partnerships and funding sources remained key priorities. Significant progress on major strategic projects, including Western Growth, Decadal Planning and the Strategic Plan – *Sustaining Success 2021–2026* – continued to advance and transform the University. 2021 marked the release of the *Sustainability and Resilience 2030* decadal strategy. The University achieved 100% renewable energy in electricity supplies, ahead of our 2026 target deadline, and joined the Race to Zero for Universities and Colleges initiative, which emphasises our progress towards carbon neutrality.

The University launched a new Student Management System and further developed its cybersecurity capability, boldly shaping the University's technology and operations. We undertook a Pulse Survey to better understand staff wellbeing, working and living through the evolving pandemic. The University advanced its deep commitment to Indigenous engagement and education through the appointment of the inaugural Deputy Vice-Chancellor, Indigenous Leadership. Western Sydney University governance arrangements continued to operate strongly. Members of the Board of Trustees and its committees provided crucial and effective strategic guidance and management oversight for the University, ensuring the institution prospers through a sustained recovery and renewal period.

In conclusion, despite the challenges that will continue to face our institution and sector over the coming years, the University's outstanding achievements throughout 2021 have positioned us for success. We remain confident that the University will strengthen its standing as a higher education leader and ensure 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	2017	2018	2019	2020	2021 (P)	% CHANGE 2020 - 21 (P)	▼ ▲
<b>NUMBER OF STUDENTS</b>							
<b>TOTAL</b>	<b>44,797</b>	<b>48,515</b>	<b>49,506</b>	<b>49,266</b>	<b>47,971</b>	<b>-2.6%</b>	▼
Female %	55.5%	56.4%	56.7%	57.5%	58.5%	1.1%	▲
Commencing	17,326	19,469	18,330	17,524	15,463	-11.8%	▼
Female %	55.3%	57.9%	58.2%	59.2%	60.8%	1.6%	▲
<b>STUDENT LOAD</b>							
<b>TOTAL</b>	<b>33,036</b>	<b>35,716</b>	<b>36,764</b>	<b>36,592</b>	<b>36,120</b>	<b>-1.3%</b>	▼
Undergraduate	27,472	29,284	29,921	30,462	30,862	1.3%	▲
Postgraduate	4,760	5,388	5,824	5,562	4,880	-12.3%	▼
Other*	805	1,044	1,019	568	378	-33.4%	▼
*Other includes enabling, cross institutional and non award							
<b>STUDENT LOAD BY FUNDING SOURCE</b>							
<b>TOTAL</b>	<b>33,036</b>	<b>35,716</b>	<b>36,764</b>	<b>36,592</b>	<b>36,120</b>	<b>-1.3%</b>	▼
Commonwealth Supported Places	27,216	28,558	28,527	28,699	28,956	0.9%	▲
Commonwealth Research Training Scheme/Program	591	600	636	615	577	-6.1%	▼
Domestic fee-paying (award and non-award)	805	981	1,122	1,109	1,126	1.5%	▲
International fee-paying	4,425	5,577	6,479	6,169	5,461	-11.5%	▼
<b>AWARD COMPLETIONS</b>							
<b>TOTAL</b>	<b>9,169</b>	<b>9,008</b>	<b>9,515</b>	<b>8,677</b>		<b>-8.8%</b>	▼
Undergraduate	7,047	6,670	6,931	6,274		-9.5%	▼
Postgraduate	2,122	2,338	2,584	2,403		-7.0%	▼
Completions for the last year are not finalised until after graduations. % Change based on 2019-20							
<b>STAFF (FULL-TIME EQUIVALENT)</b>							
<b>TOTAL</b>	<b>3,309</b>	<b>3,388</b>	<b>3,581</b>	<b>3,311</b>	<b>3,038</b>	<b>-8.2%</b>	▼
Academic	1,616	1,675	1,697	1,475	1,409	-4.5%	▼
Teaching only	696	733	709	488	490	0.5%	▲
Teaching and Research	770	783	834	860	816	-5.1%	▼
Research only	121	126	123	111	95	-14.7%	▼
Other	29	33	30	16	8	-53.1%	▼
Professional	1,693	1,713	1,884	1,835	1,629	-11.2%	▼
2021 includes estimated casual based on 2020							
<b>RESEARCH FUNDING (\$'000)</b>							
Australian Competitive Grant income (Category 1) includes ARC, NHMRC & Other	14,056	11,636	13,558	12,675	13,779	8.7%	▲
Collaborative income (Category 2, 3 and 4)	21,335	26,998	30,319	30,731	36,435	18.6%	▲
<b>TOTAL HERDC INCOME</b>	<b>35,391</b>	<b>38,635</b>	<b>43,876</b>	<b>43,405</b>	<b>50,214</b>	<b>15.7%</b>	▲
<b>TOTAL OPERATING REVENUE (\$'000)</b>	<b>799,105</b>	<b>906,134</b>	<b>900,810</b>	<b>872,710</b>	<b>959,809</b>	<b>10.0%</b>	▲
<b>TOTAL NET ASSETS (\$'000)</b>	<b>1,912,791</b>	<b>2,081,503</b>	<b>2,124,870</b>	<b>2,218,481</b>	<b>2,455,207</b>	<b>10.7%</b>	▲

Totals may not add due to rounding

# Mission, Vision, Values and Beliefs (*Sustaining Success 2021 – 2026*)

## MISSION

Starting in Western Sydney, our students will succeed, our research will have impact and our communities will thrive through our commitment to excellence, sustainability, equity, transformation and connectedness.

## VALUES

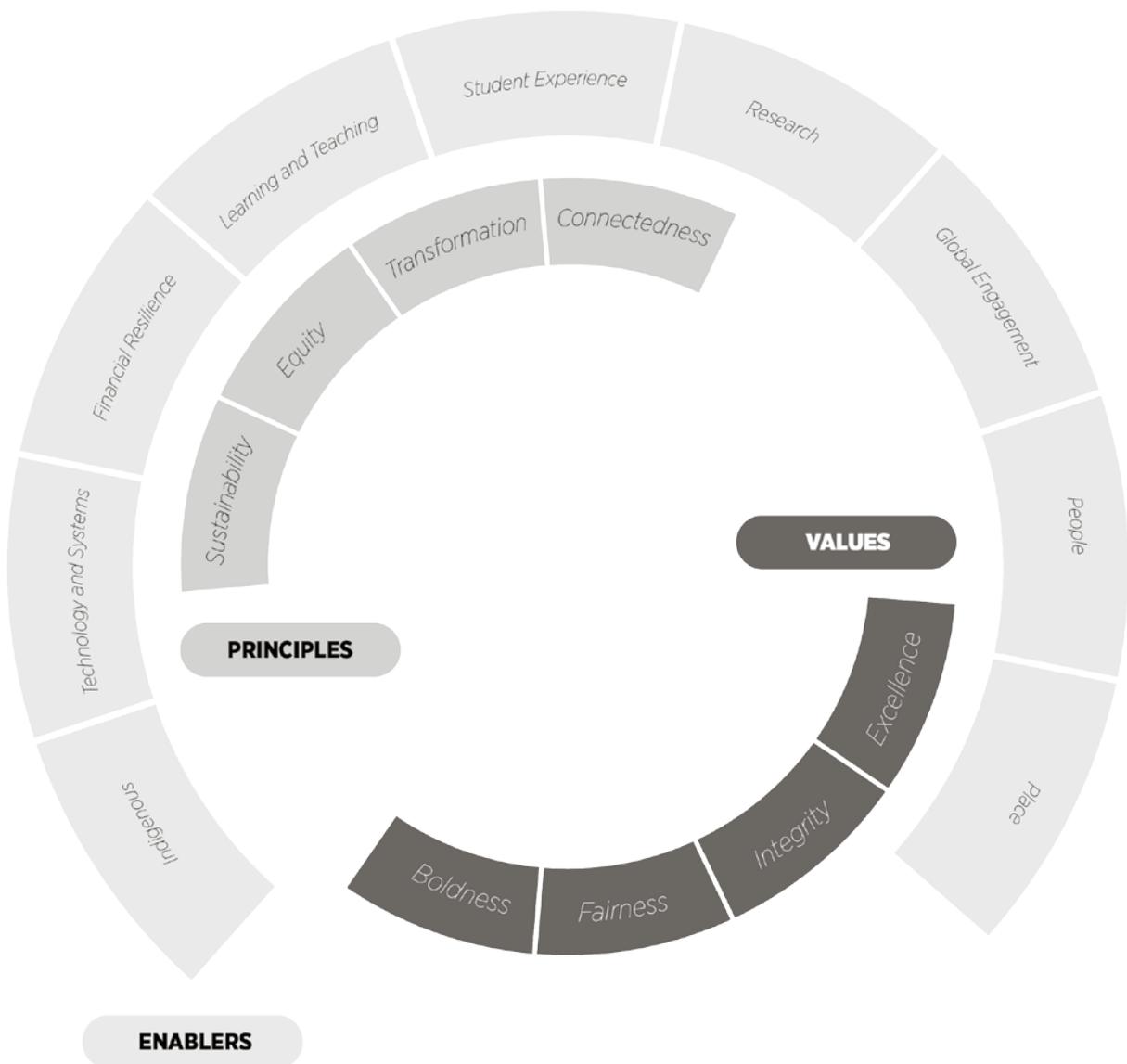
Our values define who we are and what we expect and encourage in each other. They are lived and embedded in the behaviours of everyone within the University community. Our values represent a commitment to our students, people and communities, both local and global. Our values are: Boldness, Fairness, Integrity, Excellence.

## PRINCIPLES

The University is accountable to its values. We will be guided by them in recovery and renewal. They inform, and are realised through adherence to, our four principles: Sustainability, Equity, Transformation and Connectedness.

## ENABLERS

The University’s enablers set out the elements required to unlock and make possible the strategic imperatives embodied in *Sustaining Success 2021 – 2026*. They encapsulate our values and help to guide recovery and renewal for the University and the communities within which we are embedded. Our enablers are: People, Place, Learning and Teaching, Student Experience, Research, Global Engagement, Technology and Systems, Financial Resilience, Indigenous, and Excellence.



# 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 AM  
 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  
 Mr Peeyush Gupta AM  
 Ms Georgia Lee  
 Mr Lee Pinder  
 Mr Bob Sahota  
 Ms Kerry Stubbs, Deputy Chancellor  
 Ms Natalia Vukolova, Graduate Member

### ELECTED MEMBERS

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

## BOARD OF TRUSTEES BOARD CHARTER

The Board of Trustees is the governing body of the University with 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 with respect to the University, manage the University's resources and monitor the University's performance. The members – official, appointed and elected – meet approximately six times each year in addition to a strategic planning day. The Board is supported in its work by a number of specialist committees and advisory councils.

Details about the Board, including summaries and minutes of meetings, are published on the University's web site at:

[https://www.westernsydney.edu.au/about\\_uws/leadership/board\\_of\\_trustees](https://www.westernsydney.edu.au/about_uws/leadership/board_of_trustees)

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

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

## SUMMARY OF KEY BOARD DELIBERATIONS IN 2021

Key decisions of the Board of Trustees during 2021 included:

- Approval of the Western Sydney University 2020 Modern Slavery Statement
- Approval of the Strategic Risk Register and Risk Appetite Statement
- Approval of the establishment of a new School of Engineering, Design and Built Environment, formed by the merger of the two former Schools of Engineering and Built Environment
- Approval of the naming of the room EZ 2.02 in the Female Orphan School, Parramatta South Campus, "the Susan Ryan Reading Room"
- Approval of the Gender Equity Strategy and Action Plan for 2021-2026
- Approval of the Transformation Program of strategic projects
- Acquisition of Whitlam House
- Adoption of an annual Attestation Statement on Freedom of Speech and Academic Freedom for the Western Sydney University annual report
- Adoption of the University Chancellors Council (UCC) Voluntary Code on Australian Universities Vice-Chancellor and Senior Staff Remuneration
- Approval of the establishment of the position of Deputy Vice-Chancellor, Indigenous Leadership.

At its annual strategy day the Board focused on critical strategic response areas aligned with the values of boldness, fairness, integrity and excellence. The outcomes of the Board of Trustees' annual strategy day led to the development and ultimate approval of a significant Transformation Program of strategic initiatives focused on four identified projects: Postgraduate Curriculum Transformation, Transnational Education Strategy, Innovation Futures and Digital Acceleration.

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

- Werrington Redevelopment Proposal
- Feasibility options for Campbelltown Stage 6
- Parramatta North Redevelopment, including a property acquisition
- Liverpool Health Education and Research Hub
- Biodiversity Stewardship Site
- Sydney Olympic Park Sports Hub
- Road acquisition in relation to the Nirimba Campus, and
- rights over adjoining site in relation to Werrington North campus.

The Board approved a number of key governance frameworks, rules and policies, including:

- The Fraud and Corruption Risk Management Framework
- The revised Controlled and Associated Entities Governance Framework
- Amendments to the Code of Conduct, the Freedom of Speech Policy and the Explanatory Note: Model Code for Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers
- The Western Sydney University (University Seal and Authentication) Rule
- The revised Western Sydney University (Governance) Rule
- The revised Investment Policy and Commercial Activities Guidelines
- The revised Honorary Titles and Awards Policy and Procedures
- The revised and retitled Indigenous Australian Education Policy
- The revised Board of Trustees Ethical Framework.

The Board also noted reports from Academic Senate about:

- Approval of the revised Charter of Academic Freedom
- Approval of the Fitness to Practice Policy and Inherent Requirement Compliance Procedures
- Course and unit reviews held throughout the year
- Monitoring of academic standards and integrity
- Policy variations or suspensions as part of the ongoing repose to the COVID-19 pandemic
- Approval of a range of academic scholarships.

As part of its commitment to excellence in corporate governance, the Board commissioned an external review of the performance of the Board of Trustees and its Committees in July 2021. The review was undertaken by Jill Baker AFBPsS GAICD of Baker and Baptist Pty Ltd, and the Board approved a number of the Baker Review recommendations at the October Board of Trustees meeting.

## BOARD AND COMMITTEE MEMBERSHIP

There were a number of key membership changes to the Board in 2021:

- Ms Kerry Stubbs was re-elected as Deputy Chancellor at the 24 February 2021 meeting.
- Professor Alpha Possamai-Inesedy concluded her term as Chair, Academic Senate on 31 December 2021. Professor Robert Mailhammer was elected as the Chair, Academic Senate, commencing 1 January 2022.
- Mr Peeyush Gupta AM resigned, effective 31 December 2021.
- Emeritus Professor MaryAnn Bin-Sallik AO concluded her term as a Board appointed member on 31 December 2021.
- Ms Holly Kramer was re-appointed to the Board as a Ministerial appointment, commencing 1 January 2022.
- Mr Simon Hickey was appointed as a Ministerial appointment, commencing 1 January 2022.
- Mr Joseph Carrozzi AM was re-appointed to the Board as a Board appointment, commencing 1 January 2022.
- Dr Linda O'Brien AM was re-appointed to the Board as a Board appointment, commencing 1 January 2022.
- Ms Elizabeth Dibbs was re-appointed to the Board as a Board appointment, commencing 1 January 2022.
- Mr James Christian was appointed as a Board appointed member, commencing 1 January 2022.
- Dr Ben Etherington and Dr David Harland concluded their terms as elected staff members on 31 December 2021. Dr Geir Henning Presterudstuen and Mr Christopher Youness were elected as the staff representatives commencing 1 January 2022.
- Ms Naomi Hastings was re-elected as the postgraduate student representative, commencing 1 July 2021, but resigned from the position effective 31 December 2021. Ms Coralie Properjohn was elected as the postgraduate student representative, commencing 1 January 2022.
- Miss Rose Lewis concluded her term as an elected undergraduate student representative on 31 December 2021. Miss Rayaca Tayabally was elected as the undergraduate student representative commencing 1 January 2022.

Ms Helen Fleming resigned as the University Secretary and General Counsel as of 31 August 2021. Ms Jane Hutchison commenced as the University Secretary on 13 September 2021.

The Board also 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

The following Honorary Awards and Titles were conferred in 2021:

### Honorary Doctor of Letters

Aunty Frances (Fran) Anne Bodkin  
Mr Peter Thomas Graham  
Ms Amanda Larkin  
Dr Trung Qi Ly  
Mr Roy Medich OAM  
Mr Lang Walker AO

### Honorary Doctor of Creative Arts

Mr Guan Wei

### Honorary Doctor of Laws

Her Excellency the Honourable Margaret Beazley AC QC  
Mr Daniel Thomas Gilbert AM

### Honorary Fellowships

Ms Lynne Maree Anderson  
Mr Arthur Laundry AM  
Uncle Greg Simms (Robert Gregory)

### Community Fellowships

Reverend Dr Manas Kumar Ghosh  
Ms Rosemary Wangiru Kariuki  
Dr Sarah Lavinia Wemyss Midley OAM  
Mr Ronald Ray OAM

### Emeritus Professors

Emeritus Professor Kay Anderson  
Emeritus Professor Sharon Bell AM  
Emeritus Professor Tony Bennett  
Emeritus Professor Alan Bensoussan  
Emeritus Professor Steven Freeland  
Emeritus Professor Peter John Hutchings  
Emeritus Professor Denise Kirkpatrick  
Emeritus Professor John Macdonald  
Emeritus Professor Hazel Smith  
Emeritus Professor Paul Wormell

# 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 AM



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



Mr Peeyush Gupta AM



Ms Georgia Lee



Mr Lee Pinder



Mr Bob Sahota



Ms Kerry Stubbs,  
Deputy Chancellor



Ms Natalia Vukolova,  
Graduate Member

## 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 subjects; 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 University, School and University Research Institute levels. Academic Senate's Work Plan aligns with the University's strategic risk register and *Sustaining Success 2021 – 2026 Strategic Plan*, 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 2021

In 2020 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. These amended delegations were carried forward into 2021. This enabled Academic Senate to continue 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:

- Assessment Policy
- Enrolment Policy
- Student Fees Policy
- Graduation Policy
- Progression Policy
- Disruption to Studies Policy
- International Student Fees
- Doctorate Policy.

During all terms in 2021, a COVID-19 policy variation was in place to allow students who were Excluded the opportunity to have their sanction reduced to Conditional Enrolment if they engaged with their Director of Academic Program (DAP) or the Western Success Team. These students were also allowed to appeal their Exclusion and the better outcome was applied to their record.

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 2021 include the approval of key policy documents to coincide with the launch of the new Student Management System, including the following:

- Credit for Prior Learning
- Deferred Exam Procedures
- Disruption of Studies Policy and Procedures
- Enrolment Policy
- Examinations Policy and Procedures
- Graduation Policy
- Program Transfer Policy
- Progression Policy.

Academic Senate approved a new Fitness to Practice Policy and Inherent Requirements Compliance procedures to ensure students enrolled in University programs that include professional development maintain standards of conduct, compliance, performance and capacity, ensuring ongoing fitness to practice in the profession throughout their enrolment, at a level appropriate to their stage of enrolment.

In response to the feedback provided by Professor Sally Walker in her review of universities' adoption of the Model Code for Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers ('Model Code'), Academic Senate reviewed and approved an amended Charter of Academic Freedom to demonstrate compliance and full alignment with the Model Code. Standard 6.3 of the Higher Education Standards Framework (HESF) stipulates that 'students have opportunities to participate in academic governance'. In 2019, a student report was added as a standing item to the agenda to facilitate student engagement and involvement at Senate. The Chair continues to meet with the student members prior to each Senate meeting and student members are encouraged to engage with members of the University to discuss feedback from their cohorts.

At each meeting of Academic Senate several items are standing agenda items, including the student report and policy items. Senate notes reports from the Academic Planning and Curriculum Approvals Committee and approves recommendations contained therein. Senate or its standing committees, under delegation, also approve variations to courses, specialisations and subjects. Under the Scholarships for Undergraduate Policy, 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 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 that arise between meetings of Senate and report action taken to Senate for ratification. Finally, it considers and determines any matters referred to it by Senate, or by the Chair of Academic Senate, or, where urgency is required, by Senate's other committees.

From October 2021, aligning with the launch of the new Student Management System, the new Progression Policy approved by Senate in late 2020 was launched to introduce a new Show Cause process and calculation based on GPA thresholds. In December 2021 the Academic Senate approved minor amendments to the Progression Policy to implement ESOS compliance advice and simplification of the policy to a single appeals point (the Show-Cause).

The Third Party Provider Committee (TPPC) was formed as a Standing Committee of Academic Senate in 2021. The Committee was previously known as the Third Party Provider Advisory Group, a working group of the Senate Education Committee formed in 2018.

The third party advisory group was formed with the explicit aim of ensuring:

- The University is compliant with all regulatory frameworks on third party providers
- The University's policies and procedures capture these entities
- Systems integration
- Quality assurance practices
- Sharing of best practice across the University.

As a Standing Committee of Academic Senate, the Committee provides institutional oversight and acts as an advisory group for Western Sydney University's Third Party Provider (TPP) relationships. The committee provides a communication interface between TPPs, Schools and the governance committees of the University. It reviews academic quality assurance measures and ensures that onshore and offshore TPPs are in alignment with the University's strategic plan and in compliance with regulatory requirements and standards. The TPPC was chaired by the Chair of the Academic Senate for 2021.

Professor Alpha Possamai-Inesedy was elected for a two-year term of appointment that concluded on 31 December 2021. Dr Kate Huppatz 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 at 10 December 2021, the date of the last meeting in 2021)

### EX-OFFICIO MEMBERS

- Professor Barney Glover AO, Vice-Chancellor and President
- Professor Clare Pollock, 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 and International)
- Professor Michelle Trudgett, Deputy Vice-Chancellor (Indigenous Leadership)
- Professor Si Bedford, Pro Vice-Chancellor (Learning Futures)
- Professor Linda Taylor, Pro Vice-Chancellor (International)
- Professor Kevin Dunn, Pro Vice-Chancellor (Research)
- Professor Brian Stout, Pro Vice-Chancellor (HASS Cluster)
- Distinguished Professor Annemarie Hennessy AM, Pro Vice-Chancellor (Health and Medicine Cluster)
- Professor Kate Stevens, Pro Vice-Chancellor (STEM Cluster)
- Professor Andy Marks, Pro Vice-Chancellor (Strategy, Government and Alliances)
- 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, Design and Built Environment
- Professor Gregory Kolt, Dean, School of Health Sciences
- Professor Matt McGuire, Dean, School of Humanities and Communication Arts (Acting)
- Professor Anna Cody, Dean, School of Law
- Professor Annemarie Hennessy, Dean, School of Medicine
- Professor Deborah Hatcher, Dean, School of Nursing and Midwifery
- Professor Tanya Meade, Dean, School of Psychology
- Professor Gary Dennis, Dean School of Science (Acting)
- Professor Brian Stout, Dean, School of Social Sciences
- Professor Clive Baldock, Dean, Graduate Studies and Researcher Development

- Mr Michael Burgess, Chief Student Experience Officer
- Ms Nicolene Murdoch, Chief Executive Officer, Western Sydney University, The College
- Professor Heather Horst, Director, University Research Institute
- Ms Jess Gleeson, Director, Data Integrity, Quality and Operations,
- Ms Lisa Tyson, Director of Library Services (Acting)

### ELECTED MEMBERS

(Term to 31 December 2021, unless otherwise indicated)

- Professor Alpha Possamai-Inesedy, Chair, Academic Senate
- Associate Professor Kate Huppatz, 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 Sciences (Level A, B or C)
- Associate Professor Ana Hol, Academic Staff, School of Computer, Data and Mathematical Science (Level D or E)
- Dr Annette Sartor, 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)

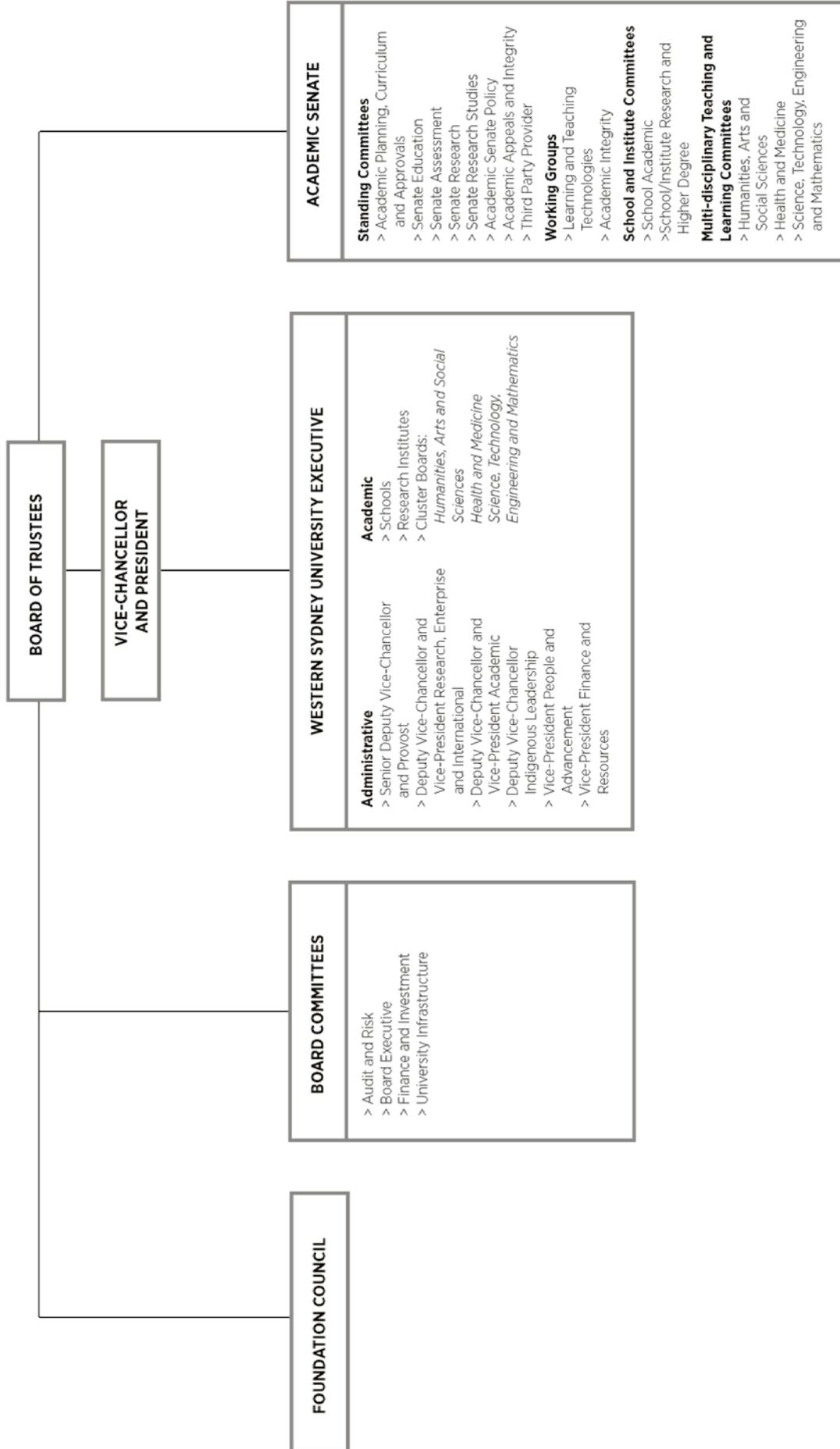
- Associate Professor Christopher Peterson, Academic Staff, School of Humanities and Communication Arts (Level D or E)
- Dr Ludmilla Robinson, Academic Staff, School of Law (Level A, B or C)
- Professor Catherine Renshaw, Academic Staff, School of Law (Level D or E)
- Dr Steven Trankle, Academic Staff, School of Medicine (Level A, B or C)
- Professor Andrew Page, Academic Staff, School of Medicine (Level D or E)
- Ms Leanne Hunt, Academic Staff, School of Nursing and Midwifery (Level A, B or C)
- Professor Yenna Salamonson, 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 Tyler, 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 Institute
- Mr Bakar Mohamad, 1 of 2 Undergraduate Students (to 31 May 2023)
- Ms Hollie Hammond, 2 of 2 Undergraduate Students (to 31 May 2023)
- Vacant, 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
- Vacant, International Student
- Ms Matija Burrett, Student Representing Disability Matters

### APPOINTED MEMBERS

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

# WESTERN SYDNEY UNIVERSITY GOVERNANCE STRUCTURE

AS AT DECEMBER 2021



# Governance and Management

## PRINCIPAL OFFICERS OF THE UNIVERSITY

as at 31 December 2021

### 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 Scott Bowman (from September 2020 – March 2021)

- 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).

#### Professor Michelle Trudgett (from March – June 2021)

- Doctor of Education, University of New England
- Master of Professional Studies, Indigenous Studies, University of New England
- Bachelor of Arts, Indigenous Studies, University of New England.

### SENIOR DEPUTY VICE-CHANCELLOR AND PROVOST

#### Professor Clare Pollock (from June 2021)

- PhD, University College London, UK
- BA (Hons), University of Oxford, UK
- Institute for Education Management, Harvard Graduate School of Education, USA
- Graduate of the Australian Institute of Company Directors (GAICD).

### 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).

### DEPUTY VICE-CHANCELLOR, INDIGENOUS LEADERSHIP

#### Professor Michelle Trudgett (from August 2021)

- Doctor of Education, University of New England
- Master of Professional Studies, Indigenous Studies, University of New England
- Bachelor of Arts, Indigenous Studies, University of New England.

### 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

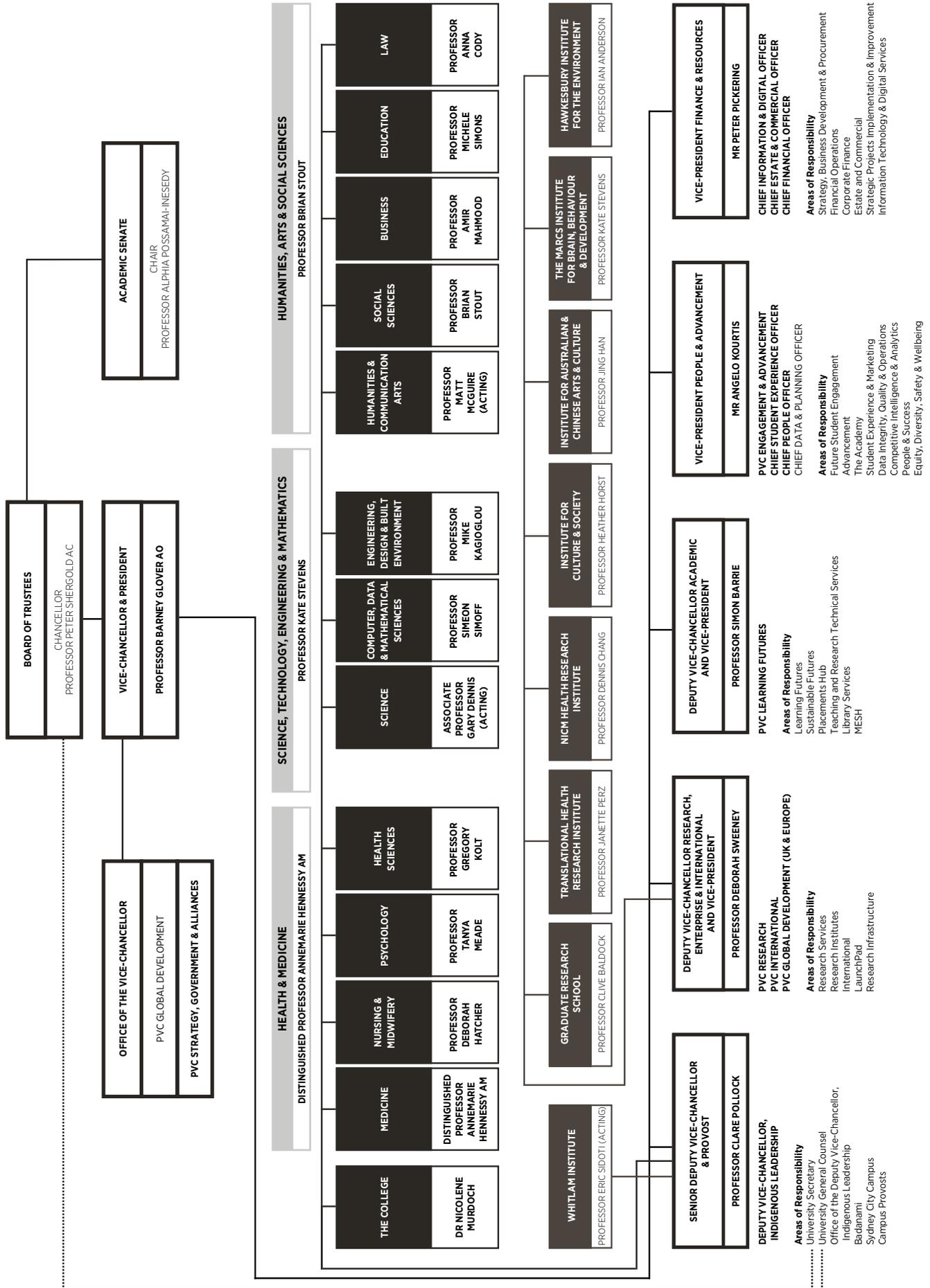
- Bachelor of Arts, University of Western Sydney.

### 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 (16 NOVEMBER 2021)



\* Bold denotes members of the University Executive Committee  
16 NOVEMBER 2021

# Summary Review of Operations: Division of Finance and Resources

## FINANCE AND RESOURCES

### OVERVIEW

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

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 enable core business support functionality and drive innovations in the University's fiscal, commercial and operational model.

The Division has created and adopted new and innovative economic placemaking 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. New financial models have enhanced mobility between fixed and variable cost arrangements more suitable to the University's requirements. Enhancements to the student experience have resulted through new technology-rich learning environments and flexible, high-amenity facilities in convenient and accessible CBD locations.

### ESTATE AND COMMERCIAL

The Office of Estate and Commercial (OEC) drives agile, adaptive and innovative solutions

to increase the University's efficiencies, sustainability and organisational strength across a diverse network of campuses.

### COVID-19 Response

COVID-19 presented a range of opportunities for OEC to support our University and local community. In line with the NSW Government's public health order for mandated QR code check-ins, the team was responsible for the production and installation of more than 500 individual building QR codes, with an additional 1,300 COVID-19 signs across the campus network supporting social distancing and hygiene measures. On-campus emergency accommodation and meal deliveries supported students during lock-down periods.

Farm operations continued throughout the COVID-19 shutdown to ensure the oversight of animal welfare and critical seasonal operations, while the Logistics team continued to support a hybrid model of both mail redirection and delivery to business units on campus.

Campus facilities were made available to local high schools for HSC contingency planning for year 12 student examinations. Temporary COVID-19 testing facilities were established on campuses in response to unprecedented demand for sites.

### Infrastructure Services

In addition to business as usual operations, Infrastructure Services oversees the development and implementation of a Strategic Asset Management Plan (SAMP).

The strategic plan, now formally drafted, will expand on recently implemented policies for flexible curriculum delivery to students and flexible work for staff, while also delivering improvements to data analytics for space planning and management. The SAMP will provide a ten+ 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, reflecting the University's ability to manage infrastructure development and operations during periods of stress.

### Western Growth

Western Growth is the University's campus infrastructure program, encompassing the development of existing campuses and the creation of new, technology-enabled, connected and collaborative learning, teaching and research facilities. New and revitalised campus infrastructure contributes directly to the economic and social development of Western Sydney and to the financial sustainability of the University.

Key achievements of the Western Growth Program during 2021 include:

- The completion of the sale of Caddens Corner neighbourhood shopping centre and adjacent residential lot – stage two of the University's Werrington campus redevelopment. The centre has impressive environmental credentials. A five-star, green star development, Caddens Corner was built from sustainable materials and is powered by extensive solar panels.
- Practical Completion of the Engineering Innovation Hub at the University's Parramatta City Campus. The new vertical campus reflects a commitment to high-level performance, technological ability, and environmental sustainability with integrated education, research and industry facilities.
- Significant progress towards the University's Health and Education Precinct projects within Liverpool, Westmead and Campbelltown. The University continues to provide world-class research and improved health outcomes for the community.
- Development of a Placemaking Strategy for the Hawkesbury campus incorporating an Agri-Tech precinct. The strategy will consider the role and function of the campus in the context of regional infrastructure investment, agricultural and technological advancements, and sustainable land-use practices. It will deliver a robust framework for future place-based planning and development of the Hawkesbury campus over the next decade.

### Estate Planning and Strategy

#### Campus Revitalisation

OEC strengthened the University's economic foundation by repurposing

and revitalising existing assets within the Milperra, Campbelltown and Parramatta regions. As the University continues to modernise and transform its portfolio across Western Sydney, the adaptive reuse of buildings and, where possible, rezoning of various sites, has enabled the creation of new commercial revenues and increased operational efficiencies to secure a stronger economic position for the University and afford more opportunities to the community.

#### Placemaking and Sustainable Design

Guided by the University's Sustainability and Resilience Decadal Strategy, the Hawkesbury Placemaking Strategy will deliver a campus centred on people and communities of practice. Demonstrating excellence in design, heritage and urban planning, the Placemaking strategy will support the transformation of the campus as a designated Agri-Precinct, incorporating research, education, industry and government projects.

#### Space Planning

Underpinned by the design of new models of space for the University's vertical campuses and our campuses beyond COVID-19, OEC has initiated a strategic project to determine future directions for space use, develop new platforms for space analytics and space management, and a program focused on reshaping existing spaces to deliver benefits for students and staff.

### ENVIRONMENTAL SUSTAINABILITY

#### Race to Zero Pledge

Western Sydney University signed the United Nations-led 'Race to Zero for Universities and Colleges' pledge, joining universities globally to rally climate action efforts towards a decarbonised economy. As part of that pledge, the University outlined ambitious targets to achieve Carbon Neutrality by 2023 and be Climate Positive by 2029. These targets advance those set out in the *Sustaining Success 2021 - 2026* Strategic Plan, which had previously aimed for Carbon Neutrality by 2030. The targets also complement the recently established Sustainability and Resilience 2030 Decadal Strategy.

As the University progresses towards Carbon Neutrality, a series of EV Charging

Stations (supplied by 100% renewable 'GreenPower') will continue to support and encourage staff and students to use electric and sustainable modes of transport. The University has installed a series of WSU branded Electric Vehicle Charging Units, conveniently located across Parramatta South campus (P16), Kingswood campus (P29), Hawkesbury campus (P37), and Campbelltown campus (P7).

Rooftop solar was installed at Hawkesbury and Kingswood campuses, with further plans for solar carparks with EV chargers. The additional 100kW rooftop PV generation on Building Z, Kingswood will contribute to a micro-grid demonstration, with 300 kW of rooftop and carpark PV, and 60kW of battery storage contributing to the Engineering precinct.

The Environmental Sustainability team was involved in driving and delivering a number of core sustainability initiatives campus wide, including:

- The establishment of a Biodiversity Stewardship Agreement for 117 hectares of bushland on the Hawkesbury campus
- A new ten-year Recycled Water Supply Agreement was finalised with Sydney Water Corporation for the Hawkesbury campus
- Progress on the Living Lab initiative, with a research collaboration between the School of Science and Sydney Water, and use of the solar carpark PV installations as a teaching resource for the School of Engineering.

### STRATEGY, BUSINESS DEVELOPMENT AND PROCUREMENT

#### Sustainability and Resilience Decadal Strategy 2030

Informed by the Sustainable Development Goals 2030, nine Key Priority Statements have been developed to guide the future determination of focus and activities by the University in achieving the goals of the Sustainability and Resilience Decadal Strategy:

- Partnerships
- Justice
- Food Security and Sustainable Agriculture
- Ethical Artificial Intelligence
- Economic Transitions

- Climate Action
- Resilient Cities
- Regenerative Systems
- Aboriginal and Torres Strait Islander Knowledges.

A guiding governance framework has been developed that leverages the key focus areas of Curriculum, Operations, Research and Engagement (CORE). This framework will provide the platform for ongoing dialogue and action planning across the streams of the Priority Statements.

#### Hawkesbury Precinct Strategy

Developed collaboratively with involvement from across the University, Western's Hawkesbury Campus Strategy was launched in 2021. This strategy will inform the Placemaking Strategic Design for Hawkesbury and underpin the attraction of alliances and partnerships to the Hawkesbury region. The strategy generates a continuum between teaching, research, innovation and commercial activation by:

- Leveraging the concentration of industry, teaching, and research innovation in agriculture and horticulture located at Hawkesbury campus
- Focusing on developing intensive, high-yield, sustainable technology for agricultural commercial practice.

Opportunities afforded by the precinct strategy will integrate with the Western Parkland City, contributing to contiguous Local Government strategies. Aligning with council, local district and regional development opportunities, it will also provide a 'proof of concept' in advance of the 'Fresh Food Precinct' implementation at the Western Sydney Aerotropolis.

Realisation of the strategy will unlock growth opportunities for Australia and the Western Sydney region by capitalising on Sydney's first 24/7 international airport and Federal and State Government commitments to major infrastructure developments. It will focus multi-disciplinary research and academic and commercial initiatives in alignment with the Western City and Aerotropolis Authority (WCAA) and the NSW Department of Primary Industries pillars.

# Division of Finance and Resources

## Penrith Sustainable Innovation Community

Western Sydney University's plans to establish and deliver a sustainable, liveable and resilient community transforming Western Sydney have progressed during 2021 and are demonstrated in the arrangements for the development of the Penrith Precinct.

The precinct will be a 'knowledge network' linked with the other Western Sydney University campuses and forming a gateway to the Aerotropolis. With its development partner, the University is reshaping 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, including the Penrith Health and Education cluster.

## Strategic Procurement Transformation

A fully automated procure-to-purchase order issue process was implemented, leveraging the workflow capabilities of the Service Now platform.

The University's procurement processes are now more consistent and structured, and visibility around areas of risk and process improvement has substantially increased. The University compliance to the Procurement Policy is now at sector-leading levels. Resourcing is more focused, and capability is building with a focus on service orientation and commercial excellence.

## INFORMATION TECHNOLOGY AND DIGITAL SERVICES

### Digital Acceleration

The groundwork commenced for the Digital Acceleration program, which will significantly enhance the digital experience for students and staff as a key program within the wider University's approach to Transformation. Through increased investment, Digital Acceleration will bring five key domains to fruition focused on responding to the needs of Western's diverse stakeholders:

- Data Fabric: enable 360 views of students, staff and University operations by bringing together fragmented data sources into a central view and use analytics to provide meaningful insights.

- Intelligent Operations: leverage new and evolving capabilities to create smarter administrative processes and workflows that can adjust and adapt to changing circumstances
- Digital Learning Experience: uplift and interconnect established learning tools with emerging educational platforms and techniques to support the learning life-cycle in a seamless way for all students
- Connected University: enables a multi-sided digital institution creating new models of collaboration between students, researchers, partners, ventures, communities and industry
- Digital Workforce: fully embed digital as part of everything the university does including culture, service, processes and the broader operating model through enhanced digital literacy.

### Cyber Security Strategy and Plan

An updated Cyber-Security Strategy and Plan was developed and endorsed. The Cyber-Security Strategy and Plan balances the risks and 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 already made or underway and identifies what actions need to be taken in a staged fashion over the next several years. The end user impact due to the tightening of technical controls and protocols is considered in the plan.

During 2020-2021 the move to working from home heightened the cyber threat risk profile, which has been further exacerbated by geo-political instability. In response, several projects were initiated in 2021 and will continue into 2022 to improve our cyber security posture, the most notable of which is leveraging the AARNET Security Operations Centre for enhanced monitoring and response capabilities.

### Student Management System

The new Ellucian Banner Student Management System was implemented in early October 2021. This new solution provides Western with greater flexibility to adapt to the changing landscape of higher education practices and pursue organisational and strategic objectives.

The following key activities were delivered successfully in the lead up to the implementation date:

- Two simulations of the production cutover activities including the loading of 77 million records and establishing 35 integrations to other systems
- Performance testing to ensure the system operates effectively under load
- Cyber security testing to identify any potential exploits within the new system.
- Delivery of localisations to support TCSI and other Government requirements
- Widespread rollout of training providing multiple opportunities and formats for engagement
- Planning for the implementation of the new Handbook and Curriculum Approval Processes
- A detailed cutover run sheet including steps to decommission the existing system.
- Transition and support planning to ensure day-to-day support can be comprehensively handled
- Adjustments to handle University policy and process changes during the pandemic.
- Business process and internal control documentation and approvals
- The standing up of a disaster recovery environment.

The new Student Management System is intended to serve the core student administrative requirements of the University throughout the 2020s and into the 2030s.

### Research Management Solution (RMS)

The Research Management Solution (RMS) incrementally transforms processes and technologies used to manage the administrative aspects of University research. The transformation will streamline operations, improve the user experience for HDR students and researchers and leverage contemporary technologies.

Several preliminary discovery activities were undertaken with ResearchMaster in late 2020. These activities provided sufficient information to form a realistic implementation plan and negotiate a commercial agreement for ResearchMaster licensing and implementation at Western.

School/Institute engagement meetings were held in August 2021 to inform definition of the

future Supervisor Registration, Examination and Thesis Submission processes. A final report was then presented to the Research Studies Committee. This model of engagement will be repeated for future phases of business change, ensuring that the end solution is relevant and adopted across the University.

ITDS will continue to support the transformation as the ResearchMaster platform is implemented at Western.

## **STRATEGIC PROJECT IMPLEMENTATION AND IMPROVEMENT**

### **Enterprise Service Management**

The Digital Transformation of University services is being significantly advanced by the Enterprise Service Management (ESM) Program. This broader program is establishing ServiceNow (branded as WesternNow) as the central platform for service management across the University and will deliver significant productivity and experience benefits to both staff and students.

The first phase was launched in 2021 and included HR, Student Experience, Marketing, Academic services, Project Management, Strategic Procurement, Office of Estate and Commercial and Finance. Streams are in progress for the Library and International Office, with a further stream planned for Research.

The key mechanisms for productivity include elimination/automation of transactional activities, facilitation of increased self-service, digital workflows, and standardised processes and ways of working. Access to services and knowledge is being streamlined and improved by the new central portals and now enable staff and students to search and browse comprehensive knowledge articles and services, making it easier to find and engage with people within the University.

### **Project Management Improvement Program**

The Project Management Improvement Program comprises the establishment and delivery of training programs, events and workshops to help uplift the project management capability of project teams and staff that are delivering strategic projects for the University. Key focus areas include

the development of customised training packages, including research projects for staff and students.

### **Business Continuity Management and Operational Resilience**

Western is committed to enabling the timely recovery of University operations during a disruption through the establishment and maintenance of a Business Continuity Management (BCM) Program. Business Continuity is essential for ensuring that the University can respond to and recover from potential significant business disruption to ensure that it can meet its organisational objectives and continue with essential services.

Program implementation for BCM comprises overarching Policy and Governance, and includes the establishment of a pragmatic, effective and flexible University-wide framework. The Program will define roles and responsibilities for BCM across the University and will be informed by data gathering, analysis, recovery planning, training, exercises and testing.

## **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, Financial Performance and Partnerships, 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.

### **Endowment Fund – Management of Corpus**

To ensure that the proceeds from Western Growth (and other significant commercial activities) are used for the University's

long-term interests, the management of the University Endowment is essential. The University Endowment Fund is closely aligned with the University's strategic priorities, facilitating sound financial and investment management and enhancing prospects for further development and long-term University-wide advancement.

Whilst the University has reduced its cost base through the Shared Services program and will increase the Endowment Fund through Western Growth proceeds, strategic funding to areas that improve the University's reputation and student experience to deliver revenue or cost improvements is a priority. It is the strategic ambition of the Division that the Endowment Fund will help facilitate this University-wide advancement over the long term.

### **Responsible Investment**

The University is committed 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 (SDGs), and seeks to support these through its investments where possible.

The University has appointed Mercer as its investment advisor. Mercer is a founding signatory to the Principles for Responsible Investment (PRI) and is recognised as a global and local leader in responsible investing by PRI and the Responsible Investment Australasia Association respectively. More details on how Mercer implements sustainable investment within WSU's endowment can be found in  **Mercer's Annual Sustainable Investment Report**.

The University believes ESG factors can impact investment risk and returns over the long term. The University will therefore:

1. Ensure it understands any material ESG risks and opportunities embedded in the portfolio's investments and manage them accordingly. This includes climate change-related risks and opportunities associated with the transition to a low carbon economy and the physical impacts of climate change

# Division of Finance and Resources

2. Consider how material ESG factors are integrated into the investment process when choosing and monitoring investment funds and Funds Managers
3. Require reporting on any material ESG risk and opportunity exposures from fund managers as part of an annual review.

The University believes that being a sustainable investor means using its influence as an investor, through proxy voting and engagement, to encourage good corporate governance and sustainable operating practices. As an example, during the period, Mercer engaged with Rio Tinto on behalf of the University to address issues around Indigenous rights and climate change, which comprehensively addressed each of the ESG themes and will be closely monitored in the future.

In 2021 the University ranked fifth out of twelve Australian universities in its approach to responsible investment. Following are some achievements over the past year:

1. The University believes it is important to position its investments for a low carbon future. In 2021, in partnership with Mercer, the endowment began its journey to net zero carbon emissions by 2050, with an interim commitment to reducing emissions by 45% by 2030. As at 30 Jun 2021, the University's total investment portfolio was 16% less carbon intensive than its composite benchmark
2. In keeping with the requirements of the Modern Slavery Act and our commitment to protecting human rights, WSU reviewed its investments for any potential exposure to modern slavery
3. The University invests in the Mercer Socially Responsible Global Shares fund, of which 73% was invested with managers that specifically target sustainability themes and/or impact investments, which further support our commitment to the SDGs. Sustainability-themed investments included a focus on renewable energy, waste management, health and social services, and sustainable consumer goods.

# 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. The University is committed to all objectives set out within the strategic plan.

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

The University provides a range of support to Indigenous Australian 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. In 2021 the University had 816 Indigenous students, a 10% rise on 2020 enrolments. The Badanami Centre for Indigenous education provided outstanding support to this cohort of students, despite the challenges of the pandemic. The Centre introduced new ways to assist students by offering more online support mechanisms. The University also graduated 117 Indigenous students in 2021, each of whom will make significant contributions to their communities.

#### **Western Sydney University provides leadership opportunities for Indigenous Australians**

The University is committed to growing Western's current and future leaders and provides a suite of opportunities to advance the careers of Indigenous Australians. The University commits to ensuring that Indigenous staff have a voice in the governance of the University to help guide the institution to meet its own aspirations. We are committed to ensuring that the views of the Indigenous community are represented in the decisions and activities undertaken by the University. The University established three senior Indigenous positions – the Deputy Vice-Chancellor Indigenous Leadership, Director of Indigenous Learning and Teaching and Director of Indigenous Research. These positions contributed to the growth of Indigenous staff holding Professorial level appointments and subsequently resulted in the establishment of the Indigenous Professoriate Group, which provides high level strategic advice to the University on a range of important matters.

## SCHOOL OPERATIONS

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

### Connectedness

For a second year, providing support to students affected by COVID-19 restrictions was a priority across the University. All schools focused on ensuring connection with their staff and students during the extended lockdown in 2021, finding new ways to engage with their staff and students, particularly in relation to learning and teaching. Support for international students was provided through personalised study support for on and off-shore students resulting in high retention and satisfaction. The **School of Nursing and Midwifery** continued its virtual mobility program with Taipei Medical University, Taiwan where their students joined WSU students in a range of online units.

The **School of Education** provided community outreach with a range of resources and support for parents and carers who were home schooling their children, with particular support for parents and carers from non-English speaking backgrounds. The School also successfully placed over 1,200 students in Early Childhood and school settings during COVID-19 lockdowns.

**School of Nursing and Midwifery** and **School of Medicine** staff and students contributed to the establishment and operation of Vaccination Hubs and supplemented the health workforce in COVID-19 care wards. Clinical education continued with the **School of Nursing and Midwifery, School of Medicine** and **School of Health Sciences** working closely with Local Health Districts (LHDs) to ensure, as far as possible, maintenance of education and training of our future health workforce.

The **School of Business** was awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB) for excellence in business education. This accreditation is the longest-standing and most prestigious international accreditation for university business programs. This sees the **School of Business** in an elite group, with less than 6% achieving this level of accreditation.

# Division of the Senior Deputy Vice-Chancellor

The **School of Engineering, Design and Built Environment's** new Master of Architecture (Urban Transformation) program received its initial accreditation. The **School of Nursing and Midwifery** and **School of Psychology** programs were also successfully reaccredited.

## Transformation

The **School of Engineering, Design and Built Environment** was established following the merger of the School of Engineering and School of Built Environment. The School has built innovative education models which will enable the School to work collaboratively with industry and VET organisations. Collaboration also continues with the member universities of the NUW Alliance (the Universities of Wollongong and Newcastle, and the University of NSW) in Engineering programs.

The **School of Humanities and Communication Arts** continued work to redesign curriculum in readiness for the School's move to the new Bankstown campus in 2022.

The **School of Education's** Bachelor of Education (Primary) was offered for the first time in 2021. This accredited course has been designed to attract high achieving students into teaching.

The **School of Medicine** oversaw the successful completion of the annual accreditation process report for the Joint Program in Medicine. The Joint Program in Medicine with Charles Sturt University has successfully completed its first year of operation.

The Cluster structure has provided numerous opportunities for inter and intra-Cluster collaboration, such as the collaboration between the **School of Computer, Data and Mathematical Sciences** and the International Centre for Neuromorphic Systems which has led to a number of successful research grants.

Numerous industry partnerships, including with international partners, were established across most schools – an outstanding achievement considering the COVID-19 restrictions.

## Equity

Schools across the University adopted the Indigenous Strategy 2020-2025, incorporating relevant aspects into their curriculum, staff development and staffing profile. An example is the revised social science core delivered by

the **School of Social Sciences**, including a new Introduction to Indigenous Australia subject, which provides a solid theoretical foundation of Indigenous perspectives for our students to take with them into their chosen field of study.

The Psychology Clinic offered telehealth services to the community to ensure continued course progression for our students, while also providing critical psychological care to the Western Sydney community during COVID-19 restrictions.

The **School of Law** established the Justice Clinic, providing a much-needed service to our community. The Justice Clinic also provided an opportunity for penultimate year Law students to complete the Clinical Legal Placement Unit.

The Centre for Male Health was established by the **School of Health Sciences**, led by Dr Emma George. The Centre focusses on research, engagement, advocacy and policy, including the coordination of Men's Health Week.

## Sustainability

A range of new programs were offered by schools in the area of sustainability, including new 21C programs such as integrated AgriFood and Innovative Food programs in the **School of Science**.

The **School of Computer, Mathematical and Data Sciences** co-hosted the Frontier Technologies for Sustainable Development: Opportunities and Challenges conference, leading to several new international partnerships.

## OFFICE OF UNIVERSITY SECRETARY

The Office of the University Secretary (OUS) comprises the University Secretary, the Office of Governance Services and the Office of Audit and Risk Assessment. The work of the portfolio supports the University's strategic plan, *Sustaining Success 2021 – 2026* and its mission, values and principles through the definition and development of good corporate governance strategies, procedures and programs and in administratively overseeing the delivery of enterprise-wide risk management and internal audit services. The OUS provided advice and support to the Board of Trustees (and its Committees), Academic Senate and to senior officers of the University on governance, policy, audit and

risk assessment matters and operational issues affecting the University, including through facilitating an external review of the Board of Trustees. The OUS focused on promoting and embedding an institutional culture of high standards of ethical behaviour, accountability, transparency and regulatory compliance, in line with the values of boldness, excellence, fairness and integrity. This was pursued through OUS' contribution to good governance, effective monitoring and assessment of risks, provision of internal audit, conduct of investigations, monitoring fraud and corruption across the University and strategic risk assessment and management of student misconduct.

Despite the ongoing disruptions of the COVID-19 pandemic in 2021, major policy review and reform has continued, including implementing changes to the Academic Governance structure, refining and streamlining the delegations within Academic Senate and the Standing Committees to adapt to the changes brought on by the pandemic through more efficient decision-making. A University-wide detailed Student Misconduct reporting dashboard was implemented, enabling the University to more effectively analyse and monitor trends. A comprehensive suite of risk management training modules were delivered to staff and strategic risks for the University were assessed in consultation with Senior Executives.

## OFFICE OF GENERAL COUNSEL

The Office of General Counsel (OGC) is responsible for the provision of legal advice and services to the University, including the Board of Trustees, the Chancellor, the Vice-Chancellor and other senior executives and officers of the University. OGC participates in complaints resolution and policy development and review as part of the University's regulatory compliance program. The following is summary of several significant achievements:

→ Legal services associated with the Western Growth development business, including: the Werrington and Caddens divestments; tenancy negotiations responding to tenant stress during the lock downs; establishment of the Macarthur Medical Research Centre; establishment of the Liverpool Education and Research Hub; and the acquisition of Whitlam House

- Management of the investigation and delivery of the University's first Modern Slavery Annual Statement, in compliance with the Modern Slavery Act 2018 (Cth)
- Further maturity of the University's Compliance Management Program, inclusive of cataloguing and assessing key obligations; non-compliance risk and assurance activities pertaining to all legislation applicable to the University; and Conflict of Interest disclosure processes
- Implementation of the recommendations of the 2020 CRU Review to improve the services delivery of the Complaints Resolution Unit. CRU managed 475 matters in the first ten months of 2021. 87% of matters were resolved in 21 days or less. 13 matters were externally reviewed by the NSW Ombudsman and all were upheld and resolved.

# Division of People and Advancement

## PEOPLE AND ADVANCEMENT

### STUDENT EXPERIENCE AND MARKETING

#### Attract and Retain Students

The Office of Student Experience and Marketing (SEM) implemented several initiatives adapted to COVID-19 lockdowns to attract and retain students. Open Day – an opportunity for prospective students to seek information regarding study at Western – was moved online. Registrations and attendance were, however, comparable to previous years and the event was well received. HSC True Reward attracted the highest number of applications received to date, with more than 15,000 students applying to study in 2021. Offers based on year 11 and 12 results were made across multiple rounds to accommodate delayed HSC exam and ATAR release dates.

The Office's major strategic initiative to drive retention and student success is Western Success. Western Success supported over 8000 students in 2021, including outreach to offshore and onshore international students who were acutely affected by the pandemic. Western Success proactively supports students with personalised engagements that address their needs as they arise, including targeted outreach at times of transition for students such as onboarding and exit. Students contacted through Western Success have an almost 15% higher retention rate.

All commencing undergraduate students receive an onboarding survey to enable the University to better understand their needs and a peer-to-peer welcome call to see how they are settling in. Targeted at-risk interventions are undertaken in consultation with Schools and The College to provide support and guidance to students with particular risk profiles. Western Success supports students with progression calls to provide support and discuss options with students whose studies are off track and are at risk of exclusion.

We continue to evolve Western Success with improved data capabilities and sophisticated approaches to student support, including:

- Proactive outreach based on academic results
- Expanded channels with WhatsApp and Zoom consultations

→ A refined model to better identify and support students 'at-risk'

→ A gratitude initiative to bolster student wellbeing and resilience.

Western Success retains close links with Schools and other support programs enabling the seamless management of student needs. The Peer Programs team support students' transition to University with the MATES first-year mentoring program, International Buddy Program and English Conversation Groups. The team provides peer learning support with an expansive PASS (Peer Assisted Study Sessions) program. The Student Community team works with students to foster engagement and belonging on campus and in virtual spaces, working with Student Clubs, the Student Representative Council, the Inclusive Communities and the Events teams to ensure a vibrant student life and campus experience.

### PEOPLE

The Office of People (OP) provides organisational support in the form of human resource management and social enterprises to its staff and students. OP focuses on building and retaining a high-quality workforce with a continuous improvement mindset, allowing the University and its entities to provide a supportive and inclusive learning environment for its students.

#### Empower Success and Retain Talent

The Office of People connects career and professional development activities for the University and various external stakeholders. A significant proportion of professional development and training to students, staff and alumni was delivered virtually during the reporting period, with hybrid delivery modes introduced toward the end of the year. Services were expanded, with several new sessions created, new learning communities established and a range of services provided. Key offerings included:

- 'Embrace and Innovate' Professional Staff Conference
- Alumni webinar series showcasing emerging Western research
- Aluminate and Alumni Coach video series showcasing the career stories of prominent alumni

→ Academic and Professional Mentoring programs

→ Inspire Leadership Program and Senior Leader Forums

→ High Flyers virtual internship program

→ Graduate Recruitment Accelerator program

→ Leadership Bites virtual drop-in sessions and 'Cuppa of Life': mental health, wellness, and professional development series

→ Employability programs including WeSTEM, Interchange, Univariate, Global Scope and student hackathons

→ Women in STEM National Innovation Padd Games

→ Career development workshops and Application Incubator Program

→ Job readiness employment support

→ Staff and Alumni Undergraduate Certificate scholarships, Postgraduate Coursework and Professional Development scholarships.

Given disruptions to face-to-face development opportunities, increased focus was placed on the University's ALPHA platform. The Alpha App is a first of its kind technology platform delivering personalised learning and professional development for students. The App features include micro learning experiences presented in the form of learning playlists, a job vacancy feed, a news/content feed (MUSE), and a personal digital profile (akin to a digital resume). The App uses gamification to reward user effort in the form of activity points and digital badges. The App is theoretically underpinned by the Circles of Human Capacities, a framework for understanding and mapping the core human capacities needed to flourish in a complex world. In operationalising this framework, the Alpha App provides users with a rich picture of their existing qualities and pathways to develop personally and professionally desired capacities into the future.

### Diversity and Inclusion

13 Equity and Diversity Working Parties (EDWP) comprising 97 members operated across Schools and Institutes to act on local equity and diversity issues focusing on process and practice improvement. Members worked with OurWatch on identifying drivers of gender-based violence and ways of supporting institutional change. EDWP focus areas for 2021 included academic career

progression, Indigenous inclusion and equity in work planning.

The Digital Accessibility Think Tank, led by Equity and Diversity, facilitated collaboration between various stakeholders, the Disability Service, Learning Futures and ITDS to identify and address obstacles to digital accessibility during COVID-19. Through this partnership, digital accessibility solutions such as automated captioning of learning materials were piloted, and staff training on digital accessibility was co-designed and delivered. Accessibility and life with disability was highlighted at the inaugural commemoration of International Day of People with Disability including a week-long series of information and celebratory events to mark the occasion.

Highlights from Diversity and Inclusion include:

- Launch of the Gender Equity Strategy and Action Plan 2021-2026
- Workshops on Respectful Relationships delivered across the University community and with University partners, including the International College and Campus Living Villages
- Embedding the principles of primary prevention of gender-based violence within curriculum and teaching practice through the Preservice Professionals pilot in partnership with OurWatch
- Participation in Safer Online – Awareness to Resilience (SOAR) pilot, an initiative of Universities Australia and the Office of the eSafety Commissioner to support universities in developing whole-of-institution approaches in preventing and responding to online harms.

### Work Health and Safety and Wellbeing

The WHS & Wellbeing Unit had 320,087 interactions from staff, students (including those offshore), contractors and visitors across Western Sydney University in the reporting period.

During the 2021 COVID-19 lockdown, the WHS & Wellbeing Unit ensured that safety support was given to staff/HDR students working from home, developed the University's COVID-19-safety plan, including guidelines, processes and procedures, and managed access to campus for critical workers as defined under the Public Health Order. The Influenza Vaccine

Program 2021 resulted in a total of 1035 staff receiving the vaccine across nine campuses; alternatively staff received pharmacy vouchers.

Review of the WHS & Wellbeing Management System led to improvements and the creation of the procedures and guidelines to manage risks including biological, COVID-19, chemical, remote working and psychosocial hazards. By year's end 93% of staff (excluding casuals and adjuncts) had completed four online WHS & Wellbeing mandatory modules, while 480 staff completed a module on Hazardous Chemical training. The WHS & Wellbeing Unit transitioned to an online module for 'Gene Technology' and 'Biosafety' training through the ALPHA platform.

The Employee Assistance Program (EAP) delivered Zoom sessions on change support management to 657 participants across six sessions.

The Wellbeing Service adjusted delivery modes to respond to shifting pandemic conditions. Students used a mix of video conferencing, phone, email and face-to-face delivery. In total the team delivered 33,404 occasions of service (Counselling team 15,704; Disability team 8,495; and Welfare team 9205). The Counselling team assisted 455 students, the Disability team 1,131 students and the Welfare team 227 students. Additionally, financial assistance was provided to 883 students to help cover costs such as housing, food, textbooks and laptops. \$590,000 from the University's Student Assistance Fund, established in 2020 to urgently mobilise funds for Western students experiencing significant financial need because of COVID-19, was expended to assist students in need.

The Client Services team responded to 12,672 emails and answered 9,686 phone enquiries. Overall, the most common presenting problems experienced by students requesting assistance were academic matters and study, personal circumstances, mental health and reasonable adjustments. Online wellbeing resources were provided to assist students and staff throughout the year, including the Wellbeing team's online mindfulness and relaxation recordings which were accessed over 4500 times, and over 450 eCounselling questions received a response during 2021.

### Transformation and Resilience

With a focus on student and staff engagement and co-design, the Mental Health and Wellbeing Team (MHWBT) aims to develop University-wide relationships and create student focused opportunities for engagement in the prevention and promotion of positive mental health and wellbeing initiatives.

MHWBT's highlights of 2021 include:

- The successful Wishing You Well Campaign, co-designed by Burrow Design Studio, saw 43,000 students receive a postcard and engage in an online campaign, highlighting ways to stay supported and connected through COVID-19.
- Wellbeing Café Series offered opportunities for Staff and Students to participate in Art Cafes, Pets and Pals Cafes, and Wellness Cafes to connect and engage with others in inclusive, creative and engaging ways during mental health month.
- Psychological First Aid training was provided to 735 students and frontline staff across WSU, building skills to support people, manage distress and promote coping skills, working to build connection, belonging and resilience for staff and students.
- Over 1000 students attended Cultural Wellbeing Workshops throughout the year offering mental health and wellbeing support for Pasifika Students (Talanoa), Aboriginal and Torres Strait Islander Students (YARN), and New and Emerging Communities Students (NEC).

### STUDENT AND UNIVERSITY PLANNING

#### Competitive Intelligence and Analytics

Competitive Intelligence and Analytics achieved its operational objectives and priorities in 2021. Starting with the challenge of interpreting and implementing the Job Ready Graduates (JRG) legislation package, Competitive Intelligence and Analytics updated all funding models for the University's programs and conveyed the impacts of the change to University leaders to inform the appropriate response.

# Division of People and Advancement

## Job Ready Graduates funding package

Following the JRG updates, Competitive Intelligence and Analytics initiated the Load and Enrolment Optimisation (LEO) program. LEO introduced Artificial Intelligence and Machine Learning models to student load and enrolment forecasting while creating product level accountability for University courses.

## Load and Enrolment Optimisation

Forecasts of student load and revenue performance that are contingent on a point-in-time, year-on-year comparison are vulnerable to abnormal conditions in any year, for instance, seasonality, changing course profiles, academic timeline changes, COVID-19 and labour market conditions.

The Office of Student and University Planning (OSUP) created two new data science models, one to provide historical data 'guard rails' and the other a 'real-time forecasting' model, that ingest data from behavioural metrics and learning and teaching indicators to predict future student behaviour. This Artificial Intelligence (AI) forecasting solution considers more than 160 attributes (for instance, preference profile, competitor offers, time to accept the offer, ABS data, academic history, proximity to campus) to predict enrolment.

Competitive Intelligence and Analytics launched an ATAR Adjustment tool to support Deans navigating the market volatility and competitor activity in ATAR setting. Deans used the tool to scenario model different ATARs in each application offer round and reveal the EFTSL benefit in setting the ATAR at a particular level. As a result, the University was able to strategically reposition courses where there was no material benefit in a lower ATAR.

## Data Integrity, Quality and Operations

HSC True Reward was launched in 2017 as a sector-leading early entry scheme that considered a student's individual performance in their HSC subjects as opposed to a scaled ATAR. Analysis shows that students admitted through HSC True Reward are performing as well as and, in some instances, better than students admitted via ATAR. Since its inception, the scheme has expanded to include new programs and HSC subjects. In 2020 the University expanded the scheme

further to include Year 11 results, recognising the impact on the COVID-19 pandemic on student performance in their HSC subjects and enabling offers to be made before HSC exams.

Following two years of COVID-19 impacted study, 2021 resulted in an increase on previous year offers with the Admissions team issuing over 15,600 True Reward offers to Year 12 students for programs commencing in 2022. Western continues to lead the sector in the volume of early offers issued to Year 12 students through HSC True Reward. An early offer reduces student stress and anxiety to achieve a required ATAR and provides a level of certainty in relation to tertiary study. HSC True Reward is uniquely placed to consider a student's individual attributes, rather than competing against their peers for a place at University.

On campus graduation ceremonies recommenced, with a supported transfer of event responsibilities to Student Engagement and Marketing. Over 8,500 students successfully graduated in 2021. In addition to issuing free electronic Testamurs and mailing graduation documents to the graduating cohort, the Graduations team produced 2,736 program completion letters, 10,888 e-transcripts and 2,043 transcripts.

With a focus on supporting the principles of Hyflex learning design and alternative assessment, improving the student experience and maintaining academic integrity, the Assessment and Timetabling team (in collaboration with Learning Futures) worked with Schools to reduce the volume of proctored exams by identifying alternative assessment modes. As a result of this collaborative effort, only 14% of the 101,000 online final exam sittings in 2021 were proctored.

The COVID-19 international student payment plan scheme continued in 2021 to ensure international students impacted by the pandemic received adequate support to make payment for their tuition fees. The Student Finance Team approved and processed over 2,000 student payment plans.

The Course Quality, Education and Program Support and Course Data and Systems Management Teams supported the approval and implementation of over 1,200 curriculum

approvals (new and variations to existing programs, fields of study and subjects) and over 300 Tracking Unit Changes (TUC) forms. This is the largest volume of curriculum approvals ever processed in a single year.

Early 2021 plans were for a return to on campus teaching and the Timetabling Team focused on a blended teaching delivery approach. The COVID-19 situation escalated across the country and a return to online learning was rapidly implemented again. The Assessment and Timetabling team worked collaboratively with Schools and Learning Futures to shift the timetable in response to the health advice, while ensuring the student experience was not compromised. Learnings from our initial pivot to online learning in 2020 ensured the team were able to manage this transition rapidly and effectively.

Go Live of the new Student Management System (SMS) in October 2021 saw all Data Integrity, Quality and Operations teams implementing innovative workarounds to ensure a positive student experience was maintained in the shift from Callista to Banner. Ongoing consultation with the SMS implementation team provided solutions to many of the early routine implementation issues.

## ENGAGEMENT AND ADVANCEMENT

The Engagement and Advancement portfolio continued to build innovative and inclusive programs for the people of the University and the communities that we serve, including:

- Developing bespoke programs that target high potential students both within and outside of the University
- Engaging with community and corporate partners that support staff and student experience
- Increasing access and aspirations for higher education through scholarships and pathway programs
- Helping strengthen research and advance student success through philanthropy and fundraising initiatives.

## Future Student Engagement

The University's primary and high school engagement programs used a combination of face-to-face and online delivery to ensure

that the University remained connected with schools in its region.

Activities and achievements during 2021 include:

- 337 individual activities were delivered to 8,674 high school students and 185 teachers across more than 100 Western Sydney high schools through ongoing engagement programs (up from 204 activities and 6,495 students in 2020).
- 36,000 interactions with prospective high school students were achieved through other one-off Future Student engagements and events.
- 226 individual activities were delivered to primary school students through the First Foot Forward and Heartbeat engagement programs, reaching 7,677 students and 281 teachers from over 65 different schools (up from 45 activities and 5,800 students in 2020).
- 313 of the 2020 Year 12 Fast Forward program participants enrolled at Western in 2021 (22% of the Year 12 program cohort).
- 29 of the 2020 Year 12 Pasifika Achievement to Higher Education (PATHE) program participants enrolled at Western in 2021 (11% of the Year 12 cohort).
- 52 of the 74 Year 12 Pathways to Dreaming students from 2020 received offers to study at Western. Of those students, 32 students enrolled to study at Western, which is 43% of the Year 12 program cohort in 2021. This is a significant increase on the previous year, which saw 15 Pathways to Dreaming students enrolled at the University (22% of the Year 12 cohort).
- The Aboriginal and Torres Strait Islander Pathways Program (alternative entry program) continued to deliver online assessment testing via the Open Learning platform. As of 4 March 2022, 74 students have accepted an offer to study at Western Sydney University and enrolled from 109 offers made through the program for autumn 2022 intake. This is a 67.8% conversion rate from offer to enrolment for students who participate in the program.
- Delivery of online events continued, including an eight-part "Discover Western Webinar" series and the Aboriginal and Torres Strait Islander "Unlocking Careers in

Sports" event with 199 senior high school students (from 44 different schools).

- Online HSC study sessions provided Year 12 students in Western Sydney with support in their HSC preparation across 14 subjects in another challenging year. Experienced HSC teachers and markers delivered sessions to 1,746 unique attendees, a 29% increase on attendees from 2020.

### **The Academy, Scholarships and Partnerships**

#### **Corporate and Community Partnerships**

The Corporate and Community Partnership team offered cross-disciplinary student and staff experiences with the University's partners, including the facilitation of 26 internships with Western Sydney Wanderers (WSW), Giants AFL, Western Sydney Academy of Sport, South Western Sydney Academy of Sport and Sydney Zoo. Corporate and Community Partnerships executed and supported the delivery of regional awards programs, including the Women of the West Awards, Zest Awards/ Chancellor Unsung Hero Awards and Young Achiever Awards.

#### **Scholarships**

Over 500 new domestic student scholarships were awarded with over 1500 payments processed. This included a combination of University-funded, donor-funded and Commonwealth-funded scholarships. The scholarship journey managed by the Engagement and Advancement portfolio includes assessing applications, making offers, awarding new scholarships, payments to new and continuing student recipients, and ensuring recognition of the scholarship award on students' formal records.

#### **High performing student programs**

146 high-performing students completed subjects in the Bachelor of Applied Leadership and Critical Thinking (BALCT) in its seventh year of offer through The Academy. Unique to Western Sydney University, The Academy offers high-potential students opportunities to gain intellectual and practical skills. Focusing on ethical leadership within an interdisciplinary environment, The Academy provides extension-level academic development, community engagement

and service opportunities, international and national experiences, and a range of professional and personal development workshops.

With just under 4000 members in 2021, The Academy continued to offer programs through various channels to ensure access for all members. As a result, The Academy had over 500 occasions of engagement across the programs delivered, including:

- Six 'Conversations with The Academy' featuring prominent industry and community leaders
- Two Skills for Impact Masterclasses
- Emotional Wellbeing Workshop: Becoming the Best Version of You
- Humanitarian Affairs Asia Summit: Lead as a Global Citizen
- PostGrad series
- Psychological First Aid Training
- 24 internships facilitated.

### **Maldhan Ngurr Ngurra Lithgow Transformation Hub**

The Maldhan Ngurr Ngurra Lithgow Transformation Hub was officially opened by Minister Andrew Gee in April 2021, with staff commencing from June 2021. Maldhan Ngurr Ngurra is a Wiradjuri term which broadly translates to "Working together side by side" and the Lithgow Transformation Hub is a collaborative space for business, community, government and industry to come together to explore the wealth of possibilities for the Lithgow region to ensure a thriving and vibrant future.

An advisory committee has been established to provide appropriate, locally sensitive governance for the Maldhan Ngurr Ngurra Lithgow Transformation Hub. The Committee has a mix of community and University representation and is responsible for providing advice regarding the Hub's strategic direction, ensuring that Hub activities are appropriately aligned to the Lithgow community, and monitoring progress against the strategic objectives and overarching purpose. A Manager and an Administrative Assistant have been employed to activate and coordinate Hub activities, ensure local community engagement and funnel University programs into the region using the following key themes that arose from community consultation:

# Division of People and Advancement

- Gateway to Wiradjuri – Centering Aboriginal knowledge, enterprise, and capacity building to ensure thriving futures
- Education for Life – Addressing whole-of-life access to education from primary education to retirement
- Activate/Incubate – Enabling economic transition by nurturing diverse local enterprises and industries
- Health and Wellbeing – Addressing gaps and delivering strengths-based approaches to wrap-around health and social service provision
- Lithgow Sprint – Foregrounding young people's visions of thriving regional futures.

## Advancement

The Office of Advancement adapted its fundraising strategy to COVID-19 conditions and connected with donors and community in virtual forums. Focusing on causes that resonated with donors and that aligned with the University's strategic priorities, the University's Giving Day brought people together to celebrate resilience and excellence in Western Sydney.

## Foundation Council

The University's Foundation Council is a sub-committee of the Board of Trustees comprising distinguished business leaders and alumni who support the University and the Office of Advancement in achieving its strategic goals through philanthropy.

The Foundation Council members are Professor Peter Shergold AC, Professor Barney Glover AO, Peter Brennan AM (Chair), Gabrielle Trainor AO (Director from Whitlam Institute Board), Holly Kramer (Director from Board of Trustees), Emeritus Professor Paul Wormell (Director from Hawkesbury Foundation), Cameron Clyne, Ehsan Fallahi, Matt Graham, Martyn McCarthy, Nicholas Moraitis AM, John Schembri, The Hon. Dr Helen Sham-Ho OAM, Kim Williams AM and Talal Yassine OAM.

## Philanthropic support and key activities 2021

The Office of Advancement raised \$20,101,791 including four donations of over \$1 million. Highlights of this success are the Stockland gift of \$5M, the Charter Hall donation of \$6M and the Walker Family Foundation commitment of \$2.025M.

Giving Day took place on Wednesday 1st December 2021, raising over \$2.6M, with the Chancellor's Challenge alone generating over \$520K of this total. This is a significant lift from the University's first Giving Day in 2019 which raised \$750K.

The Office of Advancement received donations of \$12,188,030 in 2021, the highest level ever for this office. An endowed scholarship of \$600K from Margaret Mackisack was activated, with the first asylum seeker scholarship awarded in 2022. The Walker Corporation gift to endow a professorial Chair in Urban Transformation was realised with the appointment of Professor Greg Morrison in March 2022.

# Division of Research, Enterprise and International

## RESEARCH, ENTERPRISE AND INTERNATIONAL

### Division of Research, Enterprise and International

The Division of Research, Enterprise and International developed its five-year strategic plan. This plan, informed by the University's strategic plan, *Sustaining Success*, is the first consolidated plan for the reshaped Division. The Division continued with the implementation of the significant changes resulting from the 2020 operational changes which informed the ambitions articulated in the Divisional Strategic Plan.

The adoption of priority research areas at state and federal level delivered new opportunities and challenges for the University. The National Priorities and Industry Linkage Fund (NPILF), part of the Job Ready Graduates Package announced by the Commonwealth government in 2020, delivered funding changes for research and higher degree student support. The NPILF allocates block grants to universities to help engage industry to produce job-ready graduates with a focus on three priorities:

- Increase the number of internships, practicums, and other innovative approaches to work-integrated learning
- Increase the number of STEM-skilled graduates and improve their employment outcomes
- Support universities to develop and strengthen partnerships with industry.

Western has been allocated \$8.75m p.a. for NPILF for 2021-24.

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

The Commonwealth Government's Research Support Program (RSP) provides block grants on a calendar year basis to higher education providers to support the systemic costs of research not supported directly through competitive and other grants. Conditions on 2021 RSP funding were streamlined to provide universities autonomy in directing funding to areas most needed to address the challenges presented by COVID-19. These flexible arrangements are being maintained for 2022 RBG funding.

An additional \$1 billion in sector research funding was provided through the Research Support Program (RSP). This additional funding was provided to address the impacts of COVID-19 on research. Western used these funds to support the Research Support Fellowship program (RSP Fellows) and the RSP PhD scholarship program. The RSP Fellows are stellar researchers at the early and mid-career stage. High performing researchers already employed at Western on fixed-term contracts which were nearing their end were the first recruits targeted by the program. Nineteen Fellows were recruited as part of the program – six at level A, ten at level B and three at level C. The Fellowship offers a 70% research workload allocation, with Fellows working with Schools and embedded in Strategic Research Initiatives or Research Institutes which align with their research. The RSP Fellows engage in development and peer support opportunities with the Vice-Chancellor's Fellows. 27 Research Support Scholarships were awarded and released in three stages across 2021.

The Division progressed its focus on grand challenges and bringing together multidisciplinary cohorts to tackle these through the Strategic Research Initiatives (SRIs) and Institutes. The University called for the second round of SRIs attracting 14 Expressions of Interest from disciplines across the University. The Eols were assessed by a cross-disciplinary panel including Institute Directors, Research Theme Champions and Cluster Leads. The panels selected two related SRI Eols which were directed to work together to deliver the Urban Transformation Centre. Leading this new SRI will be co-Directors Professor Nicky Morrison; Professor and Chair of Urban Transformations, Professor Greg Morrison; and Deputy Director Professor Sarah Zhang. The Urban Transformations Centre will be located in the University's new Parramatta Engineering Innovation Hub and will deliver action-oriented research and innovation in partnership with industry and society. The SRI will be based on the demonstration of research and innovation through Living Labs and innovation precincts. The Urban Transformations Centre will launch in the second quarter 2022.

Industry focused theme events were organised and delivered by the Research

Theme Champions throughout the year including during Research Week. The events delivered during Research Week under the University's Research Themes included:

- Wicked Urban Problems in Western Sydney; Sport, Health and Society
- Bold Plans for Better Health: Communication, technology and collaboration
- Education and Work Re-set
- Mental Health Research Symposium
- Innovation in Sustainable Food Production: Challenges and Opportunities in a Changing World.

The fifth edition of Future Makers – the University's showcase research magazine – was released in the second half of 2021, featuring 25 stories illustrating the University's innovative and impactful research. This edition of Future Makers focused on Western's International outreach and resilient research in relation to SDG outcomes during the pandemic.

The Partnership Summer Scholarship program was introduced in parallel to the existing University Summer Scholarship program, with both aimed at offering research experiences to undergraduate students. The Partner Summer Scholarship scheme provides an opportunity to develop industry relationships that offer potential for future partnerships for researchers and industry connections for students. Proposals were received for Summer Scholarship projects from 12 Schools, four Institutes and the Office of the Deputy Vice-Chancellor (Indigenous Leadership). 12 partnership projects were offered with partners including Hearing Australia, CARPE VITAE Pharmaceuticals, Nepean Hospital, Centre for Oral Health Strategy NSW, NSW Ministry of Health and the Ngaramura Indigenous Corporation. 124 students were placed into 102 projects for the 2021/2022 summer intake. A survey of students participating in the program reflected 98% 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 implemented to improve cross-unit collaboration, encourage strategic management practices,

# Division of Research, Enterprise and International

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, particularly where different organisational units engaged with a partner on various initiatives without coordination. Following the first institutional survey in 2019, a review was undertaken in 2020 to confirm specific status, risks and opportunities for the 75 organisations characterised as University Strategic or Cross-Divisional partners. A new management system to support the Partnerships Strategy was designed in 2021 and initial testing has been completed with an anticipated release date in the first half of 2022. Interim processes have been instituted to collect baseline information to produce a Partnerships on a Page view of all 75 organisations.

Western achieved a number of significant partnerships across an array of disciplines leading to impactful outcomes and valuable ongoing relationships. These include the International Centre for Neuromorphic Systems (ICNS) collaboration with Thales Australia, which secured a Moon to Mars Demonstrator Feasibility Grant from the Australian Space Agency (ASA). The project seeks to determine the feasibility of using neuromorphic cameras to improve performance in spacecraft docking and rendezvous via simulation. The study puts this collaboration in line to compete for the Trailblazer program – the ASA's flagship program offering \$50m in funding.

A collaboration with the Modular Prefab Design Laboratory (MPD-Lab) and the Centre for Infrastructure Engineering's Structural Assessment and Health Monitoring Group (SAHM) secured \$960,000 in funding from Infratech Industries for the project Development of High-performance Volumetric Modular System with Energy Harvesting (Phase 2). Infratech is supporting the development of a new high-performance prefabricated prefinished construction and energy harvesting system. The concept will significantly speed up construction, enhance efficiency and reduce energy and life-cycle costs.

LaunchPad supported Start-up and SME businesses at different maturity stages

from its Werrington and Parramatta sites. LaunchPad provided workspace, mentoring, network building, investment links, collaborative R&D and access to a range of Start-up accelerator programs. In 2021 47% of accelerator participants were first generation, migrant and refugee founders. Additionally, 50% of accelerator participants had at least one female founder. 79 of the accelerator participants supported a student Work Integrated Learning (WIL) placement.

LaunchPad further developed and implemented 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.

Building on the piloted Venture Makers program in 2020, LaunchPad expanded its offerings in 2021, building and supporting an entrepreneurial culture and ecosystem. Participants in Venture Makers are now accessing 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; and exposure to emerging research through WSU Research. LaunchPad initiated and hosted the Human Identity through Innovation Challenge and the Venture Makers Generate program, as well as providing 20-week entrepreneur training programs in India and on the WSU Vietnam campus. Discussions were initiated on proposed Venture Makers short course/alternative credentialled modules to be offered to the Guangzhou International Sister-City Universities (GISU) alliance members in China. The GISU membership provides access to an alliance of 17 university entrepreneur ecosystems worldwide.

## **Researcher training and development and gender equity**

The Researcher Development Framework (RDF) was implemented in 2021 after initial development in 2020. The Framework delivers comprehensive support to researchers

throughout their career life-cycle with an 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 life-cycle of a career researcher. The RDF Working Party of the Research Committee of Academic Senate addressed gaps and issues currently experienced in researcher development and contributed to the Framework's implementation through the launch of a website ([westernsydney.edu.au/researcher-development](http://westernsydney.edu.au/researcher-development)) bringing together resources including training courses, funding opportunities, publishing metrics and digital scholarship and research data management.

The Division provided funding through the Researcher Development Awards for ECRs, researchers who have experienced career interruption, and women's fellowships. Since these awards commenced, \$5,768,288 in funding has been awarded to 293 researchers in six years. This funding continues to be highly effective in supporting research careers and equity of progression, regardless of circumstance.

Support is essential for researchers at early and mid-career career stages – also the career stages most vulnerable to the impacts of COVID-19. The Early and Mid-Career Researcher Network provides an opportunity for EMCRs to work with their peers across disciplines facilitating meetings with colleagues within a campus-based environment. In 2021 events were held via Zoom. Each session attracted over 60 participants, including the Deputy Vice-Chancellor Research, Enterprise and International and the Pro Vice-Chancellor Research, and provided an opportunity for EMCRs located on Western's Bathurst campus to participate.

The Division hosted the Women's Conference for the first time in 2021. In response to COVID-19 the events were delivered online with four events throughout the year. The Women's Conference Series was open to all women, regardless of HEW or academic level, and all genders. Under the theme Bold Transitions, the series offered keynotes from Dr Dianne McGrath, Mars One candidate; Libby Lyons, Chair of the Aged Care

Workforce Council and former Director of the Workplace Gender Equality Agency; Jane Stratton, CEO THINK+DO Tank; and Natalie Wadwell, founder of Wadwell Initiatives. Topics addressed included equity in the workplace, intersectionality and career paths. Each event included breakout sessions with the final event devoted to mentoring. Almost 240 staff registered to attend the series.

The Division hosted Research Quality Forums to bring 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-19. The outcomes from these sessions were assessed to adopt the most strategic suggestions. The forums averaged an attendance of 70 people and focused on:

- Foreign Interference and Research Planning
- Research Infrastructure
- Values of Sustaining Success/Institutional Targets
- Visibility, Celebration, Esteem, Reputation and Rankings.

The Division continued to develop the University's response to Commonwealth Foreign Interference Guidelines and University Foreign Interference Taskforce (UFIT). The Division delivered training programs for staff, a FAQ site for researchers and research administrators, and the Foreign Relations Online Portal.

### 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 expand the Managing Aquifer Recharge and Groundwater Use through Village-level Intervention (MARVI) program in India's national groundwater management project. The MARVI project developed village-level approaches to improve groundwater supplies and offered a strategic response to mitigate water management challenges for women and vulnerable village communities.

The AIWC launched the India Young Water Professional (YWP) training program in November. Funded by the Australian Water Partnership (AWP), the YWP is a transformational capacity development program for young Indian water professionals. AWP has successfully pioneered similar programs in South-East Asia and the Pacific.

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

- 13th in the world and 1st in Australia in Ecology
- Top 75 worldwide universities in four subjects (Automation Control, Civil Engineering, Agricultural Sciences and Nursing)
- Top 10 in Australia in Agricultural Sciences; Automation Control; Civil Engineering; and Nursing.

In the QS World University Rankings by Subject for 2021 Western ranked in the top 100 for Nursing and Sociology and the top 150 for Communication and Media, Linguistics, and Sports-related subjects.

The University improved its position in the 2021 influential 'Times Higher Education Young University Rankings', ranking 34th in the world and 6th in Australia. The University was also recognised as third in the world for Gender Equality and fourth for Reducing Inequalities by the Times Higher Education Impact Rankings 2021.

### Western Growth site research plans

The Westmead Innovation Quarter (WiQ) and the Parramatta Engineering Innovation Hub (PEIH) were finalised in 2021. In early 2022, MARCS, the Translational Health Research Institute (THRI) and Transforming Early Education and Child Health (TeEACH) will move to the WiQ with Giramondo, the Sydney Review of Books and the Urban Transformation Centre taking up residence in PEIH. The research plan for the Liverpool Health Education and Research Hub (LHERH) was developed and socialised with the University's LHERH partners. The plan aligns with the University's academic plan and NSW government's Health and Innovation precinct plan and focuses on health and wellbeing. The Division remains a key member of the Project

Working Groups for all other Western Growth sites and the Macarthur Medical Research Centre. Additionally, the Division remains central to Aerotropolis and Multiversity planning and is part of a cross-institutional working party.

LaunchPad supported Western Growth's roll-out by planning for sites at both PEIH and Bankstown CBD campuses. These sites will deliver a range of incubation and acceleration activities and support campus precincts to bring vibrancy through entrepreneur-focused activations. LaunchPad's facility at the Bankstown CBD Campus will incorporate a Factory of the Future to drive SME engagement and digital transformation across industries, including manufacturing.

### Institute and SRI Reviews

In line with University policy, the DVCREI undertook formal reviews of three Research Institutes and two SRIs with a focus on future plans and strategic goals. The DVCREI chaired the reviews of the ICNS Research Centre and the TeEACH Strategic Initiative, with the MARCS Institute, Hawkesbury Institute for the Environment and THRI reviews each being chaired by a Director from another WSU Institute. The Review panels consisted of a Western Dean, industry stakeholders, external academics, higher degree candidates and a WSU Institute Director.

# The Academic Division

## ACADEMIC

### ACADEMIC DIVISION OVERVIEW

The Academic Division collaborates with Schools, other Divisions and external partners to enable and sustain our students' success. Specific responsibilities of the Division include academic quality and standards; professional development of teaching staff; libraries; student learning support, student retention strategies, practical/laboratory learning support; academic policies and programs; technology-enhanced curriculum and experiential learning transformation; and education for the UN Sustainable Development Goals.

The Academic Division continued to innovate to support the University in its delivery of agile responses to new teaching and curriculum opportunities and to support our recovery post COVID-19. The Division offered strategic support and leadership in the development of new service delivery models to encourage student engagement; new partnership pedagogies; new approaches to curriculum design, development and delivery; new educational resources; and simplified administrative management of quality assurance processes. These actions are critical to the University community's resilience, our aspirations and confidence in our future.

The Division has three key strategic objectives and priorities:

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

These objectives and priorities were achieved through the Academic Division's leadership of a range of initiatives including the 21C Project; our professional development work with staff on technology enhanced pedagogies; the development of our Sustainability and Resilience 2030 Decadal Strategy; our innovations in institutional support for teaching and learning; and our leadership of academic planning for new campuses.

### 21C Project

The 21C Project is the University's strategic initiative to drive curriculum and teaching transformation to equip our students to succeed in a disrupted future of work and society. It aligns with the opportunities presented by the Job Ready Graduates Package and National Priorities and Industry Linkage Fund in the post-pandemic higher education context. In 2021 a modular streamlined curriculum architecture and new pedagogy was embedded in policy to enable an efficient integration of 21C curriculum components into programs. Our signature 'Partnership Pedagogy' ensures our curriculum is co-created with industry, communities and student partners, making it relevant, engaging and contemporary.

Three interconnected streams enhanced the external reputation of the University and contributed to the goals of the *Sustaining Success* Strategic Plan. The first stream, *Transforming Curriculum*, deployed ten new transdisciplinary minors comprised of 50 subjects and 25 new Curiosity Pods which will be available to students from 2022. Our student curriculum partners hosted the National Students as Partners Roundtable in November attracting international recognition of the quality of their work on 21C. This successful Roundtable event further enhanced our staff and students' capability to engage effectively in partnership.

Badugulang, the new centre for excellence in university teaching and learning, was launched as part of the *Transforming Teaching* stream in July. Badugulang brings together academic, sessional, and professional staff with expertise in teaching and learning to support and sustain curriculum innovation and excellence. There are 157 inaugural Badugulang Fellows collaborating on initiatives such as peer review and mentoring programs; the Western Educational Fellowship Scheme; and sessional staff development programs.

The third stream, *Innovating Alternative Credentials*, deployed the Open Learning Credentials platform and a new alternative credentials development process. An expanded suite of alternative credentials available through the WesternX portal attracted 1,982 participants from 38 countries,

and generated proposals from employers to fund the co-development of additional Alternative Credentials. The WesternX short courses were presented to WSU staff during the 2021 Teaching and Learning Showcase in December to demonstrate the high standard of these credentials and to launch the Expression of Interest process to develop the next suite of Alternative Credentials.

### Technology-enhanced pedagogies

A Hybrid-Flexible (HyFlex) curriculum delivery model delivering curriculum resilience was rolled out. More than 2090 staff across all Schools and the College participated in 144 professional learning activities including workshops and events supporting HyFlex. Instruction on teaching in Zoom-enabled spaces was supported by knowledge articles and digital resources co-created by the Learning and Teaching Technologies Advisory (LaTTe) Group. The innovative ideas of staff were recognised with teaching commendations and their work shared across the University. 967 staff engaged in self-paced online modules covering areas aligned with either HyFlex or flipped learning. A community of practice with 118 members was established for staff interaction, learning and research.

The production of engaging learning materials for content delivery significantly increased with over 6,100 digital assets centrally developed and deployed across the institution to support and enhance the creation and delivery of interactive learning resources and environments by staff. Academic-generated digital content for engagement at scale was possible with the launch in mid-2021 of HTML5 Package (H5P) and 32 new templates to create interactive content for delivery via vUWS, the University's Learning Management System. Within six months, academic usage of H5P increased to over 4,770 interactive digital learning resources. Complementing the development of interactive resources was a new framework on Designing Interactive Content for Engagement (DiCE) which includes capability-building exemplars; pedagogical resources; professional learning sessions; and demonstrations from our 21C Curriculum Champions for the co-creation of resources. Guidelines and strategies supporting academic design of interactive

and engaging digital content are available on the Online Engagement and Teaching Hub which now has 493 subscribers to a weekly newsletter with updates on contemporary challenges in digital teaching and learning.

Exploration of new technologies to increase student engagement in digital learning occurred through pilots of virtual lab simulation software (Labster), student generated digital learning portfolios (MyKnowledgeMap), generating mathematical notation for online assessment activities (Numbas), increased accessibility through automated speech recognition of video content (Panopto ASR) and reconfiguring collaborative learning spaces with Zoom capability for hybrid teaching and learning (ZETS).

Developing our students' and staff capabilities in technology-enabled-learning received two significant uplifts. The first was an online module that can be deployed to any vUWS site. The module focuses on developing students' self-regulation skills as effective learners using digital technology. The Learn2Learn module was launched in Spring 2021 to 595 students with positive feedback and demands for additional topics and strategies. The second uplift was the TEL Support Squad Initiative in Spring session which involved a squad of 28 members (students and sessional staff) collaborating and supporting academics in the development of H5P content, video content, reviewing of vUWS sites and addressing the digital accessibility of over 4,550 digital content files in vUWS.

A shift to online assessment practices to meet the expectations and skills required for the workplace was supported by access to MyKnowledgeMap. This is an e-portfolio tool for the assessment of professional skills and competency-based learning outcomes and aligns with broader university initiatives on employability. The University continued its move towards more authentic and learner-centred assessment, achieving a 90% reduction in the over-use of examinations. Staff were also recognised for their outstanding alternative assessment design and these ideas were shared in the Smart Assessment Design Toolkit.

### Sustainability and Resilience

The Sustainability and Resilience 2030 Decadal Strategy was launched in September 2021. This event was online, with over 300 registrations from Western Sydney staff, students and external attendees. A panel of respondents included Ms Andrea Spencer-Cooke (Vice-President NSW United Nations Association of Australia); Mr Malcolm Smith (Australasian Cities Leader, ARUP); and Prof. Tony Capon (Director, Monash Sustainable Development Institute), who provided their commentary on the new Decadal Strategy. In addition, our WSU Student Curriculum Partners on the 21C Sustainability Advocates Curriculum team gave their insightful commentary on aspects of the Strategy. The Strategy was the focus of the 2021 Senior Staff Strategy Forum held in an interactive online format in November, and showcased sustainability programs, initiatives and projects linked to the sustainable development goals. A series of digital artefacts for campus and online dissemination have been designed and deployed. Action planning is underway for the next phase of the Strategy's implementation.

Western Sydney University achieved 17th worldwide in the THE Impact Rankings for 2021. Contributing to this result was the University's electricity supply contract which was transitioned to 100% accredited GreenPower from renewable sources in July, with a pledge signed to meet our targets in the UN-led 'Race to Zero for Universities and Colleges'.

### Teaching and Learning Support

The COVID-19 pandemic continued to impact the delivery of teaching and learning support from Learning Futures, the Library, and Teaching and Research Technical Services. The Academic Division led the University's Teaching and Learning COVID-19 Continuity Group as a forum for Schools and Divisions to discuss the complexities of online delivery of teaching and learning, vaccination requirements, infrastructure, staffing, public health order constraints to support our response to the pandemic.

The Library implemented Digital Service Desks at each campus to provide on-site services while limiting physical contact. During

full lockdown the Online Librarian Service was expanded and delivered as an off-site operation. Support was provided to students via email, chat, and Zoom sessions. Essential referencing advice and how to access online scholarly resources were provided. Schools worked with their Librarians identifying eBooks, online articles and alternative resources to replace print resources. The Library Study Smart service was reimaged, and individual student consultations were available via Zoom. The results of the biennial Client Satisfaction Survey conducted during lockdown in October 2021 indicated that students rate the Library's performance highly. The Library's weighted performance index score was 84.7%, an increase of 1% since 2018. This puts the Library in the top 25% of Australian academic libraries. When campuses reopened, a hybrid service model, which includes the Digital Service Desk, the Online Librarian Service and face-to-face services was put in place to engage students returning to campus.

The focus on Open Educational Resources (OER) was a new initiative for 2021 and deployed flexible and sustainable models of resource discovery, curation and creation to complement subscription-based e-content. Engagement with OER continues to grow through use of the OER toolkit, with PressBooks as the platform procured for the hosting of locally adapted or created Open Textbook content. The Library continues to promote OER to academic staff to raise visibility and awareness, and increase capacity to search, adopt or adapt OER, author online resources, and to license original content.

With the Library change process and restructure completed, a new service model in support of students, academics and researchers is in place. The Library's research team has focused on providing advice and information on open research methods and to provide support at all stages of the research life-cycle. In addition, Outreach Librarian positions actively seek to identify, encourage, build, and strengthen partnerships with internal and external stakeholders.

Teaching and Research Technical Services continued to strengthen its partnerships with Schools and Institutes as well as industry and community through the provision of

# The Academic Division

expert technical advice and support. This included the identification and maintenance of business-critical operations in teaching and research related to laboratories, workshops and clinical spaces during campus closures. All regulatory compliance audits were passed; the National Technician Development Centre technical skills survey was completed; and the continuing compliance of specialised facilities with required standards was maintained.

Teaching and Research Technical Services provided critical advice and assistance for Schools and Institutes in navigating hygiene and social distancing requirements during the pandemic, working closely with the University's Workplace Health, Safety and Welfare unit to ensure compliance in operations. As practical learning and on-campus activities resumed, Schools and Institutes were supported where additional teaching, learning and research activities were scheduled to assist academic staff and students in their progression.

The University developed a range of additional actions aligned to the Education for Academic Integrity strategy to address contract cheating. This included the Academic Integrity Module (AIM), which disseminates the core academic integrity values identified in collaboration with student partners. The AIM will be compulsory for all commencing students in 2022 and includes recent guidance for students from TEQSA on the risks of engaging with academic cheating sites. The AIM is embedded in the vUWS platform for all level 1 units, together with academic writing modules created in H5P to develop students' skills in academic writing. Students are alerted to the risks of contract cheating sites and provided with links to more appropriate forms of support, including individual consultations through Library Study Smart and individual writing feedback through Studiosity. This builds on a promotions campaign supported by the Student Communications team in the first half of 2021 and reinforces messaging and activities during Academic Integrity Week held in Spring 2021. Learning and Teaching committees and leadership teams in Schools are progressing the work to address contract cheating. Schools have responded to the 2021 TEQSA data release with additional strategies to address risks relating to students, curriculum and assessment based on task,

subject and program. The Academic Integrity Working Party is working with the Office of Governance Services and Authorised Officers on the implementation of Turnitin Authorship software designed to support the detection and substantiation of contract cheating cases.

## Academic Plans for New Campuses

The Academic Division continued to actively support Western Growth through the development of academic plans for new campuses. These plans are informed by institutional strategic frameworks, student enrolment and preference trends, industry composition, and regional workforce demands.

In December 2021 the Parramatta Engineering Innovation Hub (PEIH) was opened for teaching. The project has been a major endeavour for the University over the past four years, culminating in a new and vibrant addition to our Parramatta campus with a focus on Engineering, Architecture and Innovation. Supported by a specialised Teaching and Research Technical Services team from the Academic Division, the PEIH includes state of the art engineering laboratories and workshops, and a new architecture and design hub. This new campus has facilitated the move of Engineering programs from Parramatta South to Parramatta City (Hassall Street), delivering increased visibility of our outstanding work in Engineering, Architecture and Innovation .

Planning continues for the Bankstown City Campus, with a focus on the design and function of learning spaces. An academic plan was developed for the Liverpool Health, Education and Research Hub, including a preliminary academic course profile. The plan highlighted the opportunity for the development of transdisciplinary, vertically integrated education approaches under the broad theme of health and wellbeing.

# 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, promoting equality, involving the people of Australia in the decision-making processes of our land, and liberating the talents and uplifting 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.

The Board noted and acknowledged a Statement of Intent developed between the Board's Chair, The Hon John Faulkner and the University's Vice-Chancellor, Professor Barney Glover. This document affirms the Institute's Board and the University's shared expectations for the Whitlam Institute's security and development. It also recognises a new responsibility that emerged during 2021. In June, the Commonwealth Government announced its commitment to fund the acquisition of the Whitlam Home at 32 Albert Street in Cabramatta. This home, commissioned by the Whitlam Family in the late 1950s, was the site of celebrations on the night of the historic election victory in 1972. The Whitlam Institute will be the caretaker of this nationally significant building.

While the pandemic again kept staff and visitors away from the Female Orphan School during 2021, a number of memorable events were able to be held there. This included the dedication of a new reading room established to honour the life, advocacy and legacy of Whitlam Institute Distinguished Fellow, the Hon Susan Ryan. Whitlam Institute Fellows

and Ambassadors convened early in 2021 for what is intended to be an annual opportunity to hear about the Institute's program of work and share areas of emerging interest. The Institute values the strong support and engagement its Fellows provide.

Despite the challenges that a second pandemic year inevitably brought, the Whitlam Institute continued to deliver core programs and activities, including:

- The *What Matters?* writing competition garnered over 5,500 entries from across the nation. The Institute welcomed a new patron, Craig Reucassel. The winner Olivia Campbell's piece was featured in The Sydney Morning Herald and The Age.
- The Whitlam Institute encouraged young Australians to think about the future, including during a national youth webinar forum conducted in collaboration with Australian Lawyers for Human Rights and the Human Rights for NSW Alliance asking 'Does Australia need a Human Rights Act?'
- The essay written by 2020 EG Whitlam Research Fellow, Dr Alexandra Coleman, 'Whitlam, Western Sydney and the Promise of University' was launched drawing on the Whitlam Quality of Life agenda.
- The Institute co-hosted the 2021 Refugee Alternatives Conference with the Refugee Council of Australia, which featured a pivot to full online delivery. During the conference the Whitlam Institute hosted a specific roundtable focusing on advocacy endeavours of refugee youth.
- The Institute produced a podcast featuring the voices of eminent Afghan experts, officials and community leaders sharing their lived experiences and understanding of the crisis in Afghanistan addressing elements of civil society at risk.
- The Institute commemorated the 50<sup>th</sup> Anniversary of Gough Whitlam's historic trip to the People's Republic of China as Opposition Leader in 1971 sharing photos from the trip from the late Mick Young and the voice of future Ambassador to China, Whitlam Institute Distinguished Fellow Dr Stephen Fitzgerald, who was interviewed by ABC Radio National about the visit.

## 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 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 2021 include:

- Campus relocations: In line with The College Creating Connections Strategy *place and presence* objective, several course relocations took place. Approximately 400 Academic Pathway Programs (APP) students were relocated from the Nirimba campus to existing University campuses. These relocations improve the student journey through the offering of an integrated student experience and streamlined transition to University study. To increase accessibility to corporate clients, the RTO was relocated from Nirimba to Sydney Olympic Park.
- Expansion of Undergraduate Certificate courses: The College collaborated with various Schools to develop four additional Undergraduate Certificate courses, bringing the total number of Undergraduate Certificate courses on offer to eleven. An enhanced marketing and admissions process was implemented to further improve the number of offers converted to enrolments.
- Business development of the RTO: An RTO business plan was developed that included the recruitment of a new RTO leadership team. Revenue in the RTO increased to pre-pandemic levels with training being delivered to a range of corporate partners such as Opal HealthCare, the NSW Department of Planning, Industry, and Environment and the NSW Department of Education.
- A revised English Language Program (ELP) business model: To address the challenge of declining international student enrolments, a new organisational structure was implemented which

# Entities

features revised course offerings and a refined delivery model.

- The renewal of registration for English Language Program on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) for maximum period of seven years.
- Validation of the quality of the English Programs through the Quality Endorsement of online delivery of the English for Academic Purposes, Bachelor of Nursing Direct Entry English and Master of Teaching Direct Entry English programs.
- Engineers Australia confirmed accreditation of the Associate Degree in Engineering at the level of Engineering Associate.

## 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.

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. The education and care provided demonstrates diversity and inclusiveness, with the latest research and best practice models informing service delivery.

WSU Early Learning is committed to being a viable Not for Profit organisation that is accessible to all stakeholders and a business that has strong governance and a low appetite to risk.

Highlights for 2021 include:

- All six WSU Early Learning services continued to remain open and operational throughout the COVID-19 Pandemic, providing essential quality Education and Care to all families, including those families that contributed to the NSW critical work force.
- Continuing from 2020, which saw the rapid transition to include online learning in conjunction with face-to-face education,

WSU Early Learning educators excelled in providing this multi aspect service to families and community, including providing at home packs to assist families to continue with children's learning and remain connected with the service.

- WSU Early Learning continues to support the School of Education through the provision of practicum placement opportunities. The pandemic restricted the extent of these offerings in 2021.
- The Research Partnerships Committee was established to provide a consultative forum to facilitate effective engagement and development of mutually beneficial research partnerships between researchers and WSU Early Learning Services.
- WSU Early Learning commenced Enterprise Agreement bargaining in late 2020. After consultation with employees and their representatives the 2021-2023 WSU Early Learning Limited Enterprise agreement was ratified in February 2021.
- WSU Early Learning was successful in scoping and securing the following funding:
  - Start Strong Long Day Care funding for \$0.071m to develop preschool programs for children transitioning to school.
  - Quality Learning Environments funding for \$0.089m to improve the physical and educational learning environment. Projects undertaken with this funding across the six services included the provision of sensory gardens and the erection of sun safe play areas to facilitate outdoor learning.
  - Department of Education and Training funding for the engagement and support of trainees through their traineeship, including \$0.006m for commencing trainees, \$0.010m for completing trainees, and a further \$0.088m for retaining trainees throughout the pandemic.
  - Funding of \$0.005m for the provision of teacher release to support bushfire research undertaken by the School of Education and WSU Early Learning Penrith.
  - Toddle Green sustainability award awarded to the Penrith service to the amount of \$0.002m in Bunnings vouchers.

- Community Wellbeing grant for bushfire affected communities for \$0.010m to support their ongoing bushfire recovery research project.

## 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 entered its sixth year of operation. The past year has seen a strong Academic performance given the current COVID-19 context. Closed international borders have, however, made new student recruitment challenging.

**New Student Recruitment** – WSUIC enrolled 177 new students in 2021 compared with 311 in 2020. This is a drop of 43% YoY in a market where many institutions have continued to see dramatic downturns as Australian borders remained closed.

**Academic Performance** – Academic Performance over the 2021 Calendar year has exceeded expectations, particularly given the COVID-19 context. The mean pass rate for diploma courses was 84% and 89% for Foundation Studies programs.

**Retention and Transition** – Student retention over the 2021 calendar year has remained high at 88%. 196 WSUIC students completed their WSUIC course and transitioned into WSU in 2021.

### Transition to Independent Operations

– The teach-out of WSU's Diploma in Business, Diploma in ICT and Foundation Studies programs has now been completed, with these courses now being run under WSUIC's own TEQSA accreditation.

**Outlook and Focus for 2022** – A key focus for 2022 will be on driving a recovery in new student volumes in line with the opening of Australian borders. There will also be an emphasis on promoting WSUIC's new state-of-the-art campus at WSU's Engineering Innovation Hub and the enhanced student experience this will provide. The College's Digital Campus and flexible learning teaching platform will remain in place for students experiencing delays in obtaining

their visas or accessing flights to Australia. WSUIC also aims to submit its Diploma in Engineering course to the regulator for accreditation. Ongoing enhancements will be made to WSUIC's Transition Strategy, ensuring its students feel like a WSU student from day one of their studies and make a seamless transition into WSU on successful completion of their WSUIC course.

### **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 will 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 will 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: \$988,380  
Period in Position: Full Year  
Results: Met all objectives

### Professor Clare Pollock

Position: Senior Deputy Vice-Chancellor and Provost  
Total Remuneration Package: \$575,000  
Period in Position: 7 months  
Results: Met all objectives

### Professor Deborah Sweeney

Position: Deputy Vice-Chancellor and Vice-President, Research, Enterprise and International  
Total Remuneration Package: \$505,135  
Period in Position: Full year  
Results: Met all objectives

### Professor Simon Barrie

Position: Deputy Vice-Chancellor and Vice-President (Academic)  
Total Remuneration Package: \$459,000  
Period in Position: Full year  
Results: Met all objectives

### Professor Michelle Trudgett

Position: Deputy Vice-Chancellor Indigenous Leadership  
Total Remuneration Package: \$415,000  
Period in Position: 4 months  
Results: Met all objectives

### Mr Peter Pickering

Position: Vice-President, Finance and Resources  
Total Remuneration Package: \$583,231  
Period in Position: Full Year  
Results: Met all objectives

### Mr Angelo Kourtis

Position: Vice-President, People and Advancement  
Total Remuneration Package: \$545,096  
Period in Position: Full Year  
Results: Met all objectives

## SENIOR EXECUTIVES EMPLOYED AND GENDER

### 2021

Males (4)  
Females (3)

### 2020

Males (5)  
Females (1)

## Average Total Remuneration Package of Executives

2021 \$581,549  
2020 \$586,739

## Percentage of Total Employee-Related Expenditure

2021 <1%  
2020 <1%

## EMPLOYEES

### STAFF FTE REPORT

2021 Data extracted 11-Mar-2022

2021 Data as at 31-Mar-21

Data includes WSU only

Data excludes casual employees

EMPLOYMENT CATEGORY	2015	2016	2017	2018	2019	2020	2021
Academic (Levels A-E)	990.9	1029.1	966.2	986.4	999.4	996.2	926.2
Professional (Levels 1-9)	1437.9	1478.9	1379.3	1401.0	1530.4	1566.0	1355.8
Senior (above Academic Level E or Professional HEW Level 10)	150.6	144.0	138.4	140.1	146.0	152.8	139.8
<b>Grand Total</b>	<b>2579.4</b>	<b>2651.9</b>	<b>2483.9</b>	<b>2527.4</b>	<b>2675.7</b>	<b>2721.0</b>	<b>2421.8</b>

## GOVERNMENT INFORMATION (PUBLIC ACCESS)

<b>AGENCY NAME</b>	Western Sydney University
<b>PRINCIPAL DEPARTMENT</b>	Records & Archives Management Services, Office of Governance Services
<b>REPORTING PERIOD</b>	1 January 2021 to 31 December 2021

### 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.

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 August and December 2020 to review the University's contract reporting and proactive disclosure in view of organisational changes and the implementation of new systems.

The University's information guide as published on the website, 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	8
---------------------------------------	---

(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	0

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

Table A: Number of applications by type of applicant and outcome\*

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

\*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.

# Statutory Reporting

**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*		2		1				
Access applications (other than personal info.)		2		1				1
Access applications - partly personal info. / partly other info		1	1	1				

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

**Table C: Invalid applications**

Reason for invalidity	No of applications
Application does not comply with formal requirements (section 41 of the Act)	Nil
Application is for excluded information of the agency (section 43 of the Act)	Nil
Application contravenes restraint order (section 110 of the Act)	Nil
Total number of invalid applications received	Nil
Invalid applications that subsequently became valid applications	Nil

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

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

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

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

	Number of occasions when application not successful
Responsible and effective government	1
Law enforcement and security	
Individual rights, judicial processes and natural justice	5
Business interests of agencies and other persons	
Environment, culture, economy and general matters	
Secrecy provisions	
Exempt documents under interstate Freedom of Information legislation	

**Table F: Timeliness**

	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	7
Decided after 35 days (by agreement with applicant)	1
Not decided within time (deemed refusal)	0
Total	8

**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		1	1
Review by Information Commissioner*	1		1
Internal review following recommendation under section 93 of Act			0
Review by NCAT			0
Total			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	Nil
Applicant-initiated transfers	Nil

# Statutory Reporting

## WORK HEALTH SAFETY AND WELLBEING STRATEGY

The University's Work Health Safety and Wellbeing strategy promotes 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 and illnesses to staff and students
- Provide an inclusive WHS & Wellbeing 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 regularly 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. During the COVID-19 lockdown in 2021 the WHS & Wellbeing Unit ensured that safety support was given to staff and HDR students working from home. The WHS & Wellbeing Unit developed the COVID-19 safety plan for the University along with guidelines, processes and procedures. There were 320,087 interactions between WHS & Wellbeing Unit and staff, students (including those offshore), contractors and visitors across Western Sydney University. The WHS & Wellbeing Unit managed access to campus for critical workers as defined under the Public Health Order.

Review 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. To maintain compliance the University conducted a first aid audit.

## WHS TRAINING

To maintain the University's compliance related to training WHS & Wellbeing Unit reports that by the end of 2021, 93 % of staff (excluding casuals and adjuncts) had completed the four online WHS & Wellbeing mandatory modules. 480 staff completed the Hazardous Chemical training. The WHS & Wellbeing Unit transitioned to an online module for 'Gene Technology' and 'Biosafety' training.

WHS & Wellbeing updated the mandatory training module 'Reducing the Transmission of COVID-19 at Work' to align with the Public Health Order. By the end of 2021, 98.6 % of staff (excluding casuals and adjuncts) had completed this training. To induct the University's COVID-19 Marshalls the WHS & Wellbeing Unit developed 'Induction of COVID-19 Marshalls' online training.

## WELLBEING

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

The University's Influenza Vaccine Program 2021 resulted in a total of 1035 staff receiving the vaccine across nine campuses and pharmacies.

The WHS & Wellbeing Unit liaised with the Employee Assistance Program (EAP) to deliver Zoom sessions on change support management. There were 657 participants across six sessions offered.

To support staff during the COVID-19 lockdown the WHS & Wellbeing Unit held Gratitude Week with daily competitions and engagement activities. This resulted in 8497 click throughs Yammer posts, e-updates, emails and webpage engagement.

The WHS & Wellbeing Unit supported campaigns including Dry July, RUOK Day, SafeWork Month, Men's Health Awareness and self-care practices throughout COVID-19.

## WORK HEALTH AND SAFETY INCIDENTS

Western Sydney University (WSU) had a total of 5 LTIs (lost time injuries) in the reporting period. When compared to the SafeWork Australia industry benchmark for tertiary education LTIFR (lost time injury frequency rate), WSU is well below the sector rate: the benchmark is 2.8 and WSU's LTIFR is 1.1. is currently at 2.8 and whilst in 2021 WSU reported 1.1 LTIFR.

A total of 366 incidents and hazards were reported in 2021 - 22% involved staff, 33% involved students and 7% involved contractors and visitors. No Provisional Improvement Notices (PINS) were received from SafeWork NSW.

Type	2020		2021	
	Number	% of the total	Number	% of the total
Staff	68	19%	81	22%
Students	124	35%	121	33%
Contractors	18	5%	27	7%
Hazards/ Near Miss	144	40%	118	32%
Other	5	1%	19	5%
<b>Total</b>	<b>359</b>		<b>366</b>	

The most frequent mechanism of injury reported by staff in 2021 was slips, trips, falls (25%), followed by being hit by moving objects (17%) and muscular stress (12%). For students, incidents involving clean syringes were the most frequently reported mechanism of injury. This was followed by reports of a medical episode (26%).

**Staff**

Mechanism	Number	% of the total
Slip Trip Fall	20	25%
Being hit by moving objects	14	17%
Muscular Stress	10	12%

**Student**

Mechanism	Number	% of the total
Being hit by moving objects	20	25%
Medical Episode	14	17%
Hitting objects with a part of the body	10	12%

**WORKERS COMPENSATION**

The University has completed its third year in the NSW LPR Workers Compensation Scheme. There were 14 new University worker's compensation claims compared to 25 in 2020.

	2019	2020
Total Claims Cost	\$279,922.90	\$208,421.37
Average Cost per Claim	\$11,196.92	\$14,887.24
Total number of new claims	25	14
Number of claims closed	49	16

**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 continues to assess 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 2021 the Privacy Officer undertook no formal internal reviews.

The Privacy Officer responded to and facilitated the containment of 13 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 11 matters which, upon investigation, did not constitute breaches of privacy and provided advice on 65 other matters. At the time of writing four matters remain under investigation and will be counted in the data for the 2022 annual report.

**RISK MANAGEMENT**

Risk management is an essential component of the University's governance framework and supports the achievement of the University's strategic goals and objectives. Effective risk management and a risk-aware culture increases 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's Executives and Senior Management promote a risk aware culture throughout the 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 which identifies risks that may impact on organisational activities and project outcomes.

The Board of Trustees and Senior Executives continued to deal with the dynamic changes to the risks of the University because of the COVID-19 pandemic. In the process, the University is further strengthening 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. As part of the ongoing improvements to our risk management framework, Operational Risk Registers are now maintained in our enterprise-wide risk management system, WesternERM.

The Strategic Risk Register was revised and the assurance plan was aligned to provide confidence to 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 further insights about risks and the control environment.

The Audit and Risk Committee maintains effective oversight of the risk management and assurance activities performed by the independent Audit and Risk Team and other risk management units across the University. 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 risks and all incidents leading to a potential claim are notified to insurers in a timely and efficient manner.

**COMPLAINTS MANAGEMENT**

The University's Complaints Resolution Unit (CRU) manages complaints from

# Statutory Reporting

students, staff and members of the public across a range of areas.

The CRU received 564 matters, of which 231 were managed by CRU and 333 were referred for management in the various academic and administrative units of the University.

The Unit also provided advice and support on complaint matters managed at the local level across the University and made recommendations for change on policies and processes as a result of issues arising from complaints.

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.

## 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 that 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 2021 the total University expenditure for overseas travel was \$0.5m. 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.

## EQUITY STATISTICS

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

<b>EEO GROUPS: ACADEMIC STAFF</b>	<b>BENCHMARK OR TARGET</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Women	50%	49%	50%	48%	49%	49%	49%	50%	50%	50%	50%	50%	51%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	2%	3%	2%	2%	2%	2%	1%	1%	2%
People whose language first spoken as a child was not English	19%	26%	26%	26%	28%	27%	30%	33%	32%	33%	20%	18%	18%
People with a disability	N/A	8%	7%	8%	6%	7%	7%	8%	7%	8%	5%	4%	4%
People with a disability requiring adjustment at work	1.50%	2%	2%	2%	1%	1%	2%	2%	2%	2%	2%	1%	1%

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

<b>EEO GROUPS: GENERAL STAFF</b>	<b>BENCHMARK OR TARGET</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Women	50%	66%	68%	67%	68%	67%	68%	67%	67%	67%	67%	68%	68%
Aboriginal and Torres Strait Islander people	2%	2%	3%	3%	4%	4%	3%	5%	4%	5%	3%	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%	12%
People with a disability	N/A	10%	10%	9%	8%	7%	8%	7%	8%	7%	5%	5%	4%
People with a disability requiring adjustment at work	1.50%	3%	3%	3%	3%	2%	3%	2%	2%	2%	2%	2%	1%

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

<b>EEO GROUPS: ACADEMIC STAFF</b>	<b>BENCHMARK OR TARGET</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Women	100	85	83	87	85	88	90	89	89	89	92	94	93
Aboriginal and Torres Strait Islander people	100	N/A	N/A	76	79	83	N/A	N/A	69	NA	N/A	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	109
People with a disability	100	90	87	88	86	86	103	97	95	97	98	98	95
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	N/A

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

<b>EEO GROUPS: GENERAL STAFF</b>	<b>BENCHMARK OR TARGET</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Women	100	90	89	89	90	92	90	91	91	91	91	92	92
Aboriginal and Torres Strait Islander people	100	103	97	98	95	95	98	90	92	90	89	92	92
People whose language first spoken as a child was not English	100	97	99	98	98	99	99	96	97	96	96	97	98
People with a disability	100	101	98	100	103	103	101	102	101	102	101	103	107
People with a disability requiring adjustment at work	100	101	104	107	109	111	105	95	103	95	97	102	N/A

# Statutory Reporting

## FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS

During 2021 the University provided \$20,000 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 \$
Maari Ma Health	Community Engagement	Maari Ma Health is an Aboriginal community-controlled health organisation dedicated to improving the health outcomes for communities in the far west region of New South Wales with a special focus on Aboriginal health.	20,000

## INVESTMENT PORTFOLIO PERFORMANCE 2021

The University had \$505.5 million in investments at 31 December 2021 (\$373.2 million at 31 December 2020).

The Mercer Multi Manager Fund for Estate Development has returned 9.25% annualised, after fees and rebates since inception i.e. August 2018. For the 12 months to December 2021 the return has been 13.04% compared to benchmark of 12.88%. Distributions received during the year were re-invested in the respective funds.

The Mercer Multi Manager Fund for Foundation Fund has returned 9.17% annualised, after fees and rebates since inception i.e. December 2019. For the 12 months to December 2021 the return has been 13.03% compared to benchmark of 12.88%. Distributions received during the year were re-invested in the respective funds.

FUND	2021		2020		2019		2018	
	Actual Return %	Benchmark Return %						
<b>OTHER FINANCIAL ASSETS - NON-CURRENT</b>								
Mercer Multi Manager Funds - Estate Development <sup>1</sup>	13.04%	12.88%	5.42%	3.19%	17.00%	17.40%	-2.19%	-
Mercer Multi Manager Funds - Foundation Fund <sup>2</sup>	13.03%	12.88%	5.44%	2.52%	-0.77%	-	-2.19%	-
Unlisted Securities <sup>3</sup>					-	-	-	-

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

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

<sup>3</sup> - The University had \$73.3 million in unlisted securities as at 31 December 2021 (\$58.6 million at 31 December 2020) which are not measured for performance.

# Western Sydney University

## Freedom of Speech and Academic Freedom

### Attestation Statement

Western Sydney University has sought to adopt the *Model Code for Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers* ('Model Code'). In embracing the feedback provided by Professor Sally Walker in her review of universities' adoption of the Model Code ('Walker Review'), the following key Western Sydney University documents were amended to demonstrate compliance and full alignment with the Model Code:

1. Charter of Academic Freedom
2. Code of Conduct
3. Freedom of Speech Policy

In support of these key documents, the University has also prepared an Explanatory Note - Model Code for Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers.

These revised documents are now approved by Academic Senate and Board of Trustees. The University has provided a copy of the revised and approved documents to the Department of Education, Skills and Employment in attestation that the University is compliant and 'fully aligned' with the Model Code.

In 2021, there were two matters relating to freedom of speech and academic freedom which arose at the University. Both of which were resolved. One matter related to an opinion piece published in a public newspaper by an academic staff member. The piece attracted a number of complainants and the academic staff member apologised for the misunderstanding of interpretation. The other matter involved the views publicly expressed by an academic staff member in relation to transgenderism. In both instances, the view of the University was that, although the views may be considered controversial and might cause offence, the University accepts that they represented appropriate exercise of freedom of speech by academics.

The complaints were each managed in accordance with the University's Complaints Management Policy and in consideration of the University's position on academic freedom and freedom of speech. The University has commenced collecting data specifically relating to these types of matters to facilitate reporting.

The University reaffirms its commitment to uphold freedom of speech and academic freedom as paramount values, and to maintaining an institutional culture upholding and protecting freedom of speech and academic freedom.

*Board of Trustees  
Western Sydney University  
13 April 2022*

# 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 37.

### 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 ongoing COVID-19 Pandemic continued to impact on the state of affairs for the University in 2021. Updates on the University's response to the pandemic were provided by the Vice-Chancellor and President to the Board of Trustees at each meeting of the Board.

### 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

Work continued on the campus redevelopment as part of the Western Growth program. Work progressed through 2021 and will continue in 2022 and beyond 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 2021 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 2021. This report is made in accordance with a resolution of the Board of Trustees on 13 April 2022.

**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	6	7								
Mr Matthew Burrows							6	6		
Ms Anastasia Clarke			5	6						
Mr Joseph Carrozzi AM	5	7								
Ms Elizabeth Dibbs	7	7	6	6	6	6				
Dr Ben Etherington	7	7								
Professor Barney Glover AO	7	7			6	6	6	6	6	6
Mr Matt Graham			5	6						
Mr Peter Graham							4	6		
Mr Michael Gratton							5	6		
Mr Peeyush Gupta AM	4	7							6	6
Dr David Harland	7	7								
Ms Vicki Hartley									6	6
Ms Naomi Hastings	7	7								
Ms Louise Howard			6	6						
Ms Holly Kramer	6	7								
Ms Georgia Lee	3	7					3	6		
Miss Rose Lewis	7	7								
Ms Karen Lonergan			6	6						
Dr Linda O'Brien AM	5	7							5	6
Mr Darren Pereira									6	6
Mr Lee Pinder	7	7			6	6	6	6		
Professor Alpha Possamai-Inesedy	7	7								
Mr Bob Sahota	7	7							5	6
Mr Mark Sercombe			6	6						
Professor Peter Shergold, AC	7	7			6	6				
Ms Jodi Stanton							4	6		
Ms Kerry Stubbs	6	7			6	6			6	6
Ms Natalia Vukolova	7	7								
Mr Jeff Whitton (term commenced 10 June 2021)							3	3		

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<sup>#</sup>

<sup>#</sup> In 2021, the Board held six regular meetings, and one Strategy Day meeting.

# Appendix 3

## Committees and Other Bodies Established by the Board of Trustees

<b>BOARD OF TRUSTEES COMMITTEES</b>	<b>CHAIR</b>
Academic Senate	Professor Alpha Possamai-Inesedy
Audit and Risk Committee	Ms Elizabeth Dibbs
Finance and Investment Committee	Ms Kerry Stubbs
University Infrastructure Committee	Mr Lee Pinder
Board Executive Committee	Professor Peter Shergold AC
Chancellor Nomination Committee	Ms Kerry Stubbs

<b>UNIVERSITY BODIES</b>	<b>CHAIR</b>
Foundation Council	Dr Peter Brennan AM
Chancellor and Vice-Chancellor's Advisory Council	Ms Holly Kramer

# Appendix 4

## Student Data

**TABLE 1: STUDENT HEADCOUNT BY RESIDENCY STATUS, 2015 - 2021 (P)**

RESIDENCY STATUS	2015	2016	2017	2018	2019	2020	2021 (P)
<b>DOMESTIC</b>	40,315	39,638	38,855	41,352	41,331	41,332	40,962
<b>INTERNATIONAL - ON SHORE</b>	4,256	4,434	5,538	6,931	7,926	7,487	6,341
<b>INTERNATIONAL - OFF SHORE</b>	348	380	404	232	249	445	645
<b>NO INFORMATION</b>						2	23
<b>TOTAL</b>	<b>44,919</b>	<b>44,452</b>	<b>44,797</b>	<b>48,515</b>	<b>49,506</b>	<b>49,266</b>	<b>47,971</b>

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

**TABLE 2: COMMENCING STUDENT HEADCOUNT BY RESIDENCY STATUS, 2015 - 2021 (P)**

RESIDENCY STATUS	2015	2016	2017	2018	2019	2020	2021 (P)
<b>DOMESTIC</b>	15,893	15,105	14,288	15,888	14,569	14,500	13,283
<b>INTERNATIONAL - ON SHORE</b>	1,995	2,115	2,878	3,492	3,622	2,741	1,876
<b>INTERNATIONAL - OFF SHORE</b>	163	177	160	89	139	282	284
<b>NO INFORMATION</b>						1	20
<b>TOTAL</b>	<b>18,051</b>	<b>17,397</b>	<b>17,326</b>	<b>19,469</b>	<b>18,330</b>	<b>17,524</b>	<b>15,463</b>

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

**TABLE 3: STUDENT HEADCOUNT BY GENDER, 2015 - 2021 (P)**

GENDER	2015	2016	2017	2018	2019	2020	2021 (P)
<b>FEMALES</b>	24,601	24,525	24,850	27,346	28,059	28,307	28,076
<b>MALES</b>	20,315	19,922	19,938	21,166	21,440	20,945	19,865
<b>INDETERMINATE/INTERSEX/ UNSPECIFIED</b>	3	5	9	3	7	14	30
<b>TOTAL*</b>	<b>44,919</b>	<b>44,452</b>	<b>44,797</b>	<b>48,515</b>	<b>49,506</b>	<b>49,266</b>	<b>47,971</b>

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

**TABLE 4: STUDENT HEADCOUNT BY COURSE LEVEL, 2017 - 2021 (P)**

COURSE LEVEL	2017		2018		2019		2020		2021 (P)	
<b>UNDERGRADUATE</b>	36,451	81.4%	38,855	80.1%	39,296	79.4%	39,753	80.7%	39,486	82.3%
<b>HIGHER DEGREE BY COURSEWORK</b>	6,215	13.9%	7,127	14.7%	7,598	15.3%	7,434	15.1%	6,707	14.0%
<b>HIGHER DEGREE BY RESEARCH</b>	1,279	2.9%	1,375	2.8%	1,444	2.9%	1,414	2.9%	1,319	2.7%
<b>OTHER*</b>	852	1.9%	1,158	2.4%	1,168	2.4%	665	1.3%	459	1.0%
<b>TOTAL</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,506</b>	<b>100.0%</b>	<b>49,266</b>	<b>100.0%</b>	<b>47,971</b>	<b>100.0%</b>

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

\*Other includes enabling, non award and cross institutional

# Appendix 4

## Student Data

**TABLE 5: STUDENT HEADCOUNT BY BROAD FIELD OF EDUCATION, 2017 - 2021 (P)**

BROAD FIELD OF EDUCATION	2017		2018		2019		2020		2021 (P)	
<b>SOCIETY AND CULTURE</b>	12,135	27.1%	13,230	27.3%	13,198	26.7%	13,524	27.5%	13,416	28.0%
<b>HEALTH</b>	8,628	19.3%	9,752	20.1%	10,186	20.6%	10,734	21.8%	10,907	22.7%
<b>MANAGEMENT AND COMMERCE</b>	8,380	18.7%	8,301	17.1%	8,132	16.4%	7,801	15.8%	7,204	15.0%
<b>NATURAL AND PHYSICAL SCIENCES</b>	3,572	8.0%	3,804	7.8%	3,918	7.9%	3,739	7.6%	3,771	7.9%
<b>ARCHITECTURE AND BUILDING</b>	1,907	4.3%	2,315	4.8%	2,604	5.3%	2,840	5.8%	2,903	6.1%
<b>ENGINEERING AND RELATED TECHNOLOGIES</b>	2,507	5.6%	2,935	6.0%	3,217	6.5%	3,186	6.5%	2,842	5.9%
<b>EDUCATION</b>	3,029	6.8%	2,913	6.0%	2,727	5.5%	2,371	4.8%	2,325	4.8%
<b>CREATIVE ARTS</b>	1,851	4.1%	1,984	4.1%	2,079	4.2%	2,082	4.2%	2,063	4.3%
<b>INFORMATION TECHNOLOGY</b>	1,973	4.4%	2,188	4.5%	2,314	4.7%	2,203	4.5%	2,021	4.2%
<b>MIXED FIELD PROGRAMMES</b>	565	1.3%	811	1.7%	828	1.7%	382	0.8%	250	0.5%
<b>AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES</b>	83	0.2%	77	0.2%	68	0.1%	219	0.4%	154	0.3%
<b>NON-AWARD COURSE AND UNKNOWN</b>	167	0.4%	205	0.4%	235	0.5%	185	0.4%	115	0.2%
<b>TOTAL</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,506</b>	<b>100.0%</b>	<b>49,266</b>	<b>100.0%</b>	<b>47,971</b>	<b>100.0%</b>

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

**TABLE 6: STUDENT HEADCOUNT BY CAMPUS, 2017 - 2021 (P)**

CAMPUS	2017		2018		2019		2020		2021 (P)	
<b>BANKSTOWN</b>	7,501	16.7%	6,874	14.2%	5,739	11.6%	5,341	10.8%	4,857	10.1%
<b>BLACKTOWN (NIRIMBA)</b>	1,833	4.1%	2,292	4.7%	2,374	4.8%	2,352	4.8%	1,918	4.0%
<b>CAMPBELLTOWN</b>	6,688	14.9%	6,596	13.6%	6,662	13.5%	6,761	13.7%	7,110	14.8%
<b>HAWKESBURY</b>	2,667	6.0%	2,614	5.4%	2,633	5.3%	2,511	5.1%	2,465	5.1%
<b>LITHGOW</b>	26	0.1%	23	0.0%						
<b>LIVERPOOL</b>			881	1.8%	1,823	3.7%	2,139	4.3%	2,228	4.6%
<b>PARRAMATTA</b>	10,613	23.7%	12,326	25.4%	13,381	27.0%	13,695	27.8%	13,975	29.1%
<b>PARRAMATTA CITY</b>	5,883	13.1%	6,380	13.2%	6,572	13.3%	5,758	11.7%	5,293	11.0%
<b>PENRITH</b>	7,889	17.6%	7,224	14.9%	6,338	12.8%	5,622	11.4%	5,276	11.0%
<b>SYDNEY CITY</b>	496	1.1%	1,069	2.2%	1,560	3.2%	1,685	3.4%	1,443	3.0%
<b>ONLINE</b>	606	1.4%	1,822	3.8%	1,733	3.5%	2,777	5.6%	2,650	5.5%
<b>OTHER*</b>	595	1.3%	414	0.9%	691	1.4%	625	1.3%	756	1.6%
<b>TOTAL</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,506</b>	<b>100.0%</b>	<b>49,266</b>	<b>100.0%</b>	<b>47,971</b>	<b>100.0%</b>

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

\*Other includes External, Off Shore and Other

**TABLE 7: STUDENT LOW SES\* PARTICIPATION RATE 2017 - 2021 (P)**

YEAR	WSU	SECTOR**
2017	31.1%	17.8%
2018	30.9%	17.8%
2019	30.9%	17.8%
2020	31.0%	17.3%
2021 (P)	31.0%	n.a

Source: <https://www.dese.gov.au/higher-education-statistics/resources/2020-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, 2017 - 2021 (P)**

FUNDING SOURCE	2016	%	2017	%	2018	%	2019	%	2020 (P)	%
<b>COMMONWEALTH GRANTS SCHEME</b>	27,216	82.4%	28,558	80.0%	28,527	77.6%	28,699	78.4%	28,956	80.2%
<b>COMMONWEALTH RESEARCH TRAINING SCHEME/PROGRAM</b>	591	1.8%	600	1.7%	636	1.7%	615	1.7%	577	1.6%
<b>SUB-TOTAL COMMONWEALTH FUNDED LOAD</b>	27,807	84.2%	29,158	81.6%	29,163	79.3%	29,314	80.1%	29,533	81.8%
<b>DOMESTIC FEE-PAYING</b>	688	2.1%	841	2.4%	979	2.7%	977	2.7%	1,029	2.8%
<b>INTERNATIONAL ON-SHORE</b>	4,237	12.8%	5,508	15.4%	6,384	17.4%	6,021	16.5%	5,066	14.0%
<b>INTERNATIONAL OFF-SHORE</b>	188	0.6%	69	0.2%	95	0.3%	148	0.4%	396	1.1%
<b>NON-AWARD AND OTHER</b>	117	0.4%	140	0.4%	143	0.4%	132	0.4%	97	0.3%
<b>SUB-TOTAL FEE-PAYING LOAD</b>	5,230	15.8%	6,558	18.4%	7,601	20.7%	7,278	19.9%	6,587	18.2%
<b>GRAND TOTAL</b>	<b>33,036</b>	<b>100.0%</b>	<b>35,716</b>	<b>100.0%</b>	<b>36,764</b>	<b>100.0%</b>	<b>36,592</b>	<b>100.0%</b>	<b>36,120</b>	<b>100.0%</b>

EFTSL = Equivalent Full Time Student Load

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

**TABLE 9: STUDENT EXPERIENCE SURVEY - % UNDERGRADUATE SATISFACTION, 2017 - 2021**

SATISFACTION %	LEARNER ENGAGEMENT		SKILLS DEVELOPMENT		TEACHING QUALITY		OVERALL QUALITY	
	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR
2017	63.4%	62.8%	82.3%	80.5%	79.1%	80.1%	78.0%	78.5%
2018	62.4%	63.1%	82.3%	81.2%	79.5%	81.3%	77.6%	79.2%
2019	61.7%	59.9%	81.9%	81.3%	78.3%	80.9%	76.2%	78.4%
2020*	48.2%	43.2%	78.7%	77.9%	76.0%	77.6%	67.1%	68.4%
2021*	47.5%		79.6%		77.4%		69.4%	

Source: [https://www.qilt.edu.au/surveys/student-experience-survey-\(ses\)#report](https://www.qilt.edu.au/surveys/student-experience-survey-(ses)#report)

\*Impact due to COVID-19 particularly on Learner Engagement

## Appendix 4 Student Data

**TABLE 10: COMMENCING BACHELOR STUDENT RETENTION, 2016-17 TO 2020-21 (P)**

YEAR	WSU	SECTOR*
2016-17	79.7%	81.9%
2017-18	82.4%	81.5%
2018-19	78.7%	81.7%
2019-2020	80.2%	81.7%
2020-2021 (P)	80.1%	n.a

Source: <https://www.dese.gov.au/higher-education-statistics/resources/2020-section-15-attribution-success-and-retention>

\*Table A Providers only

**TABLE 11: STUDENT LOAD (EFTSL) BY COURSE LEVEL, 2017 - 2021 (P)**

COURSE LEVEL	2017		2018		2019		2020		2021 (P)	
UNDERGRADUATE	27,472	61.3%	29,284	60.4%	29,921	60.4%	30,462	61.8%	30,862	64.3%
POSTGRADUATE	4,760	10.6%	5,388	11.1%	5,824	11.8%	5,562	11.3%	4,880	10.2%
OTHER*	805	1.8%	1,044	2.2%	1,019	2.1%	568	1.2%	378	0.8%
<b>TOTAL</b>	<b>33,036</b>	<b>73.7%</b>	<b>35,716</b>	<b>73.6%</b>	<b>36,764</b>	<b>74.3%</b>	<b>36,592</b>	<b>74.3%</b>	<b>36,120</b>	<b>75.3%</b>

EFTSL = Equivalent Full Time Student Load

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

\*Other includes enabling, non award and cross institutional

# Appendix 5

## Major Consultancies

### CONSULTANCIES COMMISSIONED IN 2021 AMOUNTING TO \$50,000 OR MORE, INCLUDED:

CONSULTANT	COST \$	TITLE/NATURE OF CONSULTANCY
<b>FINANCE</b>		
Moodys Investors Service Pty Ltd	50,000	Moody's Rating
<b>SUBTOTAL</b>	<b>50,000</b>	
<b>HUMAN RESOURCES</b>		
Hourigan International Pty Ltd	62,127	Recruitment
<b>SUBTOTAL</b>	<b>62,127</b>	
<b>INFORMATION TECHNOLOGY</b>		
Deloitte Consulting Pty Ltd	410,739	ESM Program
Computer Systems Aust Pty Ltd	408,737	ESM Program
Experis Aust Pty Ltd	179,135	IT Disaster Recovery Plan
Talent International NSW Pty Ltd	123,405	Contracting Services
Data 3 Ltd	83,981	MS Dynamics 365 Enhancements
Ascender Pay Pty Ltd	75,863	Ascender Migration
Information Pty Ltd	73,709	Systems Upgrade
Black Ink Networks Pty Ltd	70,620	Consulting Services
Callista Software Services Pty Ltd	68,780	Callista Upgrades
Thought Source Pty Ltd	60,000	WSU Digital Acceleration
Citrix Systems Asia Pacific Pty Ltd	57,960	Citrix Consulting Services
Pereira Projects Pty Ltd	50,000	AV Technology Systems
<b>SUBTOTAL</b>	<b>1,662,928</b>	
<b>MANAGEMENT SERVICES</b>		
WSU CH Hassall Street JV	1,565,105	Western Growth
Walker MMRC Services Pty Ltd	729,286	Development Manager Services for MMRC
Colliers International Nsw Pty Ltd	330,000	Western Growth
Now Careers Pty Ltd	274,959	The College Relocation Project
Hays Specialist Recruitment Aust Pty Ltd	217,203	The Space Utilisation Strategy Project
IDP Education Ltd	182,809	Consulting Services
Hays Specialist Recruitment Aust Pty Ltd	177,804	Western Growth
Halesmith Property	168,000	Western Growth
KPMG	164,700	Project Assurance Services
Blue Crane Consulting Group	163,350	Western Growth
Allen Jack & Cottier Architects Pty Ltd	151,600	Western Growth
Maximus International Pty Ltd	134,293	People Strategy
Deloitte Risk Advisory Pty Ltd	119,364	WSU COVID-19 Review
Jones Lang Lasalle	116,166	Western Growth
Maxiem Pty Ltd	113,653	Commercialisation
Adobe Systems Software Ireland Ltd	106,029	Off-Shore Adobe Experience
Whitegrey Pty Ltd	103,898	2021 Virtual Open Day

<b>CONSULTANCIES COMMISSIONED IN 2021 AMOUNTING TO \$50,000 OR MORE, INCLUDED:</b>		
Scilly John Douglas	102,480	LaunchPad Smart Business Centre
QS Quacquarelli Symonds Ltd	101,971	QS Analytics
Pegg Property Consulting	100,187	Western Growth
Readygrad Pty Ltd	99,600	Alpha Experiences Program
Accordant Pty Ltd	89,569	Digital Services
Switch Payroll Pty Ltd	169,750	Load Enrolment & Optimisation Strategy
Humanly Agile Pty Ltd	87,000	LaunchPad
Inplacon Pty Ltd	73,325	Western Growth
Ipsos Public Affairs Pty Ltd	70,420	2021 Smoking and Tobacco Sales Data Survey
Bohemia Group Pty Ltd	63,770	Media Buying Agency Fees
Alberegna Pty Ltd	63,000	Consulting Services
Jamie Pride	59,200	LaunchPad Smart Business Centre
Consulting Earth Scientists Pty Ltd	55,805	Geotechnical and Contamination Services
<b>SUBTOTAL</b>	<b>6,196,788</b>	
<b>RESEARCH</b>		
Maxiem Pty Ltd	111,852	ICNS Commercialisation
Corbett Lorna	72,457	Consulting Services
Intrack Solutions	58,182	ICNS Commercialisation
<b>SUBTOTAL</b>	<b>242,491</b>	
<b>TOTAL CONSULTANCIES EQUAL TO OR GREATER THAN \$50,000</b>	<b>\$7,971,842</b>	
<b>DURING 2021 OTHER CONSULTANCIES WERE ENGAGED IN THE FOLLOWING AREAS:</b>		
Finance	45,759	
Human Resources	60,803	
Information Technology	278,096	
Management Services	935,811	
Research	130,732	
<b>TOTAL CONSULTANCIES LESS THAN \$50,000</b>	<b>\$1,451,202</b>	
<b>TOTAL CONSULTANCIES</b>	<b>\$9,423,044</b>	

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

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