



University of
Western Sydney
Bringing knowledge to life

Annual Report 2009
The Year in Review



Letter of Submission

23 April 2010

Dear Minister

The Board of Trustees of the University of Western Sydney has pleasure submitting the Annual Report of the proceedings of the University of Western Sydney and its audited financial statements for the year ended 31 December 2009, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

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

John Phillips, AO
Chancellor

Professor Janice Reid, AM
Vice-Chancellor

Annual Report 2009

The University of Western Sydney Annual Report 2009 has been produced in a two volume set: Volume 1, "The Year in Review", contains statutory reports while Volume 2, "Financial Statements", contains the financial statements of the University and related entities.

The cost of production for the Annual Report 2009 is \$16,000.

UWS Annual Reports are also available via the Internet and can be found on the UWS website: <http://www.uws.edu.au>

Contents

Chancellor's Message	4	Appendices	64
Vice-Chancellor's review	5	Appendix 1: Board of Trustees Members	64
Five Years – Key Statistics	8	Appendix 2: Board of Trustees Meetings	65
The Organisation	9	Appendix 3: Committees and other bodies established by the Board of Trustees	66
Charter	9	Appendix 4: Academic Senate Membership (at 28 October 2009) – Official and Appointed Members. . .	67
Board of Trustees	9	Appendix 4: Academic Senate Membership (at 28 October 2009) – Elected Members	68
Academic Senate	11	Appendix 5: Principal Officers of the University	69
Quality and Consumer Response	12	Appendix 6: Consultancies	70
Quality Management and Assurance	12	Appendix 7: UWS Board of Trustees Report	71
Office of Public Affairs	14	Equity Statistics	72
Protected Disclosures	16	Student Enrolment Data	74
Learning and Teaching	17	UWS Governance Structure	78
Quality Teaching	20	UWS Management Structure	79
College of Arts	20		
College of Business	21		
College of Health and Science	23		
School of Medicine	24		
E-learning	25		
Indigenous Students	26		
UWS International	29		
Library	30		
Student Support Services	31		
Student Equity	32		
Equity and Diversity	34		
Research	36		
Research Strategy and Performance	36		
Engagement	41		
Office of UWS Engagement	42		
The UWS Foundation	45		
The Whitlam Institute	46		
UWS Innovation and Consulting	48		
Management and Resources	50		
Office of the Academic Registrar	50		
Office of Human Resources	51		
Information Technology Services	53		
Financial Resources and Budget Outcomes	54		
UWS Entities	55		
Campus Development	56		
Capital Works and Facilities	58		
Risk Management	60		
UWS Risk Management Framework	61		
Changes in Acts or subordinate legislation/significant judicial decisions	62		
Privacy	62		
Code of Conduct	63		
Freedom of Information – Summary of Activity	63		



Chancellor's Message

I am pleased to report that the forward momentum achieved by the University over recent years was well maintained in 2009. That is illustrated by the capital projects completed, the quality of our research output, the improvements to student services, the establishment of UWS College, and the significant improvement in the number of students listing UWS as their first preference for enrolment. We have also increased the amount of student living accommodation on campus and, importantly, the number of scholarships available to support our students. Greater detail on these developments is provided in later sections of the Report.

On behalf of the Board of Trustees I would like to place on record our appreciation for the work done by the University staff, both academic and administrative, led by the Vice-Chancellor, over the past year. Their achievements have been won in a very challenging environment. In particular, the Commonwealth Government has set some challenging targets as part of its "Education Revolution". As one example, the wish to have 40 per cent of 25–34 year olds holding bachelor degrees by 2025, and getting the overall proportion of university students from low SES populations to 20 per cent face universities with some tall hurdles to clear.

All universities have been called on to rethink the way they operate. To achieve the Government's objectives will require a big increase in university enrolments over the next decade, additional teaching staff and very large lifts in capital expenditure to cope with the higher student numbers.

I am confident that UWS is up to the challenge and will certainly play its full part in the "revolution".

During 2009, there were a number of changes in membership of the Board of Trustees, including the loss of two long-serving members. Ms Mary Foley was appointed to the Board in January 1993 and had served on the University's Planning Committee 1993–1996, the Finance Committee 1997–1998 and the Strategy and Resources Committee (as Chair) from 1999. In 2007, she was appointed Deputy Chancellor, a position she continued to hold until she retired at the end of 2009. Her contribution to the University in these various roles was substantial and worthy of special recognition. The Board has appointed Mr Glen Sanford to succeed Ms Foley as Deputy Chancellor.

Ms Jan Burnswoods was a Board member from June 1995 until the end of 2009. She served on the Staffing Committee 1995–1998 and chaired the Student Non-Academic Misconduct Appeals Committee from its establishment

in 2002. She was, and remains, a deeply committed supporter of UWS and her special skills will be missed.

Professor Anne Cusick retired from the Board as Chair of the Academic Senate at the end of July 2009 and was replaced by Associate Professor Paul Wormell from August 2009. Anne, who was an official member of the Board from 31 July 2004, made extremely valuable contributions during her tenure, for which the Board and the University community are extremely grateful.

Other Board members who retired during 2009 were Mr Roy Medich OAM, Ms Jennifer Brown (Graduate member), Ms Jan Brown (General Staff member) and Ms Saba Ambreen (Undergraduate student member). All made valuable contributions to the advancement of the University as members of the Board and, in many cases, as members of Board Committees.

New members of the Board, who commenced terms during 2009 or from the beginning of 2010, include Ms Gillian Shadwick and Mr Michael Antrum (appointed by the Board) and Ms Emma Stein and Mr John Banks (appointed by the Minister). The Minister also re-appointed the Hon Kim Yeadon, Mr Glen Sanford, Ms Vivienne James and Mr Ian Stone for a further term.

New elected members are Dr Ken Langford (Graduate), Mr David Lenton, (Postgraduate student), Mrs Lorraine Fordham (General Staff), and Mr David Holmes (Undergraduate student). Professor Carolyn Sappideen was re-elected for a further term as Academic Staff member.

I have commented in earlier Annual Reports about the harmonious way in which the Board of Trustees has approached its responsibilities. The University has been fortunate in those that have been willing to accept appointment or to submit to election as Board members. I would like to express my deep appreciation of the contribution made by those who left the Board during the past year while, at the same time, welcoming their successors.

Last year, I suggested that 2009 would present many challenges but was confident that the University of Western Sydney would "continue to pursue excellence in all its activities" and would "continue to improve the facilities available to our students and our staff". That confidence was not misplaced and is reinforced as we move into 2010.

John Phillips AO
Chancellor



Vice-Chancellor's review

UWS is well on the road to achieving its objective of being known as a research-led University, and in 2009 also reached a turning point in teaching and learning.

In 2009 the University instituted a more deliberate and structured approach to planning, reporting and reviewing its activities, and central to this has been the strategically important adoption of a refined set of institutional Key Performance Indicators (KPIs) directly linked to its vision, nature and core beliefs. These KPIs focus on:

- Research Outcomes (Income and Grants)
- Commencing Undergraduate Student Retention
- International On-Shore Student Enrolments
- Ratio of Postgraduate to Undergraduate Student Load
- Widening Participation

Another important strategic development for the University is the second iteration of the University's Making the Difference strategy. Initially developed in 2006 to integrate concisely the many plans, projects and strategies in place or under consideration at that time, it encompasses the following approaches:

- A shift in focus from financial sustainability to organisational and financial strength;
- Maintaining the trajectory of University research performance;
- A stronger focus on learning and teaching;
- An all-encompassing student-centred approach;
- A focus on staff capacity and development;
- A more strategic focus on internationalisation.

UWS has well established traditions of setting a high bar for research performance and nurturing areas of outstanding achievement. Strategic recruitment and investment have supported growth in the areas of current research concentration and emerging research strengths.

2009 has also been a turning point in learning and teaching, with an upswing in retention (up 4.2% since 2004–5) and student satisfaction (up 14% since 2004–5). In 2009 twelve UWS staff members were recipients of Australian Learning and Teaching Council awards, which contributed to raising our profile in the sector.

Another indication of our increasing capacity for high quality teaching has been success in Australian Awards for University Teaching with eight Citations and two Excellence Awards in 2009. This places UWS in the top echelons of the sector, with only two universities receiving more citations.

There were also significant developments in the area of Indigenous education.

The first was the Badanami Centre for Indigenous Education's work in implementing the Indigenous Graduate Attribute, supported by a substantial Commonwealth grant. Work in 2009 has focused on working with schools on locally appropriate implementation, and the development of an Indigenous Studies' Major which will have broader application across the University. The second development was the first year of Badanami's management of the Aboriginal Rural Education Program, previously managed by the College of Arts.

UWS, like all Australian universities, faces acute academic staff shortages. In 2009 a number of strategies were implemented to maximise the capacity of existing staff and to raise the status of learning and teaching. The overarching strategy is the "Foundations of University Learning and Teaching" (FULT), which is mandatory for all new teaching staff. The University also focused on improving the effectiveness of mid-career and sessional staff. A detailed analysis of current practice within UWS identified many examples of good practice in managing and supporting sessional staff. These examples have been consolidated into a resource to be disseminated across the University.

Integral to our efforts to improve teaching quality is our recruitment and succession planning. In 2009, Colleges undertook intensive recruitment of academic staff, with 78 new appointments made using the now clearly articulated expectations of a UWS academic appointment.

UWS undertook a whole-of-University review of its research – including College, School and research concentrations. The 2008–9 review was conducted in the context of the University's ongoing successful implementation of the 2004–2008 research strategy. The intent was to outline the next phase of intensive growth and consolidation.

This review led to the development of the UWS Research Framework 2009–2013 document which sets out ambitious goals for UWS in the next five years, as well as strategies to achieve them. The review also sought to ensure that the

University's research concentrations and strategy (in particular through Research Centres) are constructed in a way which effectively positions UWS to make a valuable contribution in emerging areas of socio-political emphasis such as sustainability, climate change and energy, and social and cultural development.

In 2009 UWS maintained its top 20 ranking (18th compared with 23rd in 2007) in ARC project funding and secured one of the highly competitive ARC Future Fellowships in its new area of designated strength - the Civionics Research Centre which conducts unique cross-disciplinary research across the Engineering, Construction and Industrial Design research fields.

In 2009, the number of staff on the UWS Register of Research Activity (those achieving research outcomes) and the number of staff qualifying (those meeting the existing thresholds) continued to rise. The University also demonstrated growth in overall Higher Degree Research (HDR) load, building on the small rise that occurred in 2008.

In 2009 the University's skill and capacity in the area of community engagement resulted in a number of significant achievements and increasing external recognition of UWS's insight and impact in this area. Of particular note are:

- UWS is one of 20 university case studies world-wide selected by the Talloires Network showcasing successful approaches to community engagement in the achievement of organisational goals and objectives;
- the launch of the University's Tracking and Improving Community Engagement (TICE) system – recognised as the only on-line data collection instrument of its type within the sector, and a potential model for development across the sector;

- recognition by government agencies and the community for the scope, sophistication and reach of the University's community partnership arrangements in areas of economic, commercial and social sustainability and the use of engaged research and learning;
- acknowledgement of UWS by the sector as a leader in developing effective engagement with schools and community for improving community participation rates in higher education, particularly for less advantaged socio-economic cohorts, including those who are first in family to attend university.

UWS is the only university in Australia to have a whole-of-institution, multi-year strategic plan for schools engagement guided by the UWS Schools Engagement Reference Group with programs that raise educational aspirations and attainment among students from low SES backgrounds in particular.

By July 2009 approximately 7,500 school students had participated in academic enrichment and skills building activity under the University's aegis. UWS was directly linked in partnership projects with more than 400 schools and hosted a number of academic competitions for schools.

In 2009, further progress was made in the development of the University's budget and financial management processes. The three areas of focus in the overall financial strategy are:

1. increasing revenue;
2. releasing resources for strategic development initiatives; and
3. continuing to contain costs.

There is now a clear structure to guide resource allocation and the distribution of funding is increasingly directed to teaching, research and student support activities. Against the backdrop of changing national funding policy the University has made an explicit decision to move from the "no-growth" approach adopted in 2006 to a robust and carefully managed growth strategy to 2015.

UWS continues to grow, with several major construction projects completed in 2009 including the Medical School building at Campbelltown campus and the multi-purpose building at Parramatta campus. Phases 1 and 2 of the Parramatta Student Precinct have been completed. These include refurbishments of the Library with further phases of the project to be finished in 2010. Upgrades to teaching facilities at the Nirimba Precinct for UWS College have also been finalised.

Additional student residences for Bankstown campus (34 beds) were completed for use commencing in 2009. Additional student residences under construction at Campbelltown (195 beds) and Penrith (109 beds) campuses are expected to be completed by early 2010.

Projects commenced in 2009 include the Climate Change and Energy Research Facility at Hawkesbury campus, the Engineering Precinct at Penrith campus and improvements to Sports Centres at Penrith, Campbelltown and Hawkesbury campuses.

Campus safety has been a great challenge in 2009, with a range of incidents including repeated assaults at the Campbelltown campus. The safety of staff and students both on, and in travelling to and from, campuses is of paramount importance. While a broad range of measures has been implemented to combat these incidents, there is a need to continue to pursue a joint approach with the NSW Police and local organisations.

I would like to thank the University community for the hard work they have put into building UWS, and our friends throughout Greater Western Sydney who have very enthusiastically been involved in our various initiatives. I would particularly like to thank the UWS Board of Trustees, our various governance committees and our Chancellor, Mr John Phillips, for the many dedicated hours they have generously contributed to the good governance and leadership of our University. I would also like to recognise the contribution of our academic and general staff, whose hard work and dedication have helped continue to build UWS.

Professor Janice Reid AM
Vice-Chancellor

Five Years – Key Statistics

Category	2005	2006	2007	2008	2009 (p)	% Change 2008–09 (p)	▼ ▲
Number of Students (includes UWSCollege in 2008 and 2009)							
Total	35,347	35,061	35,340	35,508	37,409	5.4%	▲
Female %	55.8%	56.7%	57.4%	57.4%	57.0%	-0.4%	▼
Commencing	15,090	14,054	14,188	15,523	15,745	1.4%	▲
Female %	55.9%	56.8%	58.5%	57.3%	56.6%	-0.7	▼
Student Load (includes UWSCollege in 2008 and 2009)							
Total	24,039	23,951	24,026	24,569	25,751	4.8%	▲
Undergraduate	20,612	20,711	20,246	20,228	21,379	5.7%	▲
Postgraduate	3,048	2,865	3,418	3,758	3,814	1.5%	▲
Other*	379	375	362	584	558	-4.5%	▼
* Other includes enabling, cross institutional and non award							
Student Load by Funding Source							
Commonwealth Supported Places	18,808	19,290	19,749	20,133	21,453	6.6%	▲
Commonwealth Research Training Scheme	363	337	299	310	352	13.5%	▲
Domestic fee-paying (award and non award)	1,506	1,440	1,436	1,341	1,166	-13.0%	▼
International fee-paying	3,363	2,884	2,539	2,784	2,779	-0.2%	▼
Award Completions							
Total	8,661	8,033	8,180	7,960	n.a	-2.7%*	▼
Undergraduate	6,175	5,783	5,775	5,389	n.a	-6.7%*	▼
Postgraduate	2,486	2,250	2,405	2,571	n.a	6.9%*	▲
Staff (full-time equivalent)							
Total	2,543	2,449	2,408	2,541	2,595	2.1%	▲
Academic	1,230	1,188	1,182	1,195	1,189	-0.5%	▼
Teaching only	346	334	335	376	373	-0.8%	▼
Teaching and Research	709	699	699	650	657	1.1%	▲
Research only	42	46	34	51	30	-41.2%	▼
Other	134	109	114	118	129	9.3%	▲
General	1,313	1,261	1,226	1,346	1,406	4.5%	▲
Research only	19	17	19	12	0	-100.0%	▼
Other	1,294	1,244	1,207	1,334	1,406	5.4%	▲
2009 includes estimated casual based on 2008							
ARC Linkage Grants – Engaged Research							
UWS Success Rate	63%	45%	23%	30%	50%	20%	▲
Sector Success Rate	47%	36%	44%	45%	47%	2%	▲
ARC Discovery Grants							
UWS Success Rate	33%	23%	19%	29%	22%	7%	▲
Sector Success Rate	31%	25%	20%	21%	20%	-1%	▼
Total Operating Revenue (\$'000)	363,200	405,936	421,162	431,300	474,300	10%	▲
Total Net Assets (\$'000)	677,660	729,282	866,843	884,600	951,000	7.5%	▲
(p) – Provisional figures * 2007–2008 change							

The Organisation

Charter

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

The Act constitutes the University, and prescribes its functions and the authority of its governing body, the Board of Trustees. The Act defines the core object of the University as follows:

“The object of the University is the promotion, within the limits of the University’s resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.” [s. 8(1)]

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

Board of Trustees

Board Charter

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

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

http://www.uws.edu.au/about_uws/uws/governance/board_of_trustees

The compliance statement of the Board of Trustees is contained in Appendix 7 of this report.

Board Deliberations

Strategic planning activities by the Board focused on the changing post-Bradley Review higher education environment, students and the student experience at UWS, learning and teaching and approval of a 2009–2013 research framework. Concomitant with these activities, attention was given to organisational strategies to enhance staffing and financial capacity as well as infrastructure to support the University’s strategic directions. Campus security, student and staff safety and particular issues associated with the safety of international students were recognised as a priority. Campus development, environmental initiatives and the associated capital works program continued to be a focus of the Board.

On the policy side the Board approved new Investment and Credit Risk policies as well as a Corruption Prevention Framework. It also considered amendments to the Academic Governance Policy and the Delegations (Administrative) Policy and passed resolutions relating to the circumstances under which the University might revoke a degree.

At a governance level the Chancellor provided a report to the Board on the responses to the biannual Board Performance Assessment Survey completed by members. The Board monitored the outcome of the NSW Legislative Council Committee's review of University Governance and responded to the Minister on the Government's response to the report. The University expressed satisfaction with the current governance arrangements for the University and supported the Minister's University Governance Principles.

Board Membership

The Board appointed Ms Gillian Shadwick and Mr Michael Antrum as external members. The Minister re-appointed the Hon Kim Yeadon, Mr Glen Sanford, Ms Vivienne James and Mr Ian Stone as members of the Board and appointed Ms Emma Stein and Mr John Banks as new members, all for four year terms from 1 January 2010.

The three appointed members of the Board retired at the end of 2009, Ms Jan Burnswoods, Mr Roy Medich OAM and Ms Mary Foley. Significantly, Ms Foley is the longest serving Board member to date, having served 17 years on the Board. The Board also elected Mr Glen Sanford as Deputy Chancellor from 1 January 2010 to replace Ms Foley.

Professor Anne Cusick stood down as the Chair of the Academic Senate and as a consequence relinquished her position on the Board at the end of July 2009. She was replaced by the incoming Chair, Associate Professor Paul Wormell.

The elected members, Ms Jan Brown (general staff) and Ms Saba Ambreen (undergraduate student) did not seek re-election and stepped down from the Board at the end of 2009.

A number of elections were undertaken in 2009. Dr Ken Langford (graduate) and Mr David Lenton, (postgraduate student) were both elected as members of the Board during the year. Mrs Lorraine Fordham (general staff), Mr David Holmes (undergraduate student) and Professor Carolyn Sappideen, (academic staff) were elected at the end of the year for two year terms commencing on 1 January 2010.

Honorary Matters

In 2009 honorary awards of the University were conferred by the Board on:

Professor Raja Junankar – Emeritus Professor
Professor Neville Yeomans – Emeritus Professor
Brother Pat Thompson – Honorary Fellow
Mr Lindsay Wasson – Honorary Fellow

The Board also approved the naming of the Margaret Whitlam Chair in Social Work to recognise and honour the achievement and contribution of Mrs Margaret Whitlam to the profession of social work and to society more broadly.

Academic Senate

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

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

The Board of Trustees has delegated responsibility for academic policy formulation and decision-making to the Academic Senate. The Chair of Senate gives regular reports to the Board, and gives advice on the management of academic risk.

Activities in 2009

In 2009 the Board of Trustees approved the introduction and refinement of revised academic governance arrangements. These arrangements provided a revised committee structure, delegations, terms of reference and membership profile for Senate and its Committees. A key element in the new arrangements is the important role of School Academic Committees in monitoring adherence to policies approved by Senate and their role in contributing to the academic integrity and quality of the student experience at UWS.

The Senate Workplan 2009–2010 aligns with the University's Making The Difference objectives and Strategic Plan, and sets out the focus of Senate activity for the current term, taking account of the Senate's role and terms of reference. It also addresses the University's preparation for the Australian Universities Quality Agency (AUQA) Cycle 2 audit. Ethical Scholarship has been identified as a special Senate project for 2010.

Major policy reviews were conducted in relation to Student Academic Misconduct Policy, Honours in Bachelor Awards Policy and Award Courses and Unit Approvals Policy. The policies were approved by Senate following

extensive consultation with relevant stakeholders and development by the relevant Senate specialist committee.

Highlights in 2009

The Senate Research Committee reviewed the University Research Centres and Research Groups. The new Research Framework 2009–2013 articulates a number of new Centres and Groups. The Senate Research Studies Committee concentrated on quality assurance measures in the delivery and management of research training, and endorsed the Doctor in Cultural Research Policy and Doctor of Creative Arts Policy, Doctor of Philosophy in Political and Social Thought Policy, and a revised Doctor of Business Administration.

The Senate Education Committee conducted extensive reviews of Honours, academic misconduct, Review of Grade and course approvals policies and developed a policy framework in relation to referencing styles. The Academic Planning and Course Approvals Committee of Senate considered optimal models for organisation of the academic year, enhancement of relations between the University and TAFE NSW, and strategic development of sub-majors dealing with sustainability themes, as well as recommending new and amended courses, and articulation agreements, for approval by Senate.

The courses that were approved during 2009 included a revised set of Bachelor of Health Science degrees, with Master degrees in Physiotherapy, Podiatric Medicine, Occupational Therapy, and Traditional Chinese Medicine; Bachelor of Social Science (Pathway to Master of Urban Management and Planning); Bachelor of Education (Birth–5 Years), Master of Teaching (Birth–5 Years) and (Birth–12 Years); a new suite of cross-college double degrees; and an expanded set of Diploma programs to be delivered through UWS College.

Quality and Consumer Response

Quality Management and Assurance

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

UWS uses a comprehensive system to track performance and provide feedback, and we work with key stakeholders to review and improve the results. We seek to ensure the quality of the students' total experience of the University, both their learning experience and broader campus experience. We also seek to ensure our core activities of learning, research and engagement are working productively and in synergy to achieve the University's strategic mission and directions with the direct support of enabling services including the Library, information technology, financial management, student services and administration.

During 2009, the system and protocols for tracking and reporting on performance against the University's Making the Difference strategy have been substantially augmented. A web-based portal has been developed, which captures key University strategic and enabling plans, and reports on University Key Performance Indicators (KPIs) against agreed targets and within the University's quality management framework. This on-line capability for the public (with some limitations) and University staff to engage in an interactive way with the University's strategy and priorities is expected to be made available 'live' in early 2010. During 2008–9, the University established formal policies in the areas of both Planning and Review, and the first in a five year cycle schedule of School and Administrative Unit Reviews will report during early 2010.

Quality Audit Actions

UWS submitted the Australian Universities Quality Agency (AUQA) Cycle 1 progress report in July 2008 and the University's commendations were included in AUQA's good practice database. During 2009, the University has undertaken substantial planning activity for the Cycle 2 AUQA Audit due in April 2011. In particular, a comprehensive, University-wide self-assessment has been undertaken of the University's current performance in the key AUQA

Cycle 2 nominated focus areas of International and Student Transition and Retention. Action plans have been developed to promulgate more widely the areas of identified best/good practice, and to address aspects which have been identified for improvement. Areas of focus of the University's Cycle 2 AUQA Audit also align with the key indicators proposed for the new Commonwealth Government Compacts process, the University's KPIs and its Making the Difference priorities.

Benchmarking and Institutional Research

During 2009, UWS continued to foster alliances with Australian and overseas universities for benchmarking of quality processes and performance, with an emphasis on learning and teaching leadership and models for the "green" university.

UWS continues to lead a national project funded by the Australian Learning and Teaching Council to develop an online leadership succession and development system for higher education leaders in partnership with 32 Australian universities and higher education institutions in New Zealand, Canada and South Africa.

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

UWS has undertaken targeted benchmarking with leading international universities addressing social, economic and environmental sustainability. These include Pace University (New York) and its involvement in the Hudson Riverkeepers project; Harvard and its green rolling fund; Arizona State University and its whole-of-institution approach to environmental sustainability; and the University of British Columbia. UWS is a member of the American Association for the Advancement of Sustainability in Higher Education.

In July 2009 UWS was the host of the Australasian Powershift 2009 Conference in partnership with the Australian Youth Climate Coalition. This conference was part of a world-wide series of Youth Climate Change Conferences held in the lead up to the Copenhagen forum in December. The UWS PVC (Quality) was the University Australia's representative on the National Green Skills Accord Advisory Group.

Reflecting its well-known commitment to enhancing and evaluating quality, UWS is a member of the DEEWR Indicators Development group. A wide range of UWS Institutional research and modelling has been made available to that Group. The UWS Pro Vice-Chancellor (Quality) is one of the three members of this group looking at the development of a new University Experience Questionnaire for Australian Higher Education.

Tracking and Improving Quality

The University's system for Tracking and Improving Learning and Teaching (TILT) has been commended by AUQA as one of the most highly developed in Australia. The system continues to be the subject of interest internationally and several countries have sought assistance with implementing TILT in their higher education systems. The system integrates feedback from student and staff surveys and other data on courses and units to provide targeted, timely, benchmarked, time-series performance information to colleges and schools. This assists them in diagnosing areas for improvement and setting evidence-based priorities for action. The TILT system has aided activities, leading to an increase of more than 14% in overall satisfaction on the national course experience questionnaire and an increase of more than 4% in retention since it was introduced in 2004. Full details of this system are available on the UWS Office of Planning & Quality Website at: http://www.uws.edu.au/opq/planning_and_quality/tracking_and_improving_performance

The University has in place a range of incentives to ensure that the key improvement messages in these tracking reports are acted upon promptly and wisely. These include a range of university awards, the use of posters to inform students about the actions being taken, monitoring of improvement actions by the Education Committee of Senate and direct links to the key strategic directions and priority development projects each year, including targeted funding.

UWS conducts a range of surveys as part of its quality system. In 2009 this included the successful management, delivery, analysis and reporting of some 300,000 survey responses, including the Student Feedback on Units Survey, the Course Experience Questionnaire, Postgraduate Research Experience Questionnaire and the Graduate Destination Survey. At the time of writing, the UWS Student Satisfaction and Research Student Satisfaction Survey, the UWS first year exit survey and the UWS Employer Survey were underway. A range of sampling techniques is used to avoid over-surveying.

Improving Student Outcomes

Recent data continues to show that almost half of UWS students are the first in their family to attend university and almost 70% are from Greater Western Sydney. Many UWS students enter university after completing TAFE studies. While entry scores for UWS courses are quite varied, graduate employment/further study rates are strong, suggesting that the University is fulfilling its mission of enhancing participation rates in university education by local residents, and ensuring that the quality of the education provided is consistently high.

UWS student satisfaction as measured on the national Course Experience Questionnaire (CEQ) remained steady in 2009 at 69% (preliminary) which is 14% higher than in 2004 (55%), as did the retention of first-year students (82% in 2008–9 compared with 80% in 2007–8 and 76% in 2004–5).

Managing Complaints and Integrating Outcomes with Quality Improvement

The University's Complaints Resolution Unit manages complaints from students, staff and members of the public across a range of areas. The CRU is situated within the Office of Planning and Quality so as to identify recurring areas of concern and ensure that these are addressed at source. During 2009, the Complaints Resolution Unit received 113 complaints, down from 141 in 2008. The number of process-related complaints has decreased, indicating that change to policy and process in core areas has been successful. It is of note, however, that the complexity of complaints submitted during 2009 increased, with many formal investigations being undertaken by the CRU. The UWS Online Complaints Resolution System continues to attract the attention of national and international institutions, a number of whom visited to investigate it during 2009.

Office of Public Affairs

The beginning of 2009 marked an important milestone in the development of an integrated marketing, communication and strategic services portfolio. In January 2009 the two offices mainly involved in building the UWS brand, presenting the University's public image, engaging external stakeholders and delivering professional marketing and communication services to Colleges and Divisions effectively merged, so that the Office of Marketing and the Office of Media and Communication became the Office of Public Affairs.

Student Recruitment Events

In 2009 the PR & Events team coordinated a series of events that proved to be highly successful. To start the year Course Decision Day attracted a record crowd of over 6,000 people. The event saw 250 academic staff in attendance and 12,000 brochures distributed. The event helped secure a 35 per cent increase in first preferences compared to the 2008 figures. In June, UWS Day Campbelltown saw a record attendance of 1600 students from 77 high schools from the Greater Western Sydney region and beyond. The event highlights included a Year 10 High Achievers component and over 50 workshops and demonstrations.

In August, 12,000 people attended UWS Open Day. The 2009 events saw the introduction of the online registration system: tickets and a personalised program were emailed to those who registered for the event giving them a seamless process to register for one or more of the 110 presentations and seminars. Over 20,000 brochures were distributed and over 500 academic staff supported the event. UWS Day Penrith was the final student recruitment event for the year. It was officially opened by the Member for Lindsay, Mr David Bradbury MP. The event attracted 1,000 students from across the Greater Western Sydney region and there were 47 workshops available on the day.

Brand Initiatives

UWS SMH Supplement

In August 2009 the University published a supplement in the Sydney Morning Herald which profiled UWS courses, research and successful graduates, staff and students. The supplement reached a Sydney-wide audience and generated positive comments and interest among members of the public, staff and students.

The Vaughan Supremacy

Launched in mid-2009, The Vaughan Supremacy is an online HSC quiz game that tests students' knowledge of the HSC syllabus, Mensa IQ and also social trivia.

This game specifically looked at opportunities to attract higher achieving HSC students to the University via an entertaining, engaging and practical online environment which was hosted by our own Professor Vaughan Macefield. The game has a valuable offering for students at the conclusion of the session, allowing them to click through to HSC study skills, tips and many UWS graduate success stories, or to one of the courses recommended based on their selection of questions throughout the game.

Mid Year Campaign

UWS experienced a record mid-year intake in 2009 with over 3,500 offers made to prospective students. The intake was the largest among NSW universities and enabled the University to reach its enrolment and budget targets. The record intake was supported by an extensive promotional campaign which included radio, print and web advertisements as well as a very successful mature age information session held at the Parramatta campus.

Contact Services

Throughout 2009 the Contact Service Centre continued to achieve outstanding results. The CSC was ranked top tertiary call centre among 13 universities surveyed. The CSC also outperformed all 139 companies surveyed, including banks, telcos, utilities, councils, financial institutions and airlines, to be ranked the top performing call centre in Australia, setting the national benchmark for customer service delivery. This result, which was achieved during the busiest period of the year when 40,000 calls were serviced, is a testament to the CSC team's dedication to "making a difference".

At the Australian Tertiary Education Management (ATEM) Student Service Centre Conference in April 2009 the CSC was announced the winner of "Best Telephone Customer Service Award" out of over 40 university and tertiary institutions surveyed, demonstrating our superior performance not only in prospective student service functions, but in those for current students as well.

During the year the CSC responded to over 102,000 calls and to 34,000 emails which was a significant increase

on the 2008 figure of 22,000. It distributed 16,000 information packs and received 16,000 web contacts, an increase on the 12,000 web contacts made in 2008.

In December 2009 the CSC was acknowledged as one of the University's leading service providers, taking out the Vice-Chancellor's Excellence Award in the category of Professional Service.

Scholarships

In 2009, UWS focused on the enhancement of the scholarships program. With new programs such as the Year 10, Most Outstanding Year 11 and Aspire programs, a particular focus was placed on improving the experiential element of UWS scholarships.

The Scholarships and Student Advancement Unit conducted a Year 10 program, as part of UWS Day at Campbelltown and Penrith, to start identifying and forming ongoing relationships with high achieving students throughout the GWS region.

Aspire, now in its second year, continues to offer its students a comprehensive leadership development and social networking program. Central to the program is a series of workshops offering students the opportunity to learn more about their leadership and communication style. In conjunction with Talent2, the students commence their internship over the summer break, taking the opportunity for some paid experience in their chosen profession.

During a year of growth for Aspire, we hosted 35 new Aspire Scholars at a formal Welcome Retreat in February. There were six Aspire workshops on leadership, team development and negotiation skills and media presentation, and over 200 Aspire Scholars, Advanced Students, University staff and invited guests attended an Aspire Networking Function at the Opera House where Ms Ann Sherry was the guest speaker. An Aspire Online Student Portal was developed, and Aspire scholars undertook volunteer projects with Tall Timbers, Riding for the Disabled, Northcott House and Chasing Rainbows.

The scholarship program awarded over 200 UWS scholarships, 30 donor-funded scholarships and 148 Commonwealth Scholarships. Ten new TAFE Pathways Scholarships were offered as part of the Mid Year Campaign, and we hosted an Open Day VIP Room for 170 students and their parents. Students numbering 160 registered for the new

Year 10 Program for UWS Day in Campbelltown, and the unit developed the Serious About University Campaign including a new suite of brochures and a microsite.

Design and Publications

The iMedia and Design team delivered 1,500 creative projects across a broad range of media, including brochures, web sites, advertisements, TV commercials, posters, web and email campaigns.

Employer Brand – a project of the Our People 2015 program

The groundwork for developing the UWS employer brand continued to build momentum in 2009, including work on the UWS employer brand creative strategy based on the UWS Making the Difference strategy and the UWS brand values. A creative workshop was held with key stakeholders at which there was agreement that design of new staff-related systems will align with the core values of the employer brand. Further work is proceeding to develop a web-based portal which will act as the central information source and point of engagement with the UWS brand. This system will be known as Brand Central.

Corporate Events

During 2009 the PR & Events Unit managed an extensive list of events including:

- March
 - Visit by Senator Kim Carr – UWS Parramatta Campus
 - International Women's Day – UWS Parramatta Campus
 - Official Opening of UWS College – UWS Blacktown (Nirimba) Campus,
- April
 - Indigenous Trainee Graduation – Penrith Campus
 - Graduations
- May
 - Official Launch of Histrionics – Parramatta Campus
 - Reconciliation Week – UWS Sorry Day, Blacktown Campus
- June
 - Reconciliation Week – UWS Sorry Day, Campbelltown Campus
 - Reconciliation Week – UWS Yarramundi
 - Lecture, Campbelltown Campus

Protected Disclosures

The University did not receive any protected disclosures during 2009.

- July
 - Naidoc Week – Opening of new Badanami offices, Bankstown Campus
 - Naidoc Week – Staff Luncheon, Hawkesbury Campus
 - Regional Council Reunion – Parramatta Campus
 - Official Opening of UWS SIMS Research Facility – Hawkesbury Campus
- September
 - Ramadan Iftar – Parramatta Campus
 - Graduation – Parramatta Campus
- October
 - Official Opening of UWS IELTS Centre – Westmead Precinct
 - Farewell Dinner for Professor Neville Yeomans
 - UWS Staff Giving Program Launch
- November
 - Indigenous Traineeship Graduation – Penrith Campus
 - Official Launch of Applied Urban Planning – Parramatta Campus
- December
 - VC Excellence Awards, and Partnership Awards – Parramatta Campus

Web Services Unit

In 2009 the Web Services Unit consolidated the successful 2008 launch of the new UWS site with a range of innovative programs including:

- development of Indigenous Opportunities web presence
- framework and development of web policy and guidelines
- redesign and migration project of the Whitlam Institute webpage
- scoping and commissioning first web virtual tour for UWS
- integration of social media channels with the UWS site

Learning and Teaching

2009 was a landmark year for Learning and Teaching at UWS, with the improvement work of the last five years beginning to yield measurable achievements. Notable were the upswings in retention (up 4.2% since 2004–5) and student satisfaction (up 13% since 2004–5), in addition to Australian Learning and Teaching Council awards that put UWS in the top echelon of Australian universities.

These achievements were built upon strong strategy and policy foundations, including:

- Strategic planning for learning and teaching through the guiding framework of the Making the Difference strategy, in which “Create a superior and engaged learning experience” is a priority area.
- Strong academic governance through Senate and its committees;
- A culture of improvement in learning and teaching, supported by a system of excellent management information feeding back into improvement strategies;
- Vigorous central support for learning and teaching units working in partnership with Schools and Colleges;
- Development of enduring communities of practice for learning and teaching.

As in each year, work in 2009 included planning for 2010, influenced by the imperatives of the post-Bradley era, such as defining standards, widening participation and connectivity with the Vocational Education and Training sector.

University priorities in the area of Learning and Teaching are reflected in the UWS Learning and Teaching Plan 2009–2011.

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

- Enable students to study in their own time, supported by IT-enabled learning resources
- Create a first year experience that optimises retention and success
- Implement a comprehensive Indigenous education strategy
- Develop staff capacity for high quality teaching
- Embed engaged learning in every program
- Create pathways that attract talented students from diverse backgrounds
- Ensure students achieve the highest possible academic standards.

Colleges have developed a set of actions which give life to each of these seven strategies. Achievements built around each strategy are listed below.

A number of important mechanisms also facilitate achievement of the Learning and Teaching Plan 2009–2011 priorities, including the suite of Academic Senate policies relating to Learning and Teaching, the Tracking and Improvement System for Learning and Teaching (TILT), and the recently introduced schedule of formal School Reviews.

The foundation stones of the University’s Learning and Teaching performance are the relevance and quality of the academic programs themselves. These programs are subject to continual review and innovation in response to changing market and student demands. Program development is guided and endorsed by the University’s academic governance system and by executive management.

Key Achievements 2009

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

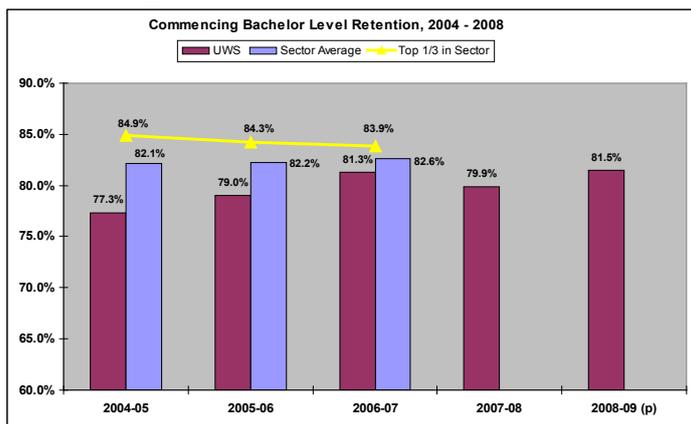
In 2009 we completed the upgrade from WebCT to Blackboard Campus Edition 6 as the University’s Learning and Teaching technical platform. We increased the number of units with on-line vUWS sites to 93%, and promulgated vUWS Basic Quality Standards to align structure and content of teaching sites with a common quality template. UWS Lectures Online (Lectopia), which records audio and presentations by lecturers, compresses and delivers them to the vUWS site for downloading, was installed in 46 lecture theatres.

Create a first year experience that optimises retention and success

In 2009 the College of Health and Science devised a College-wide retention plan focusing on the first six weeks of semester. A centrally funded trial of student advising, based on Griffith University’s approach to students at risk of dropping out, was trialled in the School of Engineering with notable success. Approximately one thousand students took part in pre-enrolment bridging programs with mathematics bridging especially popular. The University won an Australian Learning and Teaching Council grant to investigate and improve the transition of VET (mostly TAFE) students entering UWS with advanced standing.

The graph below provides a representation of the University's performance against the Institutional Key Performance Indicator for Commencing Bachelor Student Retention at the end of 2009. The University's performance is compared against the Sector average and previous year outcomes to 2004–5. Figure 2.3.1 also provides an indication of relative UWS performance against its KPI target of being in the top one third of sector performances in this area.

Commencing Bachelor Level Retention 2004–2008



Implementing a comprehensive Indigenous education strategy

There were two significant developments in the area of Indigenous education in 2009. The first was Badanami's work in implementing the Indigenous Graduate Attribute, which sets out the University's teaching and learning objectives for indigenous students, supported by a substantial Commonwealth grant. Work in 2009 focused on working with schools to devise local implementations, and the development of an Indigenous Studies Major which will have broader application across the University. The second development was Badanami's first year of managing the Aboriginal Rural Education Program (AREP). These courses, versions of the Bachelor of Education and the Bachelor of Community Welfare, were previously managed by the College of Arts and its predecessors; under Badanami's management there has been a major update of resources and teaching methods.

Develop staff capacity for high quality teaching

In 2009 a number of initiatives focused on maximising the capacity of existing staff and raising the status of Learning and Teaching. The overarching strategy is the Foundations of University Learning and Teaching, a mandatory program

for all new teaching staff. Fourteen academics graduated from the FULT in 2009. The University also worked to improve the effectiveness of mid-career and sessional staff. A draft plan for mid-career staff development was considered for implementation in 2010, and a detailed analysis of current practice within UWS identified many examples of good practice in managing sessional staff. These examples of sessional staff development were consolidated into a resource for use across the University.

Our recruitment and succession planning is integral to our efforts to improve teaching quality. In 2009, Colleges undertook intensive recruitment of academic staff, with 78 new appointments made.

An outstanding marker of our increasing capacity for high quality teaching has been success in Australian Learning and Teaching Council Awards, with eight citations and two Australian Universities Teaching Committee Awards in 2009. This places UWS in the top echelons of the sector, with only Griffith University and the University of Melbourne receiving more citations (9). The awards success has been underpinned by the development of College awards, with all three Colleges in 2009 making awards of some kind in the area of Learning and Teaching. We now have a fully articulated system of awards beginning from the College awards to the Vice-Chancellor's Excellence Awards to the ALTC Awards.

Academic honours

Australian Learning and Teaching Council Teaching Excellence Awards:
Associate Professor Pauline Ross
Dr Glenn Pearce

Australian Learning and Teaching Council Citations for Outstanding Contributions to Student Learning, 2009:
Mr Michael Blissenden
Transition Team: Neera Handa, Erst Carmichael, Clare Power – Student Learning Unit
Dr Charles Morris
Dr Loshini Naidoo
Dr Ruying Qi
Dr Yenna Salomonson
Associate Professor Catherine Sinclair
Ms Nicole Stegemann

2009 Vice-Chancellor's Excellence Awards: Excellence in Teaching
Winner: Sharon Bourgeois
Highly Commended: Sharon Andrew
 Susan Armstrong
 Michael Blissenden

College of Business Excellence Awards
 Fernanda Duarte
 Girija Malik
 Marina Nehme

College of Arts Excellence Awards
 Dr Ray Archee and Ms Myra Gurney
 Dr Katrina Barker
 Dr Margaret Clarke
 Dr Guy Curtis
 Dr Roumen Dimitrov
 Dr Tim Griffin
 Dr Tony Jinks
 Dr Satomi Kawaguchi

College of Health and Science Excellence Awards
 Sharon Andrew
 Carmel Coady

Create pathways that attract talented students from diverse backgrounds

Three principal strategies were undertaken in 2009. The first was the scaling up of UWSCollege's Diploma program, to prepare students for the counterpart UWS degree courses in Science, ICT, Engineering, and Business and Commerce, at the Nirimba campus. The second was continuing work on improving the number and quality of standard articulation arrangements with the Vocational Education and Training sector – principally TAFE, but also with a substantial number of private colleges.

The third strategy was to venture beyond standard VET articulations to devise models that both broaden the VET pathway and improve transition. For example, 2009 saw the approval of an "enhanced articulation" that allows TAFE students in the Diploma of Networking to begin their studies in the Bachelor of Information and Computer Technology before they complete the TAFE degree. Another example was planning work with Service Skills Australia on a program in Retail that integrates work-based learning, VET study and university study within a partnership of UWS and major retail firms.

Ensure students achieve the highest possible academic standards

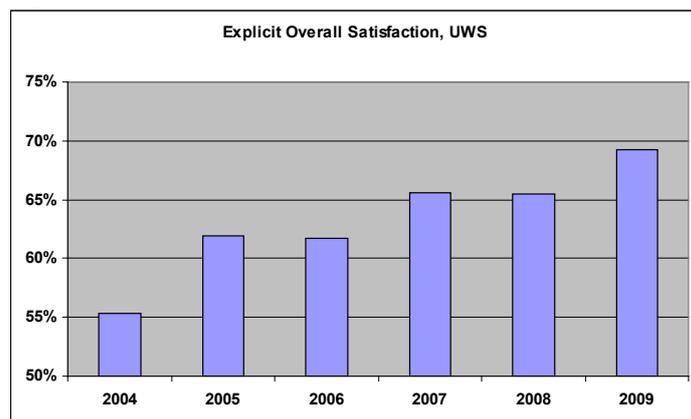
Several projects supported efforts to have students achieve the highest possible academic standards. Schools completed the second year of implementation of the new assessment policy, which requires explicit standards to be spelt out for every unit. In parallel, the Schools developed Learning Guides for all units other than 100 and 400 level (which were developed in 2008). The Learning Guides contain detailed information for students on how the standards are assessed, and how students can work towards achieving them.

The cross-sector issue of English language standards was a topic widely discussed during 2009. The University has considered UWS's strengths and weaknesses in this area with the Executive endorsing a cross-UWS English language strategy in 2010.

Senior UWS staff participated in numerous forums in Australia and overseas discussing the issue of standards in anticipation of the establishment of the Tertiary Education Quality and Standards Agency. In particular the Pro Vice-Chancellor Quality was invited to join a DEEWR group that is developing performance indicators for institutions in the post-Bradley funding regime.

Student satisfaction with UWS Courses is an important quality indicator of our Learning and Teaching Strategy. The graph below shows a jump in students' satisfaction with UWS Courses.

Explicit Overall Satisfaction with UWS Courses



Quality Teaching

2009 was a year of improving standards around important quality areas such as assessment, first year support and teaching skills. The focus in 2010 will be on further strengthening the foundations of the University's Learning and Teaching activities.

To further support the UWS KPI undertakings on student retention, an important area of focus for 2010 will be implementing the English Language Strategy and strengthening the Maths Support Strategy. These initiatives are fundamental to successful retention and completion for UWS students, and are particularly important to the goal of widening participation for Low SES and Indigenous student cohorts.

In 2010 a high level Business Plan for Badanami will be developed to provide a greater level of assurance for the Unit in recognition of its key role in the University's commitment to furthering the goals for Indigenous student outcomes.

Managing the changing relationship with VET will also be an important area for strategic focus for 2010, particularly negotiating the twin dynamics of VET increasingly as a competitor for UWS, and VET as an important pathway to UWS.

There will also be a strengthening of the relationship between the Central Learning and Teaching portfolio area and Colleges, with emphasis on assisting Colleges to develop strategies for focusing College resources on improving Learning and Teaching performance and outcomes in 2010.

College of Arts

This year marked the trial of the government's new scheme for the assessment of research – Excellence in Research for Australia. Humanities and Creative Arts was one of two clusters selected for the trial during 2009. In Cultural Studies UWS achieved a top rating of 5, defined as "outstanding performance ... the research outputs demonstrate the highest standards of quality and scholarly impact". A rating of 4 is defined as "excellent performance"; UWS achieved a 4 in Language, Communication, and Culture, and a 4 in Performing Arts and Creative Writing. It also achieved a 3 – above average performance – in Literary Studies; in Film, Television, and Digital Media; in Linguistics; and in Communication and Media Studies. In all this is an excellent outcome for the College of Arts.

The College again performed well in securing grants from the Australian Research Council. It received two of the three grants to UWS for ARC Discovery Indigenous Researchers Development. UWS received three of the nine grants awarded nationally, an outstanding achievement. Several College staff received ARC Discovery grants: Professor Rhonda Craven, Professor Chris Davis, Professor Christine Halse, A/Prof Carol Reid, A/Prof G. Munns, Dr Genevieve Nelson, Dr Tanya Covic, Dr Nida Denson, Dr Tim Winter and Professor Denis Burnham.

An external review of the University's research in 2009 recognised the College's strong achievement. From 2010 the College will host five of the University's research centres and four of the University's research groups, two of them newly established: Justice Research Group, headed by Professor David Tait, and Interpreting and Translation Research Group, headed by Associate Professor Sandra Hale.

In July the College launched its newest Centre – the Centre for the Study of Contemporary Muslim Societies, headed by Professor Bryan Turner – with a day-long series of presentations.

Student enrolments in the College of Arts continued to increase, with the largest number of students attracted to the Bachelor of Arts and Bachelor of Arts/Master of Teaching. UWS will take more than 1,000 Equivalent Full-time Student Load (EFTSL) into the first year of these courses in 2010.

The College's record of high levels of student satisfaction across its broad range of courses – in International Studies, Communication, Design (Visual Communication), Policing, Psychology, Community Welfare, Social Work, Social Science, Education, Tourism Management, and Music – was maintained.

College of Business

A new course, the Bachelor of Social Science/Master of Urban Management and Planning, will accept its first intake in 2010. Students will benefit from a number of scholarships provided by local regional councils who have shown strong interest in the course and whose support is greatly appreciated.

The College continues to invest in a high level of infrastructure both for research and teaching. MARCS Auditory Laboratories maintains its position as a centre with world-class facilities, and in Communication and Design the facilities available to students are outstanding. Music students this year benefited from the arrival of a new Steinway grand piano.

The College implemented several strategies to create a superior learning experience for students. The development of IT-enabled learning resources and blended learning modules was among these. There was also the appointment of first year coordinators to manage the student-at-risk project and the inclusion of units from undergraduate programs in the Peer Assisted Study Sessions (PASS) program. The nexus between teaching and research was strengthened through the contributions that research centres and research groups now make to undergraduate and postgraduate teaching.

Two staff members received prestigious teaching awards from the Australian Learning and Teaching Council for their long-standing contributions to the quality of student learning and for improving the overall student experience. Dr Loshini Naidoo, from the School of Education, received an award for making social justice education and community engagement central rather than peripheral to pre-service teacher professional development. Dr Ruying Qi, from the School of Humanities and Languages, received an award for underpinning language teaching with research – specifically, how cognitive and developmental approaches lead to effective learning and assessment in classes of native and non-native speakers of Chinese.

2009 was an exceptionally good year in which significant achievements – in strategic planning outcomes, Bachelor Business and Commerce productivity, industry and community partnership development, and the raising of the College profile – were realised. These achievements reflect the consolidated effort and dedication of our academic and professional staff working together. Their efforts have resulted in students' increased satisfaction with their learning experience, increased research output and strong growth in postgraduate course demand.

The College undertook significant change programs to simultaneously increase productivity and student satisfaction, strengthen enrolments in domestic and international postgraduate programs, and continue the positive trend in undergraduate retention which, at 81.8%, is already higher than the sector average. During 2009 the College consolidated into two campuses, Campbelltown and Parramatta, accessing state-of-the-art dedicated postgraduate teaching facilities on Parramatta campus. Growth in postgraduate industry recognition is reflected in the MBA's improvement in external ratings.

Engagement provides the focus and context for the College teaching and learning and research strategy. The College's success in engagement was recognised by gaining the Vice-Chancellor's Excellence Award 2009 for Excellence in University Engagement.

The College responded to the Government's education reform agenda which focuses on widening participation, pathways to further education and the harmonisation of the tertiary sector through key partnership initiatives. Partnerships have delivered tangible benefits through research contracts and pilot education programs, as well as state and national contracts for the delivery of online programs. Among partnership activities in 2009 were:

- DEEWR funded a partnership with Service Skills Australia (SSA) and the College to pilot a retail degree integrating VET Certificate III and IV with higher education. DEEWR anticipates that the model developed will be applicable to a wide range of disciplines and potentially applicable nationally.
- The School of Economics and Finance in partnership with the Whitlam Institute hosted a range of economic forums on the global financial crisis generating national newspaper, radio and TV coverage.

- Of the 300 proposals submitted, the College and its partners were successful in obtaining the highest level of grant from the AusIndustry Small Business Online Now scheme. The College is partnering with 50 Business Enterprise Centres Australia-wide, David Koch's Pinstripe Media (Kochie's Business Builders), Fairfax Community News, and NetRegistry.
- UWS Badanami delivered online Indigenous business skills modules through the College's SMExcellence platform.
- Northern Sydney Institute of TAFE (NSIT) partnered with the College for the delivery of a pilot for online learning, focusing initially on employability skills.
- The Woolworths Agricultural Business Scholarship program was conducted with 30 participants Australia-wide.

A critical element of the College's activities was the application of SMExcellence to broaden access to tertiary education. SMExcellence is a free online interactive learning platform to which final year UWS students contribute as part of their course assessment. It aims to improve the skills and performance of small to medium sized enterprises in Greater Western Sydney and beyond.

The stage is set for substantial development and deployment of online learning in 2010, with the creation of a dedicated production space, the move to a genuine national delivery of training material through the AusIndustry contract and the launch in September 2009 by the Minister for Small Business of the Industry and Investment NSW's Small Business Tool Kit. Such online training is not only integral to the partnership programs but also aims to enhance delivery of a blended learning curriculum for the third year students undertaking engagement units, focusing particularly on employability skills.

The vision to create Parramatta Community Justice Clinic (PCJC) was realised with the first student clinical placements in November. From 2010 onwards every law student will have the opportunity to gain clinical practice supported by dedicated legal professionals. Supported by DEEWR and in partnership with the Attorney General's Department and Parramatta City Council, the PCJC is located in the heart of the Parramatta Justice Centre, Australia's third largest legal precinct with legal aid services, the courts, the Attorney General's office and the Office of the Director of Public Prosecutions.

In 2009, key professorial appointments in the Schools of Law (Donna Craig and Michael Jeffery), Accounting (Gabrielle Donleavy) and Management (George Lafferty) added significant depth to the College's research capabilities. In 2009 a new University research group in Social and Environmental Responsibility was established. 2010 promises to be an exciting year building on the significant increase in PhD enrolments in 2009, the first international intake into the Doctor of Business Administration and the expansion of industry focused research. Another 24 academics ranging from lecturers to professors will be appointed in 2010 to further strengthen teaching and research capacity.

College of Health and Science

Throughout 2009, the College of Health and Science has further enhanced its position as the premier source of future professionals in the fields of Health, Science and Technology within the Greater Western Sydney area. It was also a year of consolidation, with significant resources focused on refinement of educational programs and forward planning in research, and teaching and learning.

With the appointment of Professor Deborah Sweeney as Director of Research, and a number of eminent researchers and teaching staff in each of the School and Research groups, in addition to the acquisition and implementation of 'state-of-the-art' equipment, the College is well placed to attract local and international research investment. It is well-positioned to attract, retain and maximise the potential of many high quality students in undergraduate, postgraduate and research studies as well as to maintain the upward trajectory of new and established research programs.

In keeping with the over-arching College objectives, substantial efforts have been applied to increasing the quality of face-to-face teaching and to developing further strategies and resources relating to students' first year experience at UWS. Recommendations from a Heads of Program workshop will be implemented to expand and improve on the support and services provided for all students in 2010 throughout their orientation and first year of study. Further promotion of the use of technology and systemic support for small group and peer-assisted learning has also been a focus of teaching and learning development throughout the year.

Concurrently, the College has ensured that the achievements of staff in relation to teaching and learning or success relating to obtaining research grants, are recognised and celebrated at every opportunity. Some 22 external and 13 internal research funding grants were gained by College staff throughout 2009. Of note, Associate Professor Pauline Ross from the School of Natural Sciences received a 2009 Excellence Award for University Teaching from the Australian Learning and Teaching Council (ALTC). Also receiving ALTC citations were Associate Professor Yenna Salmonson (School of Nursing and Midwifery) and Dr Charles Morris (School of Natural Sciences).

Other successes of note were the receipt of the prestigious award "2009 Asia Pacific Young Scientist of the Year in the area of agriculture and natural resources" by Associate Professor Ian Anderson from the School of Natural Sciences and the Centre

for Plant and Food Science. This award recognises excellence in scientific research and leadership. Nominations for the award were received from across Asia, Australia and New Zealand. Dr Maria Nowotny also from the School of Natural Sciences and the Solar Energy Technologies Research Group was awarded a 2009 NSW/ACT Young Tall Poppy Science Award.

Internationally during 2009, research collaboration and enrolments have increased and strengthened. Agents acting on behalf of UWS report growing interest in our College's undergraduate and postgraduate/research programs. The College of Health and Science received 16 delegations from universities across the world and has entered into Memoranda of Understanding with several regarding formal collaborative arrangements. Still in its infancy, a Research and Training Network is being developed providing formal links between key UWS researchers and those from other universities around the world, targeting specific research areas with individual institutions, including the promotion of PhD student exchange and collaborative research activities.

In response to escalating community concerns regarding global warming and its ongoing effects, and confusion surrounding the commercial by-product of carbon credit trading, a series of informative open lectures were held at Hawkesbury Campus throughout the year. Presented by UWS experts in the related fields, these lectures "de-mystified" much of the media jargon and hype regarding the scientific and social issues involved.

The development of a Science, Technology, Engineering and Mathematics (STEM) precinct at Parramatta continued to gather momentum and substantive support from stakeholders during 2009, including the NSW Department of Education and Training, through its Lachlan Macquarie College network of schools and TAFE Colleges. Plans for UWS investment in world-class educational facilities and systems focused on teaching STEM will have a long term positive impact on the way students from Greater Western Sydney interact and relate to these subject areas.

This year, the College of Health and Science has continued its tradition of nurturing interest and involvement in science, targeting primary and high school students in a range of interactive competitions and activities. Additionally, the College has organised formal events which have strengthened and raised the level of interaction between school staff and UWS in respect of teaching and learning in science.

School of Medicine

Early in 2009 foundation Dean Professor Neville Yeomans announced his intention to retire during the year. The University was delighted to appoint Professor Alison Jones as the second Dean of the School of Medicine. Professor Jones is an internationally recognised leader and educator in clinical toxicology. In the United Kingdom, she held the roles of Director of the National Poisons Information Service (London), and Head of Medicine at London's Guy's and St Thomas' Hospital.

Professor Jones moved to Australia in 2006 taking up the post of Professor of Medicine and Toxicology at the University of Newcastle. She was recently appointed as a director of the Australian Strategic Policy Institute (ASPI), one of Australia's premier research centres on strategic and defence policy issues.

The contribution of Professor Yeomans to the School and the University was recognised at a series of events hosted variously by the Chancellor, Medical School staff, and the students of the School of Medicine. The University has formally recognised the contribution of Professor Yeomans by awarding him the title of Emeritus Professor.

Course and Construction

In 2009, the initial cohort of students passed the half-way mark of their degree and organised an event to mark the occasion. From Year 3 the program changes dramatically, with students primarily based in the Clinical Schools at Campbelltown/Camden and Blacktown/Mt Druitt Hospitals and with General Practices and Community Partner organisations across Greater Western Sydney.

Year 4 of the course which these first students will enter in 2010 covers a spectrum of specialist medical practice including mental health, obstetrics and gynaecology, paediatrics and oncology/palliative care as well as a community medicine group research project.

At the beginning of 2009, the two lecture theatres attached to the Medical School Building opened. The 200- and 350-seat lecture facilities are used by many students studying on the Campbelltown Campus and are an important boost to the campus' capacity to host larger community and school engagement activities.

In 2009 too, there was significant work undertaken in the design and planning of the Blacktown/Mt Druitt Clinical

School, Research and Education Centre, with construction due to commence at the beginning of 2010. Funding was obtained through the Health and Hospitals Fund, which also provided significant funding for the Ingham Health Research Institute at Liverpool Hospital in which UWS is a partner with Sydney South West Area Health Service and the University of New South Wales.

Student and Community Engagement

The School of Medicine has been exceptionally fortunate to select a student body that thrives on the opportunities which a new medical school presents in both the academic and non-academic sphere.

Key undergraduate and postgraduate committees have student representatives as members. In 2009, the School signed a Memorandum of Understanding with the Medical Students Society of UWS to establish additional mechanisms for direct meetings with the Dean and the Professor of Medical Education.

The students have also contributed to the vibrancy of the life of the School through events including a debating series and theatrical revue.

We continue to appreciate the contribution made by the Friends of the School of Medicine across student interviews, patient actors for clinical examinations and as community partners directly involved in student education. During 2009, the School also established a mechanism for community representation on key management committees.

Rural Clinical School

The UWS School of Medicine has received funding from the Australian Government Department of Health and Ageing to establish rural clinical schools in Bathurst and Lismore. This funding provides UWS students with the same opportunity to experience the practice of medicine in rural locations as their colleagues in other universities. Those students who receive a rural place will spend twelve months in these locations from the middle of Year 4 to the middle of Year 5 of the program.

In Bathurst, UWS will be establishing a new clinical school, and has appointed a local paediatrician, Associate Professor Tim McCrossin as Clinical Dean. In Lismore, UWS will operate as a member of the North Coast Medical Education Collaboration in conjunction with the University

of Sydney and the University of Wollongong. Associate Professor John Graham is our Clinical Dean, and we continue to value the support which Associate Professor Sue Page, Director of the Collaboration, provides to us.

Research

The School is continuing to evolve its research activities and culture. Weekly research colloquia have enabled staff and postgraduate students to explore a wide sweep of scientific, clinical and medical education and humanities topics.

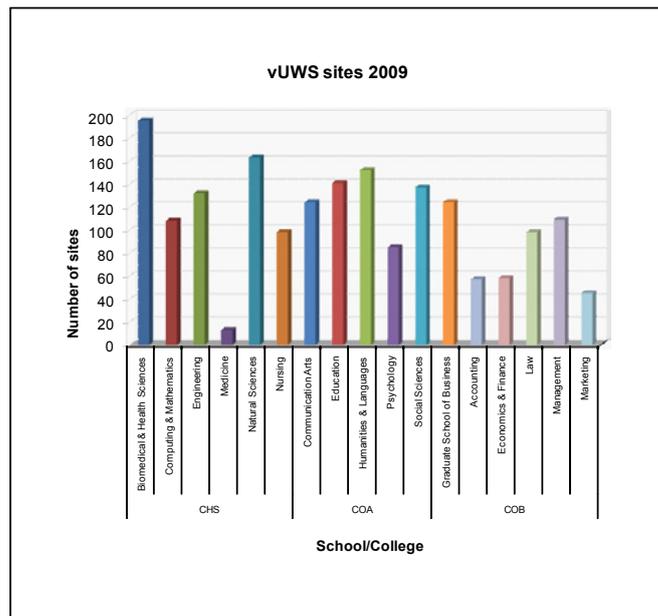
Additionally in 2009, the Dean's Lecture series was launched, providing an opportunity for researchers within the School of Medicine to present their research to a broader audience of doctors and other health professionals, UWS staff and students and members of the Greater Western Sydney community. Professor Philippa Hay, the final speaker for the year, discussed current research and further research relating to disordered eating supported by NHMRC funding she was awarded in 2009.

In 2009, the School also had the first student undertake its Bachelor of Medical Research degree, which is available to students who have completed at least Years 1 and 2 of the MBBS.

E-learning

UWS continued to provide a comprehensive e-learning experience for students in 2009. UWS students consistently rate their experience with vUWS ('virtual UWS') as both high performance and high importance. The number of taught unit vUWS sites per School in 2009 are illustrated below. The new UWS Assessment Policy stipulates that all units should place Unit Outlines and Learning Guides on vUWS sites, ensuring that all students can access the information at any time.

The number of taught unit sites per School in 2009



The e-learning environment is managed by staff in the Teaching Development Unit (TDU), in close partnership with Information Technology Service (ITS) staff and an external support agency which provides 24 hour, seven day priority support for vUWS. This ensures ongoing reliability, robustness and capacity development enabling vUWS to continue to meet and anticipate the teaching and learning needs of the University. Several major system developments took place in 2009 including a system re-architecture project which allows the system to be scaled up to meet UWS current and future needs. This year the environment also supported additional innovative and flexible technologies such as streamed lecture recordings and wikis.

Benchmarking e-learning use

UWS continues to research e-learning use and has worked closely with Griffith University in 2009 to benchmark system use and to develop a framework for regular, ongoing reporting. This enables both universities to track change over time, as well as providing useful data that can contribute to improving the Learning Management System, staff development and institutional planning.

Improving quality in e-learning

The E-Learning Quality Framework (ELQF) developed by the Teaching Development Unit (TDU) was an important focus during 2009 and will continue to be a core priority in 2010. All e-learning sites have been reviewed for consistency with the ELQF Basic Standards. TDU staff met with several Heads of School in 2009 to discuss the survey data and to instigate partnership projects to implement the Basic Standards. TDU provided practical resources, including packaged site designs and consultancy, to assist staff in their development of sites and in their use of technology to enhance student learning. This work will continue with the remaining Schools in 2010. TDU also offered a fully online staff development module "Introduction to Blended Learning" which helps staff plan a relevant and engaging blended learning activity for their units.

Indigenous Students

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

UWS is acutely aware that, being located within Greater Western Sydney, it serves the largest single Indigenous community within Australia.

2009 has been a year of growth, optimism and expansion in the area of Indigenous education. It was a year of opportunity in building relationships with local Indigenous and non-Indigenous communities within Greater Western Sydney and beyond.

The introduction of a whole-of-university approach to improving outcomes for Indigenous Australians saw a number of new initiatives being developed to afford greater access to higher education at UWS. There have been notable improvements in student participation, retention and succession.

Badanami Centre for Indigenous Education is a specialist unit of the University under the leadership of the Dean, Indigenous Education. Badanami plays a pivotal role in liaising with the Indigenous community and providing student support and academic services to Indigenous students, delivering two bachelor degree courses through its Aboriginal Rural Education Program, and partnering with Colleges, Schools, Units and Centres across the University to meet Indigenous education objectives and targets.

The number of Indigenous students enrolled at UWS increased from 288 in 2008 to 348 in 2009, with the major growth concentrated in undergraduate programs. Indigenous enrolments in postgraduate courses increased during 2009. The UWS Medical School, now in its third year, had 15 Indigenous medical students enrolled in 2009 and, to date, 15 applications have been received for the 2010 intake.

Student Support and Academic Development

Major areas of development in Badanami during 2009 were the expansion of the support services and academic programs for Indigenous students, including Indigenous Student Support and Access and Learning Support. Badanami acquired new student spaces with staff offices for Student Support on the Parramatta and Campbelltown campuses, complementing its current student spaces on Bankstown,

Penrith and Hawkesbury campuses. In addition, Badanami established a support network of over 12 academics from a range of Schools as Indigenous Student Advisors.

The two Aboriginal Rural Education Programs (AREP), one in teacher education and the other in community welfare, were transferred to Badanami from the School of Education in late 2008 to be fully managed and administered by Badanami in 2009. During 2009, the total enrolments in the AREP Education course were 70 students across 5 years with 23 in the first year. The latter cohort had an exceptional 90% retention rate, is relatively young in age and in contrast to previous cohorts is made up of a significant number of young men. In preparation for 2010 a significant curriculum review was undertaken. The Bachelor of Community Welfare (BCW) course, which was suspended in 2008, had 26 enrolled students in 2009 with sixteen students completing their degree during 2009. The majority of remaining students should complete their degree by 2010. A successor course to the BCW was planned by an External Course Advisory Committee during 2009 and will replace the BCW course by 2011.

A major area of development in 2009 was the continued implementation of the Indigenous Education Policy through the endorsed Indigenous Graduate Attribute. In 2008 Badanami's staff won \$900,000 in fundings from the Diversity and Structural Adjustment Fund (DSAF) in this regard. These funds have been used to recruit Indigenous academics to support Badanami to incorporate the Indigenous Graduate Attribute into UWS courses. Badanami is working with College staff to provide advice and assisting in developing Indigenous core units and integrated Indigenous content in undergraduate courses.

A major outcome achieved with this funding in 2009 was the development by Badanami staff of a suite of nine Indigenous units to be used in the Indigenous Australian Studies major/sub-majors or as individual units to be available to all UWS students from 2011 which will ensure they attain the Indigenous Graduate Attribute while studying at UWS. An External Advisory Committee with key Indigenous and non-Indigenous people advised Badanami staff on the development of the units. Staffing has increased from 12 full-time staff in 2007 to 17 in 2008, to 22 in 2009, due to the teaching requirements for the two AREP courses and the recruitment of Indigenous academic staff to implement the Indigenous Graduate Attribute. In addition casual staff were employed under the

Indigenous Tutorial Assistance Scheme (ITAS) and casual academics were engaged teaching the AREP courses.

Elder in Residence

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

Indigenous Marketing and Outreach

Marketing, communications, scholarship opportunities and student support mechanisms were enhanced throughout 2009 to support Indigenous education at UWS. The development of a robust triennial Indigenous Marketing and Communications Plan in 2008 presented a solid platform in 2009 to showcase the innovative opportunities being offered across the University for Indigenous students.

Ensuring an Indigenous presence at Indigenous and non-Indigenous Career Markets and in NSW schools has been effective during 2009. Participation in over 25 career markets across the state of New South Wales by the Indigenous Outreach team provides a significant channel to communicate with high school students. In addition, the University hosted a number of engagement activities to create greater awareness of study and employment opportunities such as UWS Days, Open Day and Information Sessions at which the Indigenous Outreach team played a central role encouraging Indigenous students and community members to participate. Indigenous Outreach conducted over 35 individual school visits to provide advice on pathways and opportunities for Indigenous high school students at UWS.

A number of strategies are being developed to support and encourage greater retention and HSC achievement amongst the Indigenous high school population. The primary objective of the Indigenous Mentoring Program, developed in consultation with local Indigenous communities, high schools and UWS staff is to establish a robust program that embraces both Indigenous and non-Indigenous mentors and mentorees in a sustainable learning and self-development environment by facilitating transition to higher education. The program targets Years 10 to 12.

In August 2009, prospective rural Indigenous high school students participated in the University's most successful community engagement activity – UWS Open Day. The University chartered a bus to bring a group of prospective Indigenous high school students from remote locations in NSW to UWS campuses over one weekend to participate in Open Day activities. Students had the opportunity to engage with key Indigenous and non-Indigenous staff, fellow Indigenous students, and most importantly gain a greater understanding of the opportunities available at UWS.

In 2009 there was a significant rise in first preferences for Indigenous students hoping to gain access to UWS through the Universities Admissions Centre, with 164 students choosing UWS as first preference compared to 76 in 2008. There were 51 offers made via the UAC pathway.

The Badanami Alternative Entry Program remains the single most effective tool for increasing Indigenous student participation at UWS. The program has allowed Indigenous students who would not otherwise have had the opportunity to participate in higher education to enter a program of their choice based on a set of “minimal and essential” criteria identified by each College. In 2009, 71 offers were made through the alternative entry program demonstrating the commitment of UWS to strengthen its partnership with local Indigenous groups.

Ongoing improvements have been made in the ways UWS communicates and engages with Indigenous stakeholders. Volume 2 of the KooriLife magazine dedicated to showcasing Indigenous achievements across UWS was published in September 2009 with approximately 16,000 copies distributed throughout Australia as inserts into the Koori Mail newspaper. KooriLife will continue to be published twice yearly.

The UWS Indigenous web space launched in 2008 provides a single point of entry for education and employment opportunities at UWS. The website is an essential vehicle for communication, as well as an important learning tool for the many Indigenous students completing their studies by block mode.

Community Engagement

Reconciliation Week, a significant part of the annual UWS staff, student and community engagement calendar, was marked by three special events in 2009. The week began

with a commemorative ceremony attended by UWS staff and students to mark Sorry Day. This was followed by an Indigenous Film Festival and the UWS Yarramundi Lecture, both of which attracted a large contingent of Indigenous organisations and community supporters.

Earlier in the year, UWS played host to an Indigenous Elders Weekend which was attended by approximately 1,000 Elders from across the state of New South Wales. Local Indigenous service providers collaborated to make available a range of services such as hearing, blood and cholesterol checks, education and employment opportunities, traditional storytelling and Indigenous games.

Indigenous Scholarships

The expansion of Indigenous Scholarship opportunities proved an effective tool for attracting and supporting Indigenous students. The University awarded ten funded Indigenous scholarships to the value of \$5,000 per annum for up to five years. In addition the University administers a one-off lump sum payment of \$2,000 for each eligible commencing Indigenous student. There were also 20 UWS, donor and Commonwealth related scholarship recipients in 2009. Two Yarramundi scholarships, each valued at \$30,000, were awarded in 2009 to students enrolled in postgraduate studies.

UWS International

In August 2009 the University approved the UWS International Framework 2009–2013. The Framework provides a pathway for UWS in its international activities and covers seven areas each with targets and strategies: curricula, research, institutional linkages, student mobility, onshore students, offshore programs and commercial opportunities.

Significant progress was made on three core goals in 2009: establishing relationships with international partners that enhance the experience of UWS staff and students; maximising the number of UWS students who have an international experience during their program of study; and ensuring an appropriate mix of international students to enhance the on-campus experience of all UWS students and to increase the revenue base of the University.

During 2009 there was a focus on a number of significant institutional relationships, such as with the University of Economics, Ho Chi Minh City (UEH) and the Vietnamese Ministry of Education and Training. Fifteen academics have undertaken a preliminary program in Vietnam including research preparation and additional English language studies with the first cohort completing their preparation program in 2009 and enrolling in the DBA at UWS in March 2010. Negotiations have commenced for a student articulation pathway for UEH students into the UWS Master of Business and Commerce (MBC) to be offered by UEH with the students completing the remainder of the MBC in Sydney. Discussions of an articulation to the UWS Bachelor of Business and Commerce are proceeding. It is anticipated that future exchanges allowing UWS undergraduate and postgraduate students to study at UEH will be developed.

Relationships with universities in Indonesia continued to develop strongly in 2009. There were three delegation visits between Universitas Gadjah Mada (UGM) and UWS in 2009 and an Academic Cooperation Agreement was signed in February to develop a joint undergraduate program in biomedical and health sciences. As a result of the cooperation there are three UGM nursing academics enrolling in a PhD at UWS in 2010. The relationship with the State Islamic University (UIN) in Jakarta also broadened in 2009. Initially we developed broad agreements with the Faculty of Business but in December we hosted a visit from the Dean of the Faculty of Social and Political Sciences at UIN. It is anticipated that these meetings will lead to the exchange of staff and students and potential research collaboration in the social science areas.

UWS has actively engaged in expanding its relationships in the Middle East. The number of students coming to Australia to study from the Middle East has increased dramatically over the past three years. This is largely due to government scholarships being provided in Saudi Arabia, Kuwait, Libya, Iraq and UAE. A senior UWS delegation visited the Middle East in April and established a priority list of universities with whom UWS can collaborate on joint academic and research programs and onshore international students. UWS has worked closely with the Consular staff to ensure that Middle Eastern students are integrated into UWS and that the maximum benefit is derived from the scholarship programs. As a result of our strong relationship with the Kuwait Cultural Attaché, 23 Kuwaiti scholarship students will enter UWS in 2010.

In August the first articulated UWS Mobility Framework for the promotion of outgoing exchange as a strategic priority was endorsed. In addition a number of new scholarships have been provided by the UWS Foundation to support UWS students taking a period of their study at an overseas partner institution.

Commencing international onshore students increased by 14% on 2008. For onshore commencing enrolments China, India, Vietnam, South Korea and Saudi Arabia are the top source countries. There was a significant increase in enrolled students from the Middle East, North Africa Region, Bangladesh and Myanmar. Although the total numbers are much smaller, there were also increases in enrolled students from Sweden and the Netherlands.

Library

2009 was a year of challenge and achievement for UWS Library.

A new look website was successfully launched in January, highlighting the innovative 'Search Box' which simultaneously interrogates the rich UWS print and electronic collections. This discovery layer tool offers a Google-like search and presentation, with enhanced and intuitive options for expanding or refining results. Implementation of this innovative search capability represented an international first, with UWS Library staff working closely with the Netherlands developers to ensure a successful "go live".

Improvements to the physical infrastructure of the libraries continued with Parramatta undergoing refurbishment through the long vacation period. The upper floor was converted to student space, with major excavation in the undercroft providing staff accommodation, together with further quiet study areas. Minor works at Penrith (Ward) increased group study spaces, while work at Penrith (Allen) saw the staff office relocate to open up quiet study spaces for students. Across the Library an additional 125 computers were brought on line, together with 30 additional laptops for loan, bringing the total public computers to 516 – a constantly increasing number, yet still insufficient to meet the growing demands of the student population.

Infrastructure improvements contributed to increased use of the physical libraries with nearly 2 million visits recorded – an increase of over 100,000 in comparison with 2008. The Library's virtual presence was also heavily utilised, with over 125 million successful hits logged.

Working with academic colleagues, the library presence in vUWS, the University e-learning platform, continued to expand with direct links to a wide range of directly relevant e-resources now embedded within 352 vUWS sites.

The Excellence in Research for Australia (ERA) trials were held during 2009 resulting in some 1,200 research outputs identified, described and uploaded into a 'dark' repository for access only by the auditing bodies. From the Library perspective, the trials were successful, with unproblematic access available to ERA auditors.

The fifth biennial Client Satisfaction Survey was conducted by an external company – InSync Surveys under the auspices of CAUL (Council of Australian University Librarians) – with

UWS Library now ranking in the top decile of all Australian/ New Zealand tertiary libraries. Indeed, the Library recorded a new benchmark high in the Information Resources category.

Building on continued improvement in service quality, UWS Library developed a comprehensive Quality Management System as required by the International Standards Organisation, reviewing operations across all activities. In early November, accredited external auditors advised that the Library had successfully achieved an unqualified ISO 9001 Certification.

The Library collection continues to demonstrate growth, although emphasis remains on the provision of access to electronic rather than print versions of all required resources. The high level of satisfaction with the provision of digital resources is evidenced by the extremely positive response to the Client Satisfaction Survey outlined above.

During 2009, 28,728 print and 8,600 electronic monograph titles were added to the collections. The Library now provides access to some 74,558 electronic serial titles. Of the total \$8.8m invested in scholarly information resources, \$3.7m represents monograph purchases, with \$5.1m maintaining serials subscriptions. The decreased number of monographs purchased is disappointing, however it is reflective of publisher price increases compounded by decreased purchasing power. Significant but unsustainable transfer of funds from the Library's staffing budget to serials ensured maintenance, for 2009, of current serials subscriptions.

Student Support Services

Student Support Services aims to maximise student engagement, learning and retention by providing targeted student centred programs and services which give UWS students opportunities to build the skills and resources needed for successful and independent lives.

Achievements and Key Activities

The Counselling and Disability Service underwent a restructure in early 2009 to become two separate services, with each reporting to a new head of service. In addition, a new position of Senior Disability Advisor was created in the Disability Service, allowing one of the permanent Disability Advisors to take on a professional leadership role with that team. The administrative support team has also been reviewed and realigned to optimise effective service delivery. There have been a number of staff changes within all services that have brought about renewed energy and forward planning.

All publications are being reviewed, revised or rewritten, and all areas of Student Support Services are improving online resources to add value to the face-to-face services already offered. Online processes for more efficient management of services are also being implemented and on-line record keeping will be introduced in 2010. Websites for each service are being updated, while the Off-Campus Accommodation website is being updated and a new website on wellbeing and mental health is being developed.

The development of an overall mental health strategy for students also includes the recently completed Medical Assistance Policy, which is intended to help students who may have a serious health problem to complete their studies successfully.

The Mental Health First Aid (MHFA) program, offered through the Counselling Service, is in its second year and has been expanded to include Youth Mental Health First Aid for people who have contact with 12–18 year olds. It was decided to focus the youth program on Master of Teaching (Secondary) qualifying teachers. The first program was offered to this group in November 2009 and there are plans to expand this in 2010. A total of nine programs in 2009 provided training for approximately 140 people in MHFA.

There was a substantial increase in demand for the Student Welfare Service in 2009, with a 232% increase

in usage over the previous year. Eighty per cent of students using the service were first time users.

Total funds available under the student textbook voucher scheme increased to \$30,000 in 2009. This is a joint initiative between Connect Books and the Student Welfare Service. A high demand resulted in an oversubscription of the vouchers.

Also in high demand were other types of emergency financial assistance for students including student loans, food cards, financial advice and budgeting support. An Emergency Grants Scheme was also introduced, as a pilot program, for students in financial distress unable to repay a loan. Financial assistance was coupled with financial planning workshops entitled “Smart Students Save Wisely”.

While it is still being evaluated, current indications are that the grants program has met a significant need and was a factor in retaining students at UWS.

The marked increase in demand for financial assistance and advice in 2009 may have been due to the reduction in casual employment opportunities for students as a consequence of the global economic downturn.

The Disability Service has implemented a number of significant changes and developments as a result of a review which commenced in 2008 and continued throughout 2009. The centralised model for Educational Support Staff (ESS) has included the Disability Services Officer, responsible for matching, allocating and supervising work for ESS, centralised training for all ESS, the preparation of Position Descriptions for Practical Assistants, and the development of a comprehensive ESS Manual. New notetaking methods, such as AlphaSmarts and Smart Pens are being trialled. All notes must now be delivered electronically to students and a clear and consistent process for dealing with complaints must be established and articulated.

The School Disability Coordinators (SDC) program, designed to assist in the information sharing and dialogue between the Disability Service and nominated academics from every UWS School, is being revamped to more effectively meet staff and student needs. This will be an important strategy to build stronger and more collegiate relationships with academic staff.

Development of the UWS student orientation program continued in 2009, with the introduction of a vUWS site accessible to all students who were made an offer to UWS. This enabled prospective students to gain useful information about university preparedness while providing them with the opportunity to “play” within the UWS e-learning environment.

Student Support Services also partnered with the College of Health Science (CHS) to provide input and implement the CHS orientation and transition program for commencing students in 2009. This was a highly successful partnership with survey results showing a statistically significant difference between the reported usefulness of the orientation and transition experience of CHS students compared to other UWS students. The approach was based on four years of trend data collected by Student Support Services through the Student Orientation Survey as well as extensive research and benchmarking. The same underlying principles were applied to a partnered approach in the Bachelor of Business and Commerce in the College of Business (CoB) with similarly positive outcomes reported.

Student Equity

The area of Student Equity has been a busy one in 2009, with 2010 promising to be even more significant in the light of government initiatives and funding in this area.

Widening Participation

In 2009 UWS maintained and extended its commitment to enhancing the educational opportunities of people from disadvantaged groups in Greater Western Sydney and beyond. The 2009 UWS Year of Respect and Inclusion was a big success in promoting fairness, diversity, participation, respect and inclusion as core values of UWS. The UWS Disability Action Plan will act as a blueprint for ongoing work in this area for the coming years.

Schools Engagement

In 2008, UWS implemented a whole-of-institution strategic plan for schools engagement particularly in Greater Western Sydney (GWS). The plan, developed in consultation with schools, focuses on mutually beneficial university/school partnerships and programs. The aim is to assist schools to build capacity and improve results in priority areas. Fast Forward, an outreach and aspiration raising program operating since 2004 for high school students from priority schools in the Greater Western Sydney area has expanded from 11 schools in 2008 to 22 schools and over 700 students in 2009, and will be expanded further in 2010. Participating schools are reporting a cultural shift involving an increase in both the number of students who continue to year 12 and those who go on to higher education.

The school engagement agenda includes an Indigenous student mentoring program introduced in 2009. From year 10, students can take part in a variety of activities which help to build their academic and study skills and awareness of further education and career options. Each school student is assigned a UWS student as a mentor. The program incorporates Indigenous cultural knowledge, including learning sessions conducted by Indigenous elders, academics and community members. UWS also sponsors the ‘yoututor’ online tutoring service at the Fairfield City Council’s libraries. It is hoped that sponsorship will be expanded to other city councils in Greater Western Sydney in 2010.

Student Equity Programs

The success of the Students at Risk Project conducted over 2007 and 2008 has generated further projects. A trial of the first year advisory role and the identification and testing of early triggers for intervention with at risk students was conducted in 2009. Following evaluation of the trial the outcomes will inform future programs to improve first year success and retention. In 2010 the program will be extended to all three Colleges.

Students at Risk research showed that mature age students are one of the groups most at risk of discontinuing their studies at UWS. Accordingly a project officer has been employed to link with mature age students, identify the issues they face when studying at the University and to develop strategies and resources to address those issues.

Other student equity initiatives include:

- the development of an Educational Technology Online resource to help people use online teaching and learning technology more effectively
- a Postgraduate Academic Preparation resource to improve access and flexibility in the provision of orientation material for postgraduate students
- the development of a resource for Muslim students
- a project on the "Impact of Learning and Teaching Factors on the Retention of Students from Equity Groups." This project is expected to provide a much better understanding of how learning and teaching methods and issues affect the success and retention of students from disadvantaged groups.

Government Initiatives

The new Federal government initiatives surrounding social inclusion, low socio-economic status (Low SES) participation, success and retention funding and initiatives, have led to increased interest in the sector in developing strategies to meet the government target of 20% of Low SES students in universities by 2020. UWS is well placed to build on our current initiatives and develop new strategies to encourage the aspiration, enrolment, success and retention of students from Low SES and other disadvantaged backgrounds in university study. Programs such as Fast Forward coincide effectively with the government's guidelines.

UWS is contributing strongly to the national discussion around Low SES and is having an influence on the decision-making process in this area. UWS has been actively involved in the analysis of data and preparation of papers and submissions on issues such as potential definitions of Low SES, the impact of different geographical areas on SES numbers and strategies to enhance the participation, success and retention of students from Low SES backgrounds.

Student Equity Performance

UWS has maintained its strong performance in securing the participation of students from most equity groups, particularly in Low SES categories across all ages. This is particularly important in the light of the federal government's policy to increase the overall participation rate of low SES students. In the Under 25 category, the participation rate for Low SES students is 22.10%, compared with the NSW average of 16.77% and the national rate of 16.19%. The participation ratio for UWS at 0.93 is almost double the NSW and National ratio of 0.41. Whilst the success and retention rates for UWS Under 25 Low SES students are not quite as good as the national and state success and retention rates, they are equal to or better than the success and retention rates for all UWS students.

Access and participation rates for the Low SES for all ages group are slightly lower than for the Low SES Under 25 age group, at 21.11% and 21.32% respectively, but these are still comfortably above national and state rates, which are similarly slightly lower than the Under 25 figures. The participation ratio for this cohort at UWS is still more than double national and state ratios. The retention rate is slightly above the national and state rates, while the success rate is marginally below. As with the Under 25 cohort, the success and retention ratios are comfortably above national and state ratios.

Access and participation rates for students from regional and remote locations are well below national and state rates, largely reflecting UWS's geographical location. For those students who do enrol at UWS, their success and retention rates and ratios are similar to other cohorts, both at UWS and in the wider sector.

For students with disabilities, the access rate has dropped from 4.30% in 2004 to 2.85% in 2008. The participation rate has dropped from 3.71% in 2004 to 3.57% in 2009. The success and retention rates are slightly below sector and NSW rates. The retention ratio is marginally lower (0.94 compared with 0.96 for NSW and 0.97 nationally), but the success ratio is slightly better (0.98 compared with 0.94 NSW and sector).

It is difficult to determine causes for the falls in access and participation rates for students with disabilities, since disability is self-disclosed at enrolment, and the numbers of students registering with the Disability Service do not appear to have fallen. This may be because students are choosing not to disclose at enrolment or because the decline in the numbers of enrolling students with disabilities is offset by an increase in those who have acquired, or been diagnosed with, a disability post enrolment. It may also be that students need more encouragement to disclose disability at enrolment and seek the support of the Disability Service as soon as possible.

Equity and Diversity

UWS is committed to the creation of a university community that shares a level of civility beyond that required by law. To achieve this, the University actively promotes a culture of respect, inclusion and celebration of diversity, rather than one which merely tolerates difference.

The UWS Year of Respect and Inclusion 2009 Project was developed to reaffirm the University's strong commitment to these core values of equity, diversity, respect and inclusion. A comprehensive range of activities, programs and policies was launched in a consistent, thematic way to communicate this message, and to engage the University community. A signature poster and banner for the year were developed by UWS students and were widely displayed during the year throughout all campuses, on the University website, on emails and at forums and official University events.

Key Developments and Activities

- A new Respect and Inclusion in Learning and Working Policy
- New Bullying Prevention Policy and Education campaign
- Open Forum Seminars
- Women's Seminars
- Indigenous Short Film Festival
- Queer shorts – lunchtime screening of Queerscreen short films by the Ally Network
- Launch of best practice accessible Equity and Diversity Website
- Education and training opportunities including Civility Workshop
- Production of posters and zines by students

Initiatives for 2010

A new position of Disability Project Officer has been established to coordinate the implementation of the UWS Disability Action Plan 2009–2013.

Central funding for provision of reasonable adjustments for staff with disabilities will be established in 2010. This centralised model will remove the cost from individual managers and departments and will provide a central point of expertise, standards and consistency leading to improved employment outcomes for staff with disabilities.

The UWS Sexual Harassment Prevention Policy will be reviewed and an education campaign will be conducted around the revised policy.

Training and education will be conducted on flexible work practices and the new Fair Work Act.

A conference on Human Rights Education will be held in November 2010.

Research

Research Strategy and Performance

In 2009, UWS research performance continued on a strong income growth trajectory driven by our investment in a strategy of selectivity and concentration. The University has consolidated its position in the top 20 of Australian universities based on nationally competitive Australian Research Council grant success.

The University completed the Third Research Landscape review in the second quarter leading to the UWS Research Framework 2009–2013 which was approved at the Board of Trustees in June 2009. The intent of the review, following successful implementation of the 2004–2008 research strategy, was to outline the next phase of intensive growth and consolidation, ensuring that within the next five year plan, research excellence will not only be characterised by research concentrations but will be a focus of all Schools and Colleges.

UWS plans to secure national and international recognition in specific areas of research activity. The following key goals were identified for 2009–2013.

Goal 1: Increase overall research intensity and performance	
Performance Indicator	
Total Research income	Target \$52m in 2015 @17% pa
Goal 2: Achieve outstanding quality in research and scholarship	
Performance Indicators	
ARC Income	Target \$16m in 2015
NHMRC Income	Target \$7m in 2015
ERA Rankings	To be determined
Goal 3: Enhance and increase the scope of our productive research groups	
Performance Indicators	
Publications per EFT	Target 1.5 in 2015 (3% pa)
Proportion of A* and A publications	to be determined
Goal 4: Develop effective research partnerships	
Performance Indicators	
ARC Linkage income	Target \$7.4m in 2015
Collaborative Income	Target \$27m in 2015
Goal 5: To provide a rich and stimulating environment for research students	
Performance Indicators	
Research Student Load	Double by 2015
Completion rate	Maintain above sector average (0.2)
Postgraduate Research Experience Survey	Target above sector average

The Research Investment Fund was established by UWS in 2006 to intensively invest in building research capacity.

In 2009, the fourth year of this 10 year, \$50 million research investment program, funding continued for seven existing research centres and new funding was provided for the establishment of two centres: the Centre for the Study of Contemporary Muslim Societies and the Civionics Research Centre. In addition, the School of Medicine has continued to receive funding for research during its establishment phase. Two existing research centres were redesignated University Research Groups: Social Justice and Social Change Research Centre and Centre for Industry and Innovation Studies.

The Landscape Review and UWS Research Framework 2009–2013 recognised research concentrations with the potential to grow to a Research Centre and formally designated them as University Research Groups. Three of the four existing groups were approved to continue and seven new groups were designated in the following areas:

1. Disaster Response and Resilience
2. Family and Community Health (est. 2006)
3. Health Services and Outcomes
4. Interpreting and Translation
5. Justice Research
6. Molecular Medicine
7. Nanoscale (est. 2006)
8. Social and Environmental Responsibility
9. Solar Energy Technologies
10. Writing and Society (est. 2006)

Excellence in Research Australia (ERA)

UWS participated in the trial ERA, submitting for the Physical, Chemical and Earth Science cluster in June and the Humanities and Creative Arts cluster in August. The ERA trial evaluated research publications over a six year period to 31 December 2007 and research income over a three year period to the same date. The census date for the ERA was 31 March 2008 and the closing window for publications was 31 December 2007. The outcomes of the trial will inform the full ERA process in 2010. The full eight cluster ERA process will occur in 2010 with a staff census date of 31 March 2009 and a closing window for publications at 31 December 2008.

The Office of Research Services is managing the collection and uploading of data and background statements for all ERA

activity and, in collaboration with the University Library, will ensure that all items required are available to reviewers via an ERA-only access version of the UWS Research Repository.

The results of the ERA trial for Cluster One: Physical, Chemical and Earth Sciences (PCE) and Cluster Two: Humanities and Creative Arts (HCA) were released in December. In these two clusters, UWS had eight disciplines assessed at world average performance and nine disciplines assessed at greater than world average performance, including one discipline (Cultural Studies) assessed at the highest level (5) indicating outstanding performance in quality and scholarly impact.

Research Strengths: Competitive Funding – major grants Australian Research Council

During 2009 the Australian Research Council awarded UWS researchers \$3,887,371 in new monies for commencement in 2010, continuing the University's position in the top 20 of ARC achievement. UWS was successful in winning ARC Discovery, Linkage, and Indigenous Researcher Development grants. Fourteen grants were awarded to UWS researchers, including funding to support four Australian Postgraduate Research Awards (Industry) and three Indigenous Researchers Development grants.

The University also held partnerships in 10 successful ARC Linkage Infrastructure Equipment and Facilities (LIEF) grants, putting UWS in the top 10 in the country.

The University's strength and success in relevant engaged research would not be possible without the University's research partners who contributed \$1.05m to these collaborative projects. Much of this success has grown from the competitive internal grant schemes that UWS operates to promote national and international excellence.

Some of the new ARC projects now underway are detailed below.

A sociological analysis of ethnicity and compulsory school in NSW.

Dr Carol Reid and Professor Chris Halse from the Centre for Educational Research are investigating South Western Sydney region which has one of the lowest school retention rates, lowest SES and high ethnic diversity. Amount funded \$110,000.

Occupant comfort, cognitive performance and task performance in wind-excited tall buildings.

Professor Kenny Kwok from the School of Engineering will lead a multidisciplinary team of researchers to identify the factors affecting motion sickness and understand the significance of compensatory behaviour on human comfort and work performance in wind-excited tall buildings by garnering inputs from engineering, physiology and psychology. Amount funded \$605,621.

Bridging the gap on locational disadvantage: Impact of community-identified interventions on social capital, psychosocial and socioeconomic outcomes.

Professor Rhonda Craven will lead a team of researchers to explore locational disadvantage. Cutting-edge interdisciplinary theory and synergies between substantive research, methodological rigour and practice will ensure real solutions and a research framework that will make a substantial contribution to Australia's future. Amount funded \$712,015.

Insect herbivore and plant responses in eucalypt forests under climate change at physiological, species and community scales.

Dr Markus Riegler and Professor David Ellsworth from the Centre for Plants and the Environment will lead a project seeking to test for the first time predicted responses of insect populations and communities in eucalypt forests to climate change scenarios established for 2050. Amount funded \$305,000.

Corporate and institutional strategies for climate change: An international comparative study.

Professor Bobby Banerjee intends to advance the knowledge about one of the most significant yet poorly understood problems facing the world today – global climate change. Amount funded \$295,000.

National Health and Medical Research Council Funding

UWS researchers have achieved excellent outcomes in the latest National Health and Medical Research Council (NHMRC) project grants. This excellence builds on a strong collaborative framework with a range of other institutions across Australia. In particular, UWS researchers have registered considerable success in the area of public health, as well as success in health services, clinical medicine and basic science.

UWS will host a new project grant led by Professor Phillipa Hay (UWS School of Medicine), Professor Stephen Touyz, Dr Caroline Meyer, Dr John Arcelus, Dr Sloane Madden, Dr

Ross Crosby and Dr Kathleen Pike: "Taking a LEAP forward in the treatment of Anorexia Nervosa: a randomised controlled trial," with total funding of \$557,100 over four years.

Eight grants were awarded through other institutions with UWS researchers as co-investigators, reflecting the diverse research networks that medical researchers at the University have established.

International Collaboration

In 2009 UWS continued a highly successful internationalisation strategy via two schemes: the International Research Initiative Scheme, which supports short visits by researchers from overseas to UWS and short research visits by UWS staff to sites overseas to use major facilities for engagement in international project activity; and the Eminent Visitors Scheme (EVS), which is designed to foster and secure long term international research collaborations and intensify the research capacity of UWS's nationally competitive research groupings. Visitors join the University for sustained periods over a designated triennium.

These schemes have enabled the following projects and collaborations:

Associate Professor Janice Aldrich-Wright and Professor William S. Price from the Nanoscale Organisation and Dynamics Group from the School of Biomedical and Health Sciences in collaboration with researchers at the University of Warwick are investigating the development of anticancer agents and antibacterial agents. This research was funded by the Department of Innovation, Industry, Science and Research as part of the International Science Linkages program and grew from the EVS grant that was awarded to the research team in 2007.

Professor David Rowe and colleagues from the Centre for Cultural Research with researchers from the Advanced Cultural Studies Institute of Sweden at Linköping University are investigating the interfaces of culturalisation and globalisation. This research is funded by the Swedish Foundation for International Cooperation in Research and Higher Education under its Institutional Grants Program for the total amount of 1,600,000 Swedish krona.

Collaborative Research

In 2009 UWS had 378 partner organisations funding research projects at UWS; these comprise 232 business and industry partners, 134 government partners and 12 university partners.

Research Training

UWS is committed to enhancing students' research training experience and continues to provide workshops throughout the year for all UWS higher degree research candidates (30 workshops and 542 attendances in 2009). There is also an extensive supervisor training program in place (nine supervisor forums, 225 attendees in 2009).

Following on from the launch of Postgraduate Essentials in 2008, in October 2009 UWS launched a new on-line program, "Completion and Beyond". The program covers the last stages of candidature and the future following completion and is a significant enhancement of resources for our candidates.

As part of the last phase of candidature, the Research Studies Committee will implement in 2010 a new milestone for candidates – the Completion Seminar enabling candidates to present a talk about their research enabling the "readiness" for submission of their research to be tested in a public forum. All candidates will have had previous experience at presenting their research in public contexts through school seminars and national conferences. This oral presentation will enable the quality research of UWS's higher degree research students to be further promoted.

Research Training Highlights

PhD student Kristel Thornell was the joint winner of The Australian/Vogel Literary Award for 2009. This prestigious award is renowned for launching many a literary career. Recipients receive \$20,000 and a publishing agreement with Allen & Unwin.

PhD student Ms Laura M Parker in conjunction with Associate Professor Pauline Ross and several external investigators was awarded an ARC Discovery Indigenous Researchers Development Grant titled: "Climate change research: Can Sydney rock oysters adapt to chronic multigenerational exposure to ocean acidification and temperature?" Total Funding: \$199,988 over two years.

Gazi Hasan, a second year PhD student with the School of Economics and Finance, had a paper

accepted at the John F Kennedy School of Government Conference, Harvard University in August 2009.

UWS's first Cotutelle student, Masabumi Furuhashi, graduated with a joint PhD with the University of Toulouse, France.

Awards and Recognition

Dr Maria Nowotny from the Solar Energy Technologies Group was awarded a 2009 NSW/ACT Tall Poppy Science Award for her work on Photocatalytic Water Purification.

Associate Professor Ian Anderson from the School of Natural Sciences was one of three winners of a 2009 ProSPER.Net-Scopus Young Scientist Award. This award recognises prominent young scholars in the Asia-Pacific region. Dr Anderson was also interviewed by Nature as part of a focus on emerging research leaders.

Appointments

UWS secured the following prominent senior researchers during 2009.

Professor Alison Jones was appointed as the second Dean of the School of Medicine at UWS, commencing in October 2009. (Refer to School of Medicine report for further information).

Professor Katherine Gibson commenced with the Centre for Citizenship and Public Policy in May as a Professorial Fellow. She is an economic geographer engaged in rethinking economic concepts in the light of feminist and poststructuralist theory. Her research interests have been shared over three decades with Professor Julie Graham from the University of Massachusetts, USA, with whom she shares a collective authorial presence as JK Gibson-Graham.

Professor Tony Bennett commenced with the Centre for Cultural Research in October, as a Research Professor in Social and Cultural Theory. He has published extensively in the areas of literary and aesthetic theory, cultural studies, museology and cultural sociology. Professor Bennett came to UWS from The Open University UK Centre for Research on Socio-Cultural Change.

Professor Thiagarajan Sitharthan commenced with the School of Psychology in 2009. He trained in Australia at the University of Sydney (postgraduate training in Clinical Psychology and a PhD in Psychology). He has held several senior administrative,

academic, research, and clinical positions since 1985. While he was an Associate Professor in the Department of Psychological Medicine, Faculty of Medicine, the University of Sydney, he founded the Australian Centre for Addiction Research (ACAR).

Professor Donna Craig commenced with the School of Law. She is a specialist in international, comparative and national environmental law and policy (LLM, York University). She was one of the founders of Macquarie University Centre for Environmental Law (1983) and a key member of the Centre until her current appointment as a Professor of Environmental Law at UWS. Professor Craig has also held a Research Chair as Professor of Desert Knowledge, Charles Darwin University. Her research and publications emphasise the social, cultural and human rights dimensions of legislation, programs, impact assessment and sustainable development.

Professor Michael Jeffery has commenced as a Professor in Environmental Law at UWS. A former Dean of Law and Director of Macquarie University's Centre for Environmental Law, he brings a unique breadth of experience to his position at UWS. Appointed a Queen's Counsel in 1978, Professor Jeffery left private practice in 1981 to take up an appointment as Chair of the Environmental Assessment Board of Ontario. In the past four years, Professor Jeffery has focused on building strong international linkages with leading university environmental law centres and research institutions around the world. He is a much sought-after supervisor of PhD candidates in his areas of research.

Professor George Lafferty commenced with the School of Management mid 2009. He came from the Victoria Management School, University of Wellington. His research interests are industrial relations, workplace change, trade unions, service sector employment and tourism planning.

Professor John Whitehall commenced with UWS as Chair of Paediatrics from the School of Public Health and Tropical Medicine at James Cook University in Townsville. He has held posts at Townsville Hospital and the Kirwan Hospital for Women in Townsville. Professor Whitehall has also worked in and published about experiences in Sri Lanka, Africa and Papua New Guinea.

Professor Mark McLean commenced with UWS as a Professor of Medicine. He is currently the President of the Endocrine Society of Australia, and combines his clinical and research

activities in the areas of endocrinology and diabetes with the state of pregnancy in his PhD thesis. Professor McLean also has extensive experience in the supervision of medical and research students, and is an excellent role model for the integration of education and research within clinical medicine.

Professor Neil Merrett commenced with UWS as the Foundation Chair of Surgery. He is a senior upper gastrointestinal surgeon at Bankstown, Liverpool and Campbelltown Hospitals and is Area Director of Gastrointestinal and Liver Services for Sydney South West Area Health Service, Visiting Fellow at the Garvan Institute for Medical Research and sits on the Clinical Trial Ethics Committee of the NSW Cancer Institute.

Professor Bill Bellotti was appointed to the Vincent Fairfax Chair in Sustainable Agriculture and Rural Development in 2009. Prior to this appointment Professor Bellotti was with the University of Adelaide, and previously, the South Australian Research and Development Institute, and the NSW Department of Agriculture. His PhD from the University of New England focused on pasture agronomy and ecology. Part of his mission at UWS is to nurture undergraduates and postgraduates to tackle the long-term problems of Australian agriculture such as the challenge to our food supply posed by climate change and reduced availability of water.

Engagement

Throughout 2009, the Engagement portfolio continued to build internal capacity for the University's engagement with the Greater Western Sydney (GWS) community and to facilitate the further implementation of the 2007–2011 Engagement Plan. This involved the ongoing improvement of existing, proven programs and the implementation of a few new partnership projects reflecting the University's ongoing strategic themes for engagement, which are:

- *Improving educational attainment across GWS*: enhance literacy (language, finance, science, culture), improve children's futures (tutoring/mentoring, research), build Indigenous education, focus on science and maths
- *Economic development*: target small and medium enterprises, focus on financial literacy and sustainability, build strategic partnerships with business sectors
- *Climate change/sustainability*: strengthen literacy and skills of the public and business sectors, strengthen environmental education services in GWS
- *Intercultural understanding*: promote cultural harmony and dialogue in GWS, develop graduates as global citizens, help implement the Indigenous graduate attributes.

The Engagement Plan continues to move UWS from a history of many small projects scattered across the University toward a much sharper focus on a set of significant, multi-year initiatives that provide research and learning opportunities for UWS staff and students while also addressing community-identified needs. Engagement initiatives are based on mutually beneficial partnership relationships where activities and strategies are jointly planned and implemented. By concentrating our engagement agenda in these four thematic areas, the University is better able to monitor quality and impact from both an internal and a community perspective.

UWS aims to expand the involvement of students in service-learning and volunteering. The Engagement staff work to facilitate the involvement of students and staff from the three UWS Colleges in the schools engagement program, in various community or campus-based events as volunteers or interns, and in new service-learning projects and partnerships related to refugees, literacy, Indigenous children, youth development and maths and science tutoring.

During 2009, the Office of University Engagement was restructured and relocated from Campbelltown to the Parramatta Campus where other externally-oriented units

of the portfolio of the Deputy Vice-Chancellor Academic and Enterprise are situated. Engagement staff will provide support services to UWS campus provosts and their area local government councils and continue to facilitate community partnerships in support of the Colleges and Schools.

Community partnerships have advanced over the year. The NAPCAN (National Association for the Prevention of Child Abuse and Neglect) partnership has expanded to create opportunities for research, evaluation and greater UWS student involvement. Our partnership with the Australian Literacy and Numeracy Foundation (ALNF) expanded to involve UWS students in mentoring Indigenous teens who will in turn mentor young children. Volunteering and internship opportunities have emerged from new partnerships with community organisations such as Special Olympics Australia, Street University (Ted Noffs Foundation), and the Smith Family. In addition, the NSW Department of Education and Training looks to UWS Engagement staff for expert advice regarding their efforts to increase school involvement in volunteering and service-learning. Service-learning and other community-based curricular units have expanded at UWS as we work toward our goal of providing a community-based learning experience in every course.

In partnership with the Office of Planning and Quality and ITS, the Tracking and Improving Community Engagement (TICE) online data collection instrument was designed and launched this year. TICE has been demonstrated to the Department of Education, Employment and Workplace Relations senior staff for possible national applications. UWS is packaging TICE for marketing to other universities who have already expressed interest in acquiring this tool; wider use of TICE will respond to the Australian Universities Quality Agency expectations in relation to engagement benchmarking.

Engagement staff facilitated several partnerships that led to additional funding for engaged research and teaching activities including collaborations with NSW Industry and Innovation, NSW Department of Education and Training, AusIndustry, ALNF, and several businesses. The national and international profile of UWS as an engaged university has been enhanced in 2009. The Vice-Chancellor and the Pro Vice-Chancellor Engagement both received honorary fellowships from the Australian Universities Community Engagement Association (AUCEA), and the latter was elected Vice-Chair of AUCEA Committee of Management and is Senior Editor of AUCEA's "Australasian

Journal of Community Engagement". She was also elected to the same roles for the International Association for Research on Service-Learning and Community Engagement.

UWS was selected to be one of 20 international case studies of exemplary engaged universities being developed by the Talloires Network, a global network of engaged universities.

Office of UWS Engagement

The Office of UWS Engagement has core responsibility for enabling an integrated and collaborative approach to engagement through community communications and relationship development, partnership facilitation, logistical and programmatic support services for the Colleges, and coordination of cross-University initiatives.

During the past 12 months, this unit has built and maintained relationships with 186 community organisations and networks.

While maintaining a large community contacts database, this unit has primary responsibility for encouraging and assisting UWS academic staff in recording community engagement projects and partnerships in the TICE database.

In partnership with the College of Health and Science and Pro Vice-Chancellor Research, the Nanotechnology Network has been refreshed in its purpose and format. The Regional Environment and Innovation Network (REIN) is in a similar process of renewal and agenda development.

The team facilitated the implementation of the 09 Discover Science Program with an increase from three to six high schools working with UWS academic staff and students at the Con-Focal Microscope Facility on Hawkesbury Campus, co-sponsored by Merck Sharp and Dohme Australia and NSW Department of Education and Training.

UWS Engagement assisted in the resourcing and facilitation of 10 community and UWS partnership events, including the Second International Society for Child Indicators (ISCI) Conference in partnership with the Social Justice Social Change Research Group, Blacktown Community Services Conference, Parramatta NAIDOC Week, Riverbeats Festival, NSW Young Scientists Award, Blacktown Migrant Settlement Forum, Sarcoma Foundation Band Competition at Hawkesbury Campus, the UWS Partnerships Awards, Midnight Basketball program for youth in Campbelltown and the Penrith 100 Years of Celebrations. The unit also contributed to collaborative proposals for new UWS cross-university initiatives including Education Investment Fund, Innovation Funds, Jobsfund, and Youth in Transition. Staff also played a role in the 09 S.T.A.R.R.T.S Conference and the Sudanese Farms Project.

Careers and Cooperative Education

Careers and Cooperative Education (CCE) works to enhance UWS students' learning experience and nurture a mutually beneficial relationship with Greater Western Sydney communities. Services include:

- career development learning to enable students to understand their career options and develop the skills to manage their careers (guest lectures, workshops, resources, career advice)
- employment services to inform students about work opportunities and link them to employers (Expos, CareerHub online jobs notice board)
- placement programs facilitating vacation and internship paid placements as well as international internships.

Events and programs during the year focused on both career development learning for students and developing partnerships with organisations. The strategic priorities for further development in 2009 were to enhance and increase services to students while building links with industry, starting with Greater Western Sydney.

During 2009 "Careers Coach" was held for three days on each campus each semester providing a range of career services, such as information stalls, workshops, resumé checking and individual consultations. This enabled over 1,700 students on five campuses to have face-to-face contact with Career Education Consultants and also promoted the unit's services to students.

The annual UWS Business Careers Expo, EdFest, Engineering Careers Expo and the 2009 Careers Expo all gave UWS students the opportunity to connect with employers in their chosen field.

Edfest, the Careers Fair for Education students held in March 2009 was attended by 34 local and international educators including the NSW Department of Education, the Catholic Education Office and 950 students. This was the largest Education careers fair in Australia and received excellent feedback from both employers and students.

The Business Expo held in March 2009 attracted the big four accounting firms, a number of leading corporate recruiters, mid-tier firms and a collection of government

departments. The Engineering Expo was held in April 2009 and was well attended by students and over 20 employers.

The major activities of the Careers and Cooperative Education office in 2009 have included 62 workshops conducted on topics such as "Knowing your career options", interview skills and making effective applications. These workshops were attended by over 750 students and 11 guest lectures were presented.

Over 1,200 jobs were advertised on CareerHub, the online jobs notice board with more than 13,000 registered and active students. CCE arranged 140 placements: these included 72 vacation placements, 50 internships and 16 international placements. Students undertaking voluntary work related to their course were covered by insurance arranged by the CCE.

The Co-op Alumni Network (CAN) continued to be active and vibrant with well attended events, newsletters and contact with past students.

University Art Collection

During 2009, nine exhibitions were hosted in the Margot Hardy Gallery at Bankstown which is dedicated to exhibits from school and community groups. Three projects featured individual schools, Banksia Road Primary School, St Christopher's Primary School, Holsworthy and Elizabeth Macarthur High School. Another two projects, such as the 2009 Western Sydney Environment Calendar and the 2009 Harmony Day Poster Exhibition involved 41 primary schools within Western Sydney and 40 primary and high schools within NSW and the ACT respectively. There were 272 students directly involved in these projects which generated 11 media articles.

Four community groups also participated in the exhibition program, which included a joint exhibition by two disabled artists, David Yeh and Daniel Kim, Youth Challenge Australia Photographic exhibition (25 participants) and Serious Comics Exhibition (12 participants). The community photographic history project (part two) by the Uruguayan Community in November 2009 (80 participants) will be touring to Fairfield City Museum in April 2010. The three community exhibitions to date have generated three media articles.

The Campus Art Project Resource Kit was again updated and distributed to schools in the region, as part of the cooperative student program. Over 1,000 visitors have

attended the exhibition openings and for most attendees it was their first visit to UWS. There is currently no system in place to measure how many external community groups visit the Margot Hardy Gallery exhibition venue, however on average 500 of our own students visit this exhibition space every day while attending classes in this building.

In 2009, all but one of the exhibitions in the UWS Art Gallery (Werrington North) featured an artist's talk program and were attended by over 240 people, with most being first time visitors to both UWS and the gallery. The Female Orphan School was the site for the Mrs PM Exhibition from the Museum of Democracy. Over 70 people attended the opening with another 270 attending over the next 18 days. The UWS Sculpture Award and Exhibition attracted 42% more entries than 2008 despite a reduction of the major acquisitive prize from \$20,000 to \$5,000 due to the economic downturn. Sixty-four per cent of the entries were from new artists.

The design of a new website for the UWS Art Collection was completed in 2009 and will be launched in January 2010, including a virtual tour platform.

Schools Engagement

Building Better Relationships with Schools 2008–10 is now in its second year and an expanded strategic plan has been developed in consultation with the school sector in Greater Western Sydney. The positive results of 2008 were consolidated and extended with the enhancement of successful programs, complemented by the introduction of key initiatives in priority areas.

The whole-of-institution plan is a vehicle for sustainable University/school partnerships and programs that address common educational goals, increase learning opportunities for students and make a difference in the level of educational attainment and higher education participation.

UWS has a coordinated and direct relationship with over 400 schools and keeps nearly 450 more schools regularly informed of events, resources and opportunities. Over 11,000 school students participated in academic enrichment and skill-building programs during the year, and many thousands more were involved in research projects, marketing events, sponsored activities/services and on-campus sport. More than 900 teachers and school staff benefited from professional development programs

delivered by UWS or through joint partnerships, with hundreds more staff in schools involved in projects, activities and events. By July 2009 approximately 7,500 school students had participated in an academic enrichment/skills building activity under the University's aegis. The number of academic and administrative areas of the University involved in schools engagement increased from 26 to 32.

Major foci of the schools agenda included engaging school students and teachers in science, technology, mathematics and engineering learning activities to build interest and capacity; initiatives to challenge and engage gifted and talented students; programs to increase the motivation, confidence and skills of disadvantaged or disengaged students with academic potential; and programs to encourage and support the educational aspirations of Indigenous students.

Among notable initiatives was Academic Speakers in Schools, whereby all UWS Schools and most research centres nominated expert speakers across a wide range of disciplines to be available to talk to school students or staff free-of-charge. More than 1,500 school students benefited from this program.

An Indigenous School Student Mentoring Program was piloted with two high schools; the schools reported that the program raised students' self-belief and aspirations, helped students to focus on educational goals and improved their participation in school life. The program will be extended to four additional schools in 2010. The University's "Fast Forward" program, which has been encouraging students from disadvantaged backgrounds to engage with education since 2004, was extended from 11 to 22 schools with nearly 700 participants from years 9–12. Lachlan Macquarie College, a partnership with the NSW Department of Education and Training, provided cutting-edge programs in science and mathematics. There were 45 school or school-related research projects underway, including 11 new ones.

Evaluation of programs and activities was very positive. Implementation was strongly supported in the school community and benefited from the ongoing advice and contributions of an active Schools Engagement Reference Group comprising senior administrators and school principals from the public, Catholic systemic and independent sub-sectors.

The UWS Foundation

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

The Foundation's objective is to raise funds and to effectively manage all trust funds held within the Foundation Trust account. The current fundraising goal stated in the "50 in 5 Campaign" is for \$50 million in five years (2008–2013). The UWS Foundation Board of Directors has worked closely with the Office of Development and key UWS staff to achieve the first stage of this goal with some outstanding relations being established with people, businesses and organisations during 2009.

The Office of Development

In supporting the UWS "50 in 5" Campaign, the Office of Development has two primary roles: first the provision of leadership and facilitation to develop a culture of philanthropic giving to UWS; and second the development and stewardship of long term and sustainable philanthropic relationships on behalf of the University.

The major fundraising activities of the University have been developed to support the teaching, learning and research plans of the University, while ensuring effective promotion of the University through strong and positive relationships with benefactors, government, industry, philanthropic trusts and foundations and the community generally.

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

Donation income to the UWS Foundation Trust (exclusive of UWS transfers) increased from just over \$1 million in 2008 to nearly \$1.5 million in 2009.

During 2009, the Office of Development appointed five additional staff, including two senior Development Managers, and continued to further a number of significant philanthropic and partnership relationships.

Highlights of 2009 included:

- Recommitment of current prize donors to each of the Colleges and establishment of new prize offerings for 2009 and beyond. The 2009 prize portfolio supports the award of approximately 145 prizes annually, 30 prizes more than the previous year.
- Five year pledge from Inghams Enterprises to support the Prostate Cancer Research unit under the Chair of Pathology within the UWS School of Medicine.
- Establishment of the Professor Kai Yip Cho Memorial Scholarship Fund to support an Honours or PhD student in the area of microbiology or biochemistry. This fund is being matched by the University.
- Establishment of the John Marsden Estate Endowment.
- The establishment of the R H Stillman Bequest Fund, providing an annual endowed prize for the School of Law.
- Consultation with the Irish Famine Memorial Committee leading to the establishment of an endowed prize fund and gifts from supporters of the Irish Famine Memorial.
- Major on-going donations from Bradcorp Holdings, Blacktown City Council, Campbelltown City Council, Emerson Network Power, Hawkesbury City Council, UWS Hawkesbury Foundation, Hawkesbury Nepean Catchment Authority and the NSW Trustee and Guardian.

Staff Giving Program

UWS Staff Giving provides permanent UWS staff with the opportunity to make regular tax deductible donations to a selection of charitable causes through their salary, pre-tax. Based on staff consultation, the following charitable causes were selected for support:

- UWS Access Advantage Scholarships, supporting UWS students in need
- Oxfam
- RSPCA NSW
- Northcott Disability Services
- The Salvation Army

By the end of 2009 nearly 100 staff had committed to the program.

Alumni Giving Program

The June and November issues of the new UWS GradLife magazine included an invitation to UWS alumni to make a donation towards the Alumni Scholarship Fund. This campaign

has resulted in a small number of new alumni donors to the University. With the support of Alumni Relations, the Office of Development intends to build this program in 2010.

UWS Foundation Fundraising Dinner

The first UWS Foundation Fundraising Dinner was held in 2008 with the School of Medicine as the nominated beneficiary. The UWS Foundation Dinner is a University wide function held every two years in May. During 2009 consultation with the University Executive and Foundation Board commenced for the 2010 event. Funds raised are dedicated to establishing a scholarship endowment specifically for the nominated school. In 2010 the School of Law will be the beneficiary.

Planning

In mid 2008, the “50 in 5” Campaign was endorsed by the UWS Board of Trustees and the UWS Foundation as an integrated University wide campaign that will deliver a \$50m endowment portfolio for the University of Western Sydney by 2013. The target is ambitious but achievable, and incorporates a diverse range of funding strategies across UWS and its entities.

The UWS Office of Development Strategic Plan (2010 – 2013) has been developed in close alignment with the priorities and strategies of the UWS “Making the Difference” (MTD) Strategy, and is underpinned by five strategic initiatives:

1. Provide leadership and advocacy in the development of a culture of philanthropic giving to UWS
2. Identify and develop teaching, learning and research priorities which can be supported through philanthropy
3. Create and enhance key fundraising drivers to support the strategic priorities of the University
4. Develop a comprehensive moves management framework to advance donors through the UWS fundraising lifecycle
5. Structure administrative services and systems to support the strategic fundraising initiatives.

The Whitlam Institute

The Whitlam Institute works as an advocate, educator, policy influencer and research institute and is home to the collected papers donated by the Hon EG Whitlam AC QC which inspire our programs. The Whitlam Institute exists for all Australians who care about what matters in a fair Australia.

The Institute’s spirit is best captured in Mr Whitlam’s own words when signing the Deed of Gift in December 2003:

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

The collection provides on-line access to papers held both at the Institute and in the National Archives. The Institute also maintains an active public education program and works with the Colleges and Schools of the University of Western Sydney to bring knowledge to life in the community.

The Institute was established by the University of Western Sydney in 2000 as a separate entity within the University and resides in the historic precinct of the Parramatta Campus. Responsibility for the Whitlam Institute Trust resides with the Board of Directors. The politically bipartisan Board consists of leaders in academia, business and government organisations and guides the strategic development of the Institute. The current Chair is Geoffrey Robertson. The UWS Vice-Chancellor, Prof. Janice Reid, sits on the Board; her involvement indicates the importance the University attaches to the Whitlam Institute.

Led by its Director Eric Sidoti and supported by a small secretariat staff, the Institute is committed to the highest quality in all its activities whether policy and research work, outreach activity, public information program or events.

The size and depth of the Whitlam Prime Ministerial Collection already stamp it as one of national significance which will grow further with time. It can already lay claim to being the most comprehensive collection on Gough Whitlam’s education and his parliamentary life. Under the care and custodianship of the University Librarian, it has grown continuously. The early commitment to digitising the Collection has been steadfastly maintained. Mr Whitlam continues to make substantial donations of his papers, documents

and memorabilia guided by his 2003 Deed of Gift with the Whitlam Institute. The Collection also continues to be enriched by donations from members of the Whitlam family, former ministers, advisers and, indeed, Gough's citizens.

Since embarking on a period of renewal in 2007, the Whitlam Institute Program has put down firm roots. Developments during 2009 indicate the Program's strength despite its youth:

- completion of two substantial projects: the first on young people and Australian democracy; the second on the impact of government contracts on not-for-profit organisations. The respective reports were very well received and each has featured in subsequent inquiries by the Federal Government and, in the latter case, the Productivity Commission. The projects have opened the door to further work in two key areas of interest to the Institute: the future of Australian democracy and public administration and governance in a new era
- launch of the Institute's new essay series on creative public policy: Perspectives
- the successful three-part public information series on "Getting to Grips with the Economy" following the inaugural five-part series on Energy Security in 2008. These were held in Parramatta and gained extensive national coverage. They illustrated the Institute's character as a national body with a great pride in its deep ties to Greater Western Sydney
- burgeoning outreach activities and growing engagement with schools: the 2009 What Matters? student essay competition saw a dramatic increase in entries (over 1100) and the number of participating schools (150) and its expansion is expected to continue. Schools are also participating more often in Institute events and showing greater interest in working with the Institute for their own studies
- the development of closer working relationships with national cultural institutions such as the Museum of Australian Democracy, and with other Prime Ministerial Libraries, to enhance the Institute's work on Gough Whitlam's historical legacy and Australia's democratic history more generally. This resulted in the Institute hosting the Mrs Prime Minister – Public Image, Private Lives exhibition in September 2009 at the Female Orphan School opposite the Institute's offices on the Parramatta campus
- the Institute's profile and standing have continued to improve, reflected in the willingness of prominent and esteemed Australians to speak at Institute events and support our work. For example participants in the

Institute's sponsored debate on the economy in 2009 included the Head of Treasury, Dr Ken Henry, one of his deputies, Dr David Gruen, a former Reserve Bank Governor, Mr Bernie Fraser, and current Deputy Governor of the Reserve Bank of Australia, Dr Guy Debelle, as well as leading academics and economic commentators.

Considerable attention has also been devoted to improving the Whitlam Institute's organisational platform. This included the launch of a new website, improved online financial systems and the introduction of an IT support system for better managing our external relations.

While our eyes remain fixed on quality, measured growth and on steadily expanding our organisational base we continue to be creative and bold, and our planning presumes that room for such creativity will develop as our policy-based research and public standing grow. The Whitlam Institute looks to the future as a permanent Institute of national significance with confidence.

Alumni Relations Unit

The Alumni Relations Unit (ARU) has enjoyed a year of practical progress as well as consolidation of the alumni database and other operational infrastructure.

The alumni database has been further upgraded to record College affiliations for 93% of graduates. The project is due to be finalised in early 2010 as we progress to documenting school affiliations. UWS now has in excess of 64,000 current alumni addresses, and is using the resources of the UWS Contact Centre to add e-mail addresses to the database where possible.

ARU maintains contact with international UWS alumni through membership of the Ozmate network in Indonesia, the Australia China Alumni Association, Australian Alumni of Singapore, and a close relationship with Hong Kong Baptist University. Over the last 12 months alumni functions, each attended by a senior UWS executive, have been held in Hong Kong, Indonesia, Singapore, Vietnam, China and the UK.

The UWS alumni website content and architecture has been upgraded with a new look and "friendly" links within the site and to other UWS sites. The UWS Alumni Facebook site enjoys in excess of 1,300 group members, and the Twitter site has in excess 120 followers, largely

through organic growth, with significant marketing support for these social networking sites planned for 2010.

The GradLife magazine has been successfully re-launched during the year with autumn and spring editions being mailed to 45,000 UWS alumni and staff. Both editions of the magazine have supported an Alumni Scholarship Appeal and although financial returns to date are modest, there is growing support for the program in the alumni community.

The GradLife Benefits Program has also been relaunched with a new GradLife card and includes 50% reduction in library fees with major electronic databases also available, student prices for UWS fitness facilities, an alumni travel portal, 10% UWS bookshop discount, and 10–20% discount on magazine subscriptions through i-subscribe.

The UWS Prominent Alumni Project has established a resource of high achieving alumni who will be invited to support UWS in a range of ways – as advocates in UWS publications and marketing material, graduation and special event speakers, to serve on committees and assist as volunteer student mentors. We will continue to develop the Prominent Alumni list through further research and consultation with College and School executives.

UWS Innovation and Consulting

The University engages commercially with the business community through the UWS Innovation and Consulting Unit. This provides business partners with a single point of access to UWS leading edge research delivering projects and educational services utilising high calibre UWS staff. The Unit is divided into two integrated teams: Innovation which has prime responsibility for the management of the University's commercial intellectual property (IP); and Consulting which has prime responsibility for commercial tender preparation and business proposals, project management and new business development.

During 2009, the Innovation team began work on rebuilding the UWS IP portfolio by filing several provisional patents and continuing the wind-down of non-productive IP. New opportunities were identified through the work of the IP Evaluation Panel which is comprised of UWS staff, external industry experts and patent attorneys.

The panel provided a forum for academic staff and research students to develop and present a business case for their innovations and inventions and to access pre-patent funding. This activity was also supported by a series of workshops on intellectual property with external patent experts for all three Colleges, and seminars from a senior technology transfer professional from John Hopkins University, Dr Wes Blakeslee.

As a direct result there has been a significant increase in the number of invention disclosures from both students and staff and in the identification of potential commercialisation projects. The current UWS IP portfolio consists of 12 patent families comprising 43 granted patents and 17 pending patent applications.

The launch of UWS branded lab books in late 2009 will also enable the unit to readily identify active researchers throughout the University and ensure that inventions can be identified at early stages of development, monitored, supported and protected.

A strong focus of the consulting team during 2009 was the expansion of its relationships with internal UWS client Colleges, Schools and Research Centres and with external client organisations. This has enabled the team to identify the University's capacity and capability in key areas and match it with external business opportunities.

During the year the team has submitted 12 tenders and won four with three decisions outstanding, and has secured total revenues of \$1.87 million for the University. Several of these major tender bids were in areas where UWS had not previously sought to secure business. A notable feature of this tender work in 2009 was the size, complexity and strength of the teams of UWS and external collaborative partners that were assembled, frequently within very tight timeframes, and the potential of these relationships for future business development. The main discipline areas involved in the larger complex bids included community partnership brokerage, gender diversity leadership, community mental health and education and health services.

Consulting business proposals and other projects during 2009 were in the areas of early childhood education which was delivered in Antofagasta in northern Chile, and training in the proprietary “Sex and Ethics” program to establish and maintain respectful relationships. The latter training program was conducted in various locations around Australia and in New Zealand.

Proposals were also accepted by external clients for training to improve the health and welfare of primary students, to assess opportunities and requirements in the field of indigenous tourism in Chile, to build capacity for sustainability management for small and medium size enterprises in Greater Western Sydney and for the delivery of a Graduate Diploma and Masters degree in Health Science to an industry association over three years.

In total 17 business proposals were accepted by external clients. These proposals generated gross revenue for the University of \$1,219,497. Most assignments were conducted within 2009. However, two major assignments will extend into 2010 and 2011.

Other activities undertaken by UWS Innovation and Consulting during 2009 included:

- the development of a quality framework for the tender feasibility assessment and bid process
- the development and implementation of a new IP management policy
- intellectual asset audit of a significant new research team at UWS
- development of an overall strategy and process to support external access to UWS capital equipment in key areas

- ongoing support for and involvement in the Parramatta Chamber of Commerce particularly with the establishment of a Chamber news magazine, “Parramatta Business Access”. This publication, which was profitable from its first issue, was a direct response to the strategy review that UWS Innovation and Consulting conducted for the Parramatta Chamber of Commerce in 2008–09. Regular consultation and advice on IP issues and contracts continue
- detailed market research on business opportunities in South America which leverage the foundation work of the UWS School of Education
- detailed research into the possible establishment of a UWS Psychology Clinic in the new Parramatta Legal Precinct.

Management and Resources

Office of the Academic Registrar

Student administration, with its mission of providing proactive, seamless administrative services to students and the academic community, employs approximately 120 staff members in nine separate units. Most of these units provide specialised services directly to students and academic staff, while the Student Systems unit provides systems development and support services to the other functional units. The Academic Secretariat supports the academic committee and policies that underpin the work of the Office of the Academic Registrar.

In 2009 we processed:

- 75,000 applications
- 14,500 commencing students
- 197,000 unit enrolments
- 7,900 students graduating in 35 enrolment ceremonies
- 126,000 student examinations
- 34,000 classes scheduled
- 1,500 variations to courses and units.

Major developments in 2009

The refurbishment of several Student Centres during the year created a modern welcoming environment in which students can obtain information and administrative support. Student Centres will take on the name Student Central from 2010, reflecting their role as the central contact point for student administration services on each campus.

Following redesign and restructuring in 2009, the web pages for students now provide a wider range of helpful information through a single “Current Students” site which provides links to other systems used by students as well as “Help” and “Tutorials” for the online processes.

Two administrative changes have resulted in increased enrolments for both postgraduate research and postgraduate coursework degrees. One was the introduction of “apply at any time” applications for postgraduate research degrees, which allow successful applicants to commence their studies immediately on approval. Application tracking systems introduced for both types of postgraduate degrees have significantly reduced the turnaround time between lodging the application and receiving an offer.

Efficiencies have been achieved to the benefit of students wishing to study at UWS College with their new ability to apply online through the UWS eAdmissions

system following a project to integrate UWS College Foundation and Diploma courses with UWS systems.

Further improvements to systems supporting student management allow those articulating from TAFE to use a Pathways Credit electronic smart-form to obtain advanced standing prior to their selection of units for their first semester of study. Students can now obtain electronic Statements of Account and Commonwealth Assistance Notices through the on-line enrolment system MySR, providing them with ready access to information and contributing to the University's Green Office Program through much-reduced paper use.

The student management system (SMS) that supports most of these processes, Callista, was upgraded twice in 2009 and a major project is underway in partnership with three other universities and Callista to build an on-line Curriculum Approvals and Publications System (CAPS) that is fully integrated with the SMS. CAPS will deliver significant efficiencies in developing, approving and processing new or changed courses and units. The combined system will record the course structures and “Rules” for sequencing of units in courses, facilitate student enrolment and management and provide data for publications and timetabling.

The web-based Casual Room Booking System implemented in 2008 which allows staff to book rooms for meeting or events is being expanded to include photographs and floor plans to assist users to select rooms suitable to their purposes.

A new academic governance structure adopted by the Board of Trustees for 2009 brought significant changes to central, college and school committees. Elections conducted by the Academic Secretariat for the new committees commenced in late 2008 and the new committees started in April 2009. The Academic Secretariat provides training, policy and secretariat support to the new central and college-level committee members.

Workshops were run for staff on new processes necessitated by major policy changes such as the revised version of the Student Academic Misconduct Policy. The Office of the Academic Registrar continues to provide training and information services to staff in colleges and schools on student administration matters.

Our Staff

There were 1970.26 full-time equivalent staff in ongoing and fixed term positions as at 31 March 2009.

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

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

Office of Human Resources

The Office of Human Resources aims to support the development of a University that attracts, develops and retains high quality staff in all domains of activity. We seek to develop a culture of continuous beneficial change that embraces diversity and delivers the best people to the best places for them while enhancing the organisation's capability. We also work to align and enhance individual performance including through performance recognition and reward, and we regularly review, report and benchmark HR activity and compliance.

Among diverse achievements in 2009, we collaborated with the Professional Development Unit to formalise a coaching framework, aligning senior staff with effective coaches. UWS was a finalist in the AHRI John Boudreau Award for Human Capital Management, reflecting not only a significant transformation, which has embedded HR within the activities of the University with a culture of quality and continuous improvement, but also the University's commitment to attracting and retaining staff through the UWS "Our People 2015" project. We were also nominated in the Diversity@Work Awards. We partnered with the Special Projects Unit and Professional Development Unit to enable the execution of the nine Our People 2015 strategic initiatives.

HR Business Services attended and contributed to all College Executive committees. We established a partnership with Capital Works and Facilities to improve OHS risk management at major project start-ups. A strategic review of the remuneration model was undertaken and specialist remuneration advice was engaged. We delivered change management through consultation and implementation of more than 20 change proposals.

Human Resources Information Systems (HRIS)

Enhancements continue to be applied to the HRIS to deliver the highest quality services. A major production upgrade to Alesco, the human resources management software system, took place in February 2009.

Significant work continues on the development of the direct interfacing between two new software applications and Alesco:

- The new e-Recruitment platform for UWS that will enhance the experience of both candidates and hiring managers.
- The Cornerstone Learning Management System (LMS) and the Performance Development Management System (PDMS).

During 2009 a new casual timesheet system which allows casual staff to enter their timesheets online, with an online approval process to expedite the timesheet through to the Alesco payroll system, was deployed across the University, following a successful pilot involving approximately 200 staff.

Occupational Health and Safety

The continued focus for Occupational Health and Safety (OHS) during 2009 has been to increase OHS awareness across the UWS community.

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

There were no prosecutions of UWS for breaches under OHS legislation during 2008.

Usage of the EAP program during 2009 was in line with 2008 levels.

The following statistical data provide an overview of accident injury performance during 2009 against previous years.

Comparative Incident/Accident and Claims at UWS

	2005	2006	2007	2008	2009
Incidents/Accidents	364	215	347	391	397
Claims	72	53	60	64	65
Frequency Rate	10.33	6.53	8.83	9.07	8.38
Incident Rate	1.31	.65	.66	.75	.80
Average Lost Time (hrs)	10.79	12.87	15.12	11.22	14.14

Academic Promotions

The 2009 round of Academic Promotions attracted 44 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 28 applicants gaining promotion.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	9	3	6	8	3	5
C	15	5	10	8	2	6
D	14	7	7	8	3	5
E	6	5	1	4	3	1
Total	44	20	24	28	11	17

UWS Enterprise Bargaining

The University engaged with the National Tertiary Education Union and the Community and Public Sector Union in a lengthy series of negotiations during 2009 aimed at replacing the University's two collective agreements. Approximately 30 sessions were held prior to the staff ballots in December. The University was seeking to align academic and general staff employment conditions more substantially with its strategic objectives as well as provide competitive employment conditions and address the shifting academic profile. The bargaining process was marred by industrial action by the NTEU during September as part of a national industrial campaign. The protected industrial action did not significantly affect the University's operations at the time.

The General Staff Agreement was accepted by staff in December. The Academic Staff Agreement is now nearing finalisation and will be concluded in early 2010.

Indigenous Employment and Engagement

The University Indigenous Employment and Engagement Advisory Board launched in early 2008 continues to meet quarterly. The Board chaired by the Deputy Vice-Chancellor Rhonda Hawkins (Corporate Strategy and Services) has been fortunate in being able to attract an impressive group of high profile Indigenous leaders.

The number of Indigenous staff in 2009 has increased significantly on the previous year (1.6% representation to all staff as at 31 March 2009, which is higher than the representation of Indigenous Australians in the Greater Western Sydney region of 1.4% as at Census 2006). The Indigenous Employment and Engagement program was short-listed as a finalist for the Pru Goward Award for Diversity Management at the Australian Human Resource Institute's National Awards, the nation's premier human resources and people management awards, in recognition of the University's continual commitment to excellence through the program.

The Indigenous Traineeship program has achieved significant outcomes with 15 trainees graduating from their study and work placements across the mainstream with UWS achieving a 100 per cent completion and retention rate.

Information Technology Services

Since the federation of UWS, information technology has played a key part in the operation of the University and in the delivery of effective teaching and research. This has involved building a significant ICT infrastructure over the years that continues to grow with the demands of the University. The Information Technology Services (ITS) unit is responsible for providing, operating and supporting this infrastructure – comprising systems, networks and servers. Almost all students and staff across the University have a reliance on IT services delivered by the unit.

A major activity within ITS in 2009 was an organisational restructure. Affecting over 120 staff members, this restructure was aimed at repositioning the unit to provide an enhanced service to our clients, implementing a best practice management framework (ITIL) as well as delivering salary savings of almost \$0.5m for the University. This restructure was finalised late in 2009 with new operational arrangements to be implemented in 2010.

A secondary restructure of the Print Services Unit (within ITS) late in 2009 also occurred. This was aimed at establishing a new business model for print operations and delivering further savings. As a consequence of this change, the print unit moves into the Office of Public Affairs in 2010.

Service provision

Initiatives in service provision throughout the year included:

- commencement of the roll-out of IP telephony to all campuses. This project will save \$0.5m per annum when fully operational in 2010 as well as providing much greater functionality for telephone users. Parramatta and Campbelltown campuses were completed in 2009; the remaining campuses will be completed by mid-2010
- updated video conferencing installations to improve service and lower inter campus travel time and costs
- roll-out of Windows Vista and Office 2007 as the standard software desktop platform for increased security and productivity
- implementation of the Sharepoint and Confluence collaboration systems
- expansion of the Lectopia system to all major lecture theatres at all campuses. First implemented in 2008, this system captures digital audio and documentation materials from lectures and stores them in a format that students can retrieve as podcasts through the UWS e-learning system – vUWS
- technology upgrades of a number of common teaching spaces at all campuses
- redesign of the IT disaster/recovery plan intended to provide continuing IT services in the event of the loss of a major data centre through flood, fire or similar damage
- progress of an Identity Management project that is intended to provide a stronger, faster and more secure mechanism for access to UWS computer systems by authorised people. Through participation in the Australian Access Federation, one of the outcomes of this project, UWS researchers will now be able to more easily engage with and collaborate with their peers at other institutions both locally and internationally. UWS was one of the first Australian universities to join the AAF and continues our record of being at the forefront of technology innovation and adoption.

Business systems

The ITS unit also participated in a number of projects relating to UWS business systems in 2009. Typically these projects were delivered through key business units like the Library or the Office of the Academic Registrar. ITS's role was to provide technical and specialist input into the technology and support aspects of these projects and to provide hosting services for the new or upgraded business system. This involvement was critical to ensure a successful project outcome as well as seamless integration into the overall UWS IT enterprise architecture. Major systems that progressed in this fashion in 2009 included:

- annual upgrades to the UWS student management system – Callista
- implementation of new systems and functionality for the Office of the Academic Registrar
- implementation of the business information system tools – COGNOS and TM1
- technical re-architecture of the e-learning system – vUWS – to ensure reliable operation 24x7.

Ongoing operations

2009 also saw the continuation of the high level of service on our existing systems including:

- 66,000 Service Desk Calls – 80% of which were resolved on first contact
- 11,000 individual campus support visits

- 156 business applications hosted, with in excess of 99% uptime
- successful tutorial registration and results processing rounds (typified by high volume demands on UWS IT services)
- successful re-tender for preferred suppliers of PC desktops
- successful re-tender of telephone and mobile service providers – awarded to Telstra and Vodafone respectively and delivering further savings of around \$0.5m for communications services
- management of increasing numbers of “smart” mobile telephones
- ongoing development of the UWS communications network including building cabling and network switches
- participation in significant capital projects providing advice and implementation services for all data networking and telecommunications requirements
- management of increasing volumes of data on the central UWS Service Area Network (SAN)
- working with schools on developing preferred solutions for local asset management and for student placements.

Financial Resources and Budget Outcomes

The University ended the 2009 financial year with a consolidated operating surplus of \$60.8 million compared to \$37.2 million in 2008. The overall result exceeded budget by \$27.4 million (82%). Additional capital funding from the Australian Government contributed significantly to this result.

Total revenue from continuing operations (excluding deferred superannuation) increased by \$66.6 million (14.2%) to \$535.1 million in 2009. Australian Government financial assistance increased by \$51.2 million (15.4%) to \$384.5 million in 2009. This included \$20.4 million from the Teaching and Learning Capital Fund and \$20 million from the Education Investment Fund. International student fees increased by \$6.5 million (13.3%) to \$55.2 million and other course fees increased \$1 million (6.7%) to \$15.8 million.

Operating expenditure (excluding deferred superannuation) rose from \$431.3 million in 2008 to \$474.3 million, an increase of \$43 million or 10%. Employee related expenses, principally salaries, increased by \$14.7 million (5.4%) to \$286 million. The University incurred \$7.4 million impairment loss primarily due to the revaluation of the land available for sale at Werrington. Other expenses rose by \$20.8 million to \$132.9 million. This included increases in consumables expenditure in uwconnect (\$7.3 million), repayment of government grants (\$5.3 million) and scholarships, grants and prizes (\$4 million).

The University's overall net worth (assets less liabilities) has increased by \$66.4 million to \$951 million in 2009. Cash and cash equivalents decreased from \$32.2 million to \$31.1 million, a decline of \$1.1 million (3.4%).

UWS continues to operate in a tight economic environment. Australian Government operating grant indexation is expected to remain insufficient to cover salary and other costs arising from the continuing demand for higher quality teaching and research outcomes. There are also the constant financial, as well as teaching and administrative, challenges of operating on six campuses supporting the Greater Western Sydney region and its growing population. It is imperative therefore that costs are contained and self generated income sources be further developed to supplement government funding.

UWS Entities

uwsconnect Ltd

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

CADRE design Pty Ltd and CADRE design Unit Trust

The principal objectives of CADRE are to design and develop e-learning content and software for the corporate and government sectors and to develop online interactive educational content and tools for university, college and school markets.

The principal activities of the company during the period were the development of major e-learning projects for mining, financial services and medical sectors.

This was supported by work in the US higher education publishing market – although this was of less significance due to both the economic situation and less favourable exchange rate.

The co-development (with Abbott Training Systems) of our SimSkill e-learning platform was completed with initial sales to the ATO, Mars Foods and Carnegie Mellon University.

UWSCollege Pty Ltd

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

During 2009, UWSCollege continued its strong growth trajectory with an overall increase of 30% in revenue, the implementation of various new diploma programs, and the establishment of the IELTS Testing Centre and TESOL programs at Westmead. Other initiatives included the relocation of the academic pathways programs to the former UWS Blacktown campus; the introduction of the Skillsmax program at Westmead; the integration of the

College student and IT systems; an enhanced focus on technology-enabled teaching and learning; and expansion of the Australian Migrant English Program (AMEP).

UWS College governance was strengthened with the negotiation of an Academic and Services Memorandum of Understanding (MoU) with the parent body with associated service level agreements (SLAs), as well as the establishment of Academic Committees with University representation to ensure quality of teaching design and delivery in all programs.

UWS Conferences and Residential Colleges Limited

The main objective of UWS Conferences and Residential Colleges Limited is to ensure the efficient and effective operation of the residential facilities of all campuses of the University of Western Sydney in a manner conducive to academic and social development of the residential students.

The principal activity of the entity during the period was to provide business and welfare management for student residential accommodation, in support of the University of Western Sydney, covering Bankstown, Blacktown, Campbelltown, Hawkesbury and Penrith campuses.

The University of Western Sydney Foundation Ltd and Trust

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

The Foundation's objective is to raise funds in support of the University, and the effective management control of all Trust funds held within the Foundation Trust account. The current fundraising goal stated in the "50 in 5 Campaign" is to raise \$50 million in five years (2008 – 2013). The UWS Foundation Board of Directors has worked closely with the Office of Development and key UWS staff to achieve the first stage of this goal with some outstanding relations being established with people, businesses and organisations during 2009. The company's primary activity throughout 2009 has been to manage the UWS Foundation Trust and act as the Trustee of the Trust.

Whitlam Institute

Details of the Whitlam Institute's activities are provided in the 'Engagement' section of this report.

Education and Training Community Television Ltd (ETC TV Ltd) and Television Sydney Ltd (TVS Ltd)

The university has 75% of the membership of ETC TV resulting in control by virtue of accounting standard AASB 127 "Consolidated and Separate Financial Statements". As ETC TV is the sole member of Television Sydney (TVS) Limited, the University also controls this entity.

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

The channel currently transmits on UHF channel 31 via a powerful 20kW transmitter leased from Broadcast Australia which has confirmed that TVS's coverage of the greater Sydney viewing area is "broadly comparable" with the other five free-to-air channels. It is also now "streamed" live on the internet on equipment provided by UWS. In March 2010 TVS will commence digital simulcasting, following the allocation of additional spectrum by the Federal Government. TVS was also provided with a \$660,000 grant which will cover the costs of operating the second channel until analogue switch-off at the end of 2013.

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

TVS has secured a growing and loyal audience which is expected to substantially increase with digital simulcasting. In the period ending December 2009 TVS retained a surplus of under-spent funds that have been allocated to replacement capital expenditure and some on-screen technical improvements in conjunction with the transition to digital.

Campus Development

A number of important milestones were achieved within the campus development program in 2009. The campus development program involves:

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

Property Development

The Board of Trustees authorised the execution of a Project Delivery Agreement with Landcom to jointly undertake a staged development of part of the Campbelltown campus. The development will involve the creation of a residential community and an open space network for passive and active recreation for use by the campus and the community. By entering into this arrangement, UWS and Landcom will be able to commence preparing development approval documentation for delivery of the first stage of the project.

A 28 hectare parcel of UWS land on the Penrith campus was rezoned in May as part of the South Werrington Urban Release area. An Expression of Interest process was undertaken. The Board of Trustees approved the sale of the site for \$13.5 million. Contracts have been exchanged and it is anticipated that income from the sale will be paid to the University in June 2010.

An 8.2 hectare parcel of University land on the Penrith campus was rezoned in September as part of the Caddens Release Area. The zoning for this site is commercial and residential. A feasibility study has commenced for the development of a mixed-use retail complex to service the campus and the surrounding community.

Campus Planning

The Bankstown campus master plan was prepared over the course of 2009 and provides a strategic framework for the future development of the campus. The master plan identifies a series of envelopes for new campus infrastructure, configured around a number of open spaces and courtyards, connected

by a network of pedestrian and bike pathways. The plan has identified capacity for growth in student numbers in excess of 10,000 students. The staging strategy recommends sites for development in the short, medium and longer term.

A series of important forums and workshops was held in 2009 as a precursor to the commencement of the master planning process for the Hawkesbury campus. The Hawkesbury Land and Asset Planning Working Group was established to consider the broad range of existing land uses, both academic and commercial, on the campus with the view to facilitating a more strategic approach to land use decisions.

As an outcome of the review by the NSW Government into the need for a new railway station to service the Penrith campus and surrounding area, funding has been provided for the appointment of a Transport Accessibility Manager. This position has been established within the Campus Development Unit and the role responsibilities will include identifying options for improving public transport accessibility to and from the University's campuses.

Commercial Property

Commercial Property was incorporated into the campus development program in 2009.

Key achievements for the year include:

- the execution of a lease agreement and formal opening of the NSW Police Leadership and Training Centre at the Hawkesbury campus
- a lease agreement with Parramatta Marist School for building tenure on the University's Westmead site
- an external audit of all telecommunications facilities located on the University's campuses to ensure compliance with relevant standards and advise on commercial arrangements
- purchase and implementation of the Real Property and Lease Management module of Archibus, the Capital Works and Facilities information management system, to ensure integration of tenancy schedules into the facilities management program.

Student Accommodation Development

To gain a more comprehensive understanding of demand for additional on-campus student accommodation facilities, a consultant was engaged in 2009 to undertake a market feasibility assessment. New internal business planning procedures have also been established to support decisions

on student accommodation development. The UWS Parramatta Village, a 350 bed student accommodation facility was completed and opened at the beginning of 2009. The facility is owned and operated by Campus Living Villages. Additional student accommodation for Campbelltown and Penrith campuses commenced construction in 2009 and is scheduled to be completed in early 2010.

Land Disposals

No income from land disposals was received in 2009.

Capital Works and Facilities

A major restructure of Capital Works and Facilities (CWF) was completed in 2009. Significant improvements in services and processes relating to corporate governance, capital development, ongoing maintenance, environmental management and security have been made.

The Capital Plan for 2009 was developed through a rigorous process taking into consideration strategic directions of the University, campus development plans and prioritisation of individual projects.

A number of major capital projects were delivered and commenced in 2009:

Student Precinct and Whitlam Library, Parramatta campus

A major upgrade and expansion of the Whitlam Library facility at Parramatta campus was completed during 2009. These works are part of a larger project which will create a vibrant new student precinct to service the growing campus. The precinct will be a multi-purpose space for informal learning and social gathering linking the library and the new teaching buildings. Works for this project commenced in 2009 and will be completed in 2010.

New multi-purpose building, Parramatta campus

The construction of a new 12,500 square metre multi-purpose building at Parramatta campus was completed during 2009. The building has made possible the consolidation of academic programs from other campuses including the relocation of the College of Business from Blacktown campus. The facility provides a range of spaces including teaching and learning spaces, learning support and postgraduate areas.

Climate Change and Energy Research Facility, Hawkesbury campus

UWS was successful in securing \$40 million in Commonwealth funding for the establishment of a Climate Change and Energy Research Facility at Hawkesbury campus. The facility will form the nation's largest and most comprehensive climate change facility, providing empirical data to assess the impact of climate change on Australia's land and water resources and assist the nation to adapt to a carbon-constrained economy. The Hawkesbury campus offers a large footprint of land, including native forests, with infrastructure for research on carbon sequestration by forests and soil microbes, as well as on water purification technology, solar-hydrogen energy and other environmental challenges. The campus is ideally

situated to provide researchers from many institutions with good access to large-scale, field-based facilities.

The project commenced in 2009 and is scheduled for completion in 2011.

Major refurbishments of gymnasium facilities at Campbelltown, Hawkesbury and Penrith campuses

Major refurbishment of the gymnasium facilities at the Campbelltown and Hawkesbury campuses was completed in 2009. These facilities are an integral part of campus life and facilitate engagement with residents of the local communities. The major refurbishments to these facilities include the provision of new air conditioning systems, and general upgrades to gymnasium and associated spaces. A new child-minding area was created within the facility at Penrith campus and links to other campus amenities were improved. Works to the facility at the Campbelltown campus involved the creation of a suite of professional treatment rooms.

Provision of additional student accommodation at Campbelltown and Penrith campuses

Construction of new additional student accommodation units at the Campbelltown and Penrith campuses commenced in 2009, to be completed in early 2010. The project involves the delivery of 109 units, a common area and a manager's residence for the Penrith campus and 195 units plus refurbishments to existing amenities for the Campbelltown campus.

Backlog maintenance audit and remediation plan

Following the major audit of above-ground backlog maintenance works in 2008, projects identified as high priority have been included in the three-year Capital Plan. A significant reduction of backlog maintenance works has been achieved through integrating wherever possible backlog works into capital projects. This reduction in the scope of backlog maintenance liability is a major accomplishment.

A review of maintenance contracts has been initiated in order to package maintenance works to reduce the cost and time lag in addressing them. An audit of underground backlog maintenance is planned to commence in 2010.

Infrastructure Renewal

Infrastructure renewal involves the upgrade and maintenance of campus infrastructure to ensure compliance with relevant building and safety standards and legislation, including

upgrades to power and water supply, campus roads and pedestrian pathways, building access and fire safety compliance. The following works were carried out in 2009:

- power supply upgrades for Parramatta and Penrith campuses;
- 450 additional car parking spaces at Campbelltown campus; and
- upgrades to several car parks at Hawkesbury and Penrith campuses.

Other works were carried out as part of capital projects, including the removal of hazardous materials and fire safety compliance.

Campus Safety and Security

The restructure of Capital Works and Facilities included the establishment of a Campus Safety and Security team whose operations are based on three principles:

- Deter – Creation of an environment that dissuades people from carrying out activities which increase risk to our people and assets.
- Detect – Provision of surveillance and services to detect, identify, discover or uncover activities.
- Respond – Deployment of appropriate response strategies and services to meet and exceed the requirements of our people.

Initiatives in 2009 included:

- planning and development for the implementation of a campus wide security monitoring and alarm system
- development of security critical incident response protocols designed to link into the University's planned security monitoring network and operational control centre to support crisis management, including the protection of sensitive university research
- completion of a progressive roll-out of a building access control system providing enhanced security with the ability to lock down buildings during a crisis.

Environment and sustainability

The Environment and Risk Management Unit within CWF has continued to improve operational processes relating to grounds maintenance, cleaning, waste and recycling, relocations and event management. New contractor

induction processes have been developed which align with campus access procedures, and are supported by a quality management system. Successful events coordinated in 2009 included: Mrs Prime Minister's Art Exhibition, College of Business Scholarships Awards, UWS Open Day, Powershift, and Fishers Ghost Fun Run.

Increasing strategic alignment of landscaping and environmental projects continues to support precinct and campus planning. Landscape projects in 2009 have included: the Whitlam Library at Parramatta; the Ceremonial Lawn at Campbelltown; courtyards and car parks at Campbelltown, Bankstown and Blacktown; and the Student Villas at Hawkesbury. Ongoing works have also included: upgrades of outdoor furniture and rubbish bins; removal of slip and trip hazards on paths; tree maintenance, and clean ups following storm damage.

Environmental projects in 2009 have included: increasing provision of recycled water to the historical and student precincts of Hawkesbury; energy audits and action plans for Parramatta, Penrith and Blacktown; ecological assessment and bushfire mitigation plans for Hawkesbury, and a pilot Green Offices program. Collaborative initiatives have been developed with the Hawkesbury-Nepean Catchment Management Authority, Sydney Water's "Every Drop Counts Program", and the Department of Energy, Climate Change and Water's "Sustainability Advantage Program".

A significant positive impact has been made on the overall presentation of the campuses through the Cleaning, Recycling and Waste Management function within CWF. Pressure cleaning to building exteriors and paintwork, a bin replacement program, and waste reduction programs are being implemented across the campuses.

Our Logistics and Events area has had a significant impact through substantial involvement in graduation ceremonies, open days and related functions throughout 2009. The scheduling and management of logistics associated with relocations arising from the projects within the Capital Works Plan is also part of this responsibility.

**Consultancy fees in excess of \$30,000
– Campus Development**

Consultant	Campus	Task	Contract Value
Conybeare Morrison	Bankstown	Master planning	\$96,000
WSP Environmental	Penrith	Contamination assessment	\$38,100
Hughes Truman	Penrith	Strategic and cost advice for provision of lead-in works	\$36,760
Clayton Utz	Penrith and Campbelltown	Legal advice for development projects	\$74,182
Aecom	Penrith	Indigenous heritage study	\$53,000
SGS	Penrith	WELL commercial precinct centre demand study and employment lands demand study	\$50,000

The number of consultants engaged by Capital Works and Facilities is substantial. All consultant appointments are referred to the UWS Purchase and Tender Board.

Risk Management

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

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

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

In addition to the identification and remediation of specific high risks the University is coordinating the progressive integration of risk management methodologies and thinking across all areas of the University's business and operations, including its related entities and commercial activities. This work is being undertaken according to a structured framework, the elements of which are summarised in the UWS Risk Management Framework diagram.

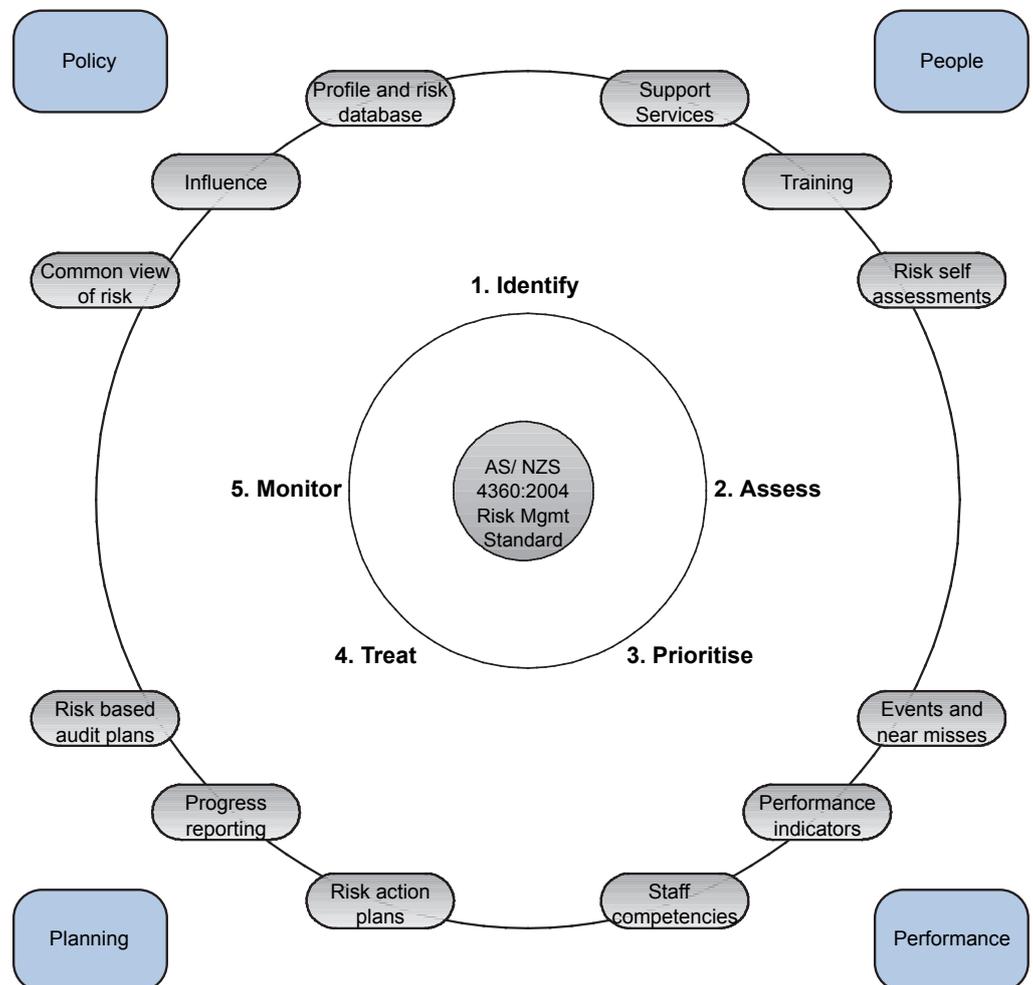
The successful implementation of each component of the framework is an ongoing exercise involving cultural change.

The Audit and Risk Management Committee provides the Board with advice and information on high risk activities or events that may not form part of the formal risk assessment program, such as new or emerging risks. The risk assessment and management program is also subject to an independent peer review on at least a five-yearly basis as part of the Audit and Risk Assessment Unit quality improvement program.

Key outcomes of the 2009 risk management program include:

- The status of remedial actions for 2008 strategic risk profiling exercise was monitored and integration of risk management activities with overall strategic planning was continued.
- Crisis management and business continuity desktop simulations were undertaken and a formal testing framework was developed under a co-sourcing arrangement with an external provider.
- Senior staff attended Audit & Risk Management Committee meetings to report on the management of risk in key areas of University operations.
- Wireless voting technology in risk assessment and corruption prevention workshops was introduced.

UWS Risk Management Framework



Changes in Acts or subordinate legislation/significant judicial decisions

A review of university governance conducted by the General Purpose Standing Committee (No. 2) of the NSW Legislative Council was completed with the release of its report in June 2009. The NSW Minister for Education and Training subsequently invited NSW universities to comment on a set of draft governance principles and to suggest any amendments, consistent with the principles, which they may wish to seek to their Acts of incorporation.

The UWS Board of Trustees endorsed the governance principles. No significant amendments were sought to the University's governance arrangements but a small number of technical amendments to the UWS Act were suggested to the Minister for consideration.

The Full Court of the Federal Court in *University of Western Australia v Gray* upheld the original decision of Justice French, in favour of Dr Gray, on 3 September 2009. The case deals with the ownership of intellectual property created by academics and raises significant potential issues for universities in the way that they capture and manage IP. In response to the decision in Gray's case there has been a review of the UWS Intellectual Property Policy and associated procedures in conjunction with UWS Innovation and Consulting and the Office University Legal Counsel to maximise the opportunities to capture IP generated by UWS staff.

The Government Information (Public Access) Act 2009 and the associated Government Information (Information Commissioner) Act 2009 will take effect in 2010 and replace the Freedom of Information Act 1989. The University is reviewing its practices to ensure compliance with the new legislation when it comes into effect.

Privacy

The University's Privacy Officer is the Director Policy and Governance who provided advice to operational units on a range of privacy matters during the year. Information developed by the Office of the (Federal) Privacy Commissioner targeting young people and privacy was distributed to students across the campuses. An online privacy training module was provided to staff this year to enable any staff member to access a basic introduction to privacy legislation.

One internal review was conducted in 2009 in response to a formal privacy complaint. The matter involved unauthorised access by a third party to a student's information. No evidence of a privacy breach on the part of the University was found.

Code of Conduct

UWS is committed to maintaining high standards of personal and professional conduct in all of its activities. These standards are outlined in the University's Code of Conduct. The Code establishes the ethical framework within which the University operates, and is a guide for students, visitors and contractors to the ethical standards that we expect they will also uphold in their engagement with the University. It outlines what is required of members of the University community and recognises that the University and its policies operate in the context of State and Federal laws. The UWS Code of Conduct can be accessed through the internet at the following address: <http://policies.uws.edu.au/view.current.php?id=00072>

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

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

Freedom of Information – Summary of Activity

Part 2 of the NSW Freedom of Information Act 1989 requires agencies to publish an annual Statement of Affairs and a six monthly Summary of Affairs.

This section of the Annual Report is a brief summary of FOI activity only. The mandatory UWS FOI Statement of Affairs is available at:

http://www.uws.edu.au/about_uws/uws/governance/policy_and_governance/freedom_of_information

Name of Agency: University of Western Sydney

Agency Reference Number: 2280

Cost of Service: \$30 per application*

Reporting Period: Year ending December 2009 (last updated 12/11/09)

	No. received	Released in Full	Released in Part	Refused	Neither released nor refused
FOI cases	6	3	3	0	0
Internal Reviews	1		1		0

Applications for access to documents can be obtained by contacting:

The FOI Officer
 PO Box 1000
 St Marys NSW 1790
 e-mail foi@uws.edu.au
 phone (02) 9678 7832

*as per the charges schedule at:

http://www.uws.edu.au/about_uws/uws/governance/policy_and_governance/freedom_of_information

Appendices

Appendix 1: Board of Trustees Members

3 Official Members

Mr John Phillips AO, Chancellor

Professor Janice Reid AM, Vice-Chancellor

Professor Anne Cusick, Chair Academic Senate (until 31 July 2009)

Associate Professor Paul Wormell, Chair
Academic Senate (from 1 August 2009)

6 Appointed Members (Ministerial)

Ms Vivienne James

Ms Jan Burnswoods (until 31 December 2009)

Mr Roy Medich OAM (until 31 December 2009)

Mr Glen Sanford

Mr Ian Stone

The Hon Kim Yeadon (Deputy Chancellor)

4 Appointed Members (Board)

Ms Mary Foley (Deputy Chancellor until 31 December 2009)

Mr Michael Antrum (from 1 May 2009)

Ms Gillian Shadwick (from 1 May 2009)

Vacancy x 1

5 Elected Members

Ms Jennifer Brown, Graduate (until 30 June 2009)

Dr Ken Langford, Graduate (from 1 July 2009)

Professor Carolyn Sappideen, Academic Staff

Ms Jan Brown, General Staff (until 31 December 2009)

Ms Saba Ambreen, Undergraduate Student (until 31 December 2009)

Mr David Lenton, Postgraduate Student (from 30 March 2009)

Appendix 2: Board of Trustees Meetings

A = Number of meetings attended B = Number of meetings held during the time the member held office or was a member of the committee during the year			Committees of the Board											
			Board of Trustees		Audit & Risk Management		Strategy & Resources		Remuneration & Nominations		Board Standing		Campus Development	
			A	B	A	B	A	B	A	B	A	B	A	B
Ms	Saba	Ambreen	4	5			6	6						
Mr	Michael	Antrum	3	3										
Ms	Jan	Brown	5	5			3	6						
Ms	Jennifer	Brown	3	3										
Ms	Jan	Burnswoods	3	5										
Professor	Anne	Cusick	3	3										
Ms	Mary	Foley	5	5			5	6	3	3	2	3		
Ms	Vivienne	James	4	5										
Dr	Ken	Langford	2	2										
Mr	David	Lenton	2	4										
Mr	Roy	Medich OAM	5	5									5	5
Mr	John	Phillips AO	5	5					3	3	3	3		
Professor	Janice	Reid AM	5	5			5	6	2	3	2	3	4	5
Mr	Glen	Sanford	4	5	5	5			1	3	1	3		
Professor	Carolyn	Sappideen	5	5										
Ms	Gillian	Shadwick	3	3	5	5								
Mr	Ian	Stone	3	5										
Associate Professor	Paul	Wormell	2	2										
The Hon	Kim	Yeadon	5	5					3	3	3	3	5	5
Ms	Margaret	Smylie			4	5								
Ms	Karen	Waldman			1	1								
Ms	Genevieve	Gregor					5	6						
Ms	Emma	Stein					6	6						
Ms	Kerry	Stubbs					1	1						
Mr	Alan	Zammit					6	6						
Mr	Barry	Jennings											On leave	
Mr	Stuart	Nisbett											2	2
Mr	Lee	Pinder											3	5
Ms	Janet	Sayer											5	5

Appendix 3: Committees and other bodies established by the Board of Trustees

Board of Trustees Standing Committees	Chair
Audit and Risk Management	Mr Glen Sanford
Strategy and Resources	Ms Mary Foley
Board Standing Committee	Mr John Phillips AO
Remuneration and Nominations	Mr John Phillips AO
Campus Development	The Hon Kim Yeadon
Academic Senate	Associate Professor Paul Wormell

University Bodies	Chair
UWS Regional Council	Professor Janice Reid AM
Indigenous Advisory Council	Professor Michael McDaniel
UWS IT Strategy Committee	Hon Kim Yeadon

Appendix 4: Academic Senate Membership (as at 28 October 2009) – Official and Appointed Members

NAME	POSITION
Official Members	
Professor Janice Reid, AM	Vice-Chancellor
Professor John Ingleson	Deputy Vice-Chancellor, Academic and Enterprise
Professor Stuart Campbell	Pro Vice-Chancellor, Learning and Teaching
Professor Geoff Scott	Pro Vice-Chancellor, Quality
Professor Andrew Cheetham	Pro Vice-Chancellor, Research
Professor Barbara Holland	Pro Vice-Chancellor, University Engagement
Professor Wayne McKenna	Executive Dean, College of Arts
Associate Professor Robyn McGuiggan	Executive Dean, College of Business
Professor Beryl Hesketh	Executive Dean, College of Health and Science
Professor Nancy Wright	Deputy Dean, College of Arts
Professor Stephen Teo	Associate Dean, Academic, College of Business
Dr Betty Gill	Associate Dean, Academic, College of Health and Science
Professor Michael Atherton	Associate Dean, Research, College of Arts
Professor Bobby Banerjee	Associate Dean, Research, College of Business
Professor Shelley Burgin	Associate Dean, Research, College of Health and Science
Professor Michael McDaniel	Dean, Indigenous Education
Professor Lesley Wilkes	Dean, Research Studies
Ms Thea Seabrook	Academic Registrar
Ms Liz Curach	University Librarian
Professor Lynette Sheridan Burns	3 Heads of School, College of Arts
Associate Professor Steve Wilson	
Dr Bruno Di Biase	
Dr Graydon Davison	3 Heads of School, College of Business
Dr David Low	
Associate Professor Phil Ross	
Professor Gregory Kolt	3 Heads of School, College of Health and Science
Professor Simeon Simoff	
Professor Brian Uy	
Appointed members	
Associate Professor Janette Perz	
Professor Yang Xiang	

Appendix 4: Academic Senate Membership (as at 28 October 2009) – Elected Members

NAME	POSITION
Elected Members	
Associate Professor Paul Wormell	Chair, Academic Senate
Dr Elfriede Sangkuhl	Deputy Chair, Academic Senate
Dr Peter Dallow	Academic staff member from School of Communications Arts
Dr Maggie Clarke	Academic staff member from School of Education
Ms Jeni Ryde	Academic staff member from School of Humanities and Languages
Associate Professor Robyn Bushell	Academic staff member from School of Social Sciences
Mr David Mutton	Academic staff member from School of Psychology
Mr Brett Wheldon	Academic staff member from School of Accounting
Mr Sean Toohey	Academic staff member from School of Economics and Finance
Dr Stephen Janes	Academic staff member from School of Law
Dr Meg Smith	Academic staff member from School of Management
Ms Laurel Jackson	Academic staff member from School of Marketing
Dr Trevor Bailey	Academic staff member from School of Biomedical and Health Sciences
Dr Carmel Coady	Academic staff member from School of Computing and Mathematics
Dr Swapan Saha	Academic staff member from School of Engineering
Professor Ian Wilson	Academic staff member from School of Medicine
Mrs Debra Moodie-Bain	Academic staff member from School of Natural Sciences
Dr Lauretta Luck	Academic staff member from School of Nursing and Midwifery
Associate Professor Berice Anning	Academic staff member from Badanami Centre
Dr Penelope Rossiter	1 of 2 Academic staff members from College of Arts
Dr David Burchell	2 of 2 Academic staff members from College of Arts
Dr Meg Smith	1 of 2 Academic staff members from College of Business
Dr Kevin Daly	2 of 2 Academic staff members from College of Business
Associate Professor Andrew Francis	1 of 2 Academic staff members from College of Health and Science
Ms Robyn Moroney	2 of 2 Academic staff members from College of Health and Science
Mr Jason Pratap	Postgraduate Student
To be elected	Postgraduate Student
Ms Margaret Malak	Undergraduate Student
Mr David Clarke	Undergraduate Student

Appendix 5: Principal Officers of the University

Chancellor

Mr M John Phillips, AO, KGCSG
BEc Syd, FCPA, SF Fin FAICD

Vice-Chancellor

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

Chair, Academic Senate

Associate Professor Paul Wormell
BSc Syd, PhD Syd,
MRACI, CChem

Deputy Vice-Chancellor (Academic and Enterprise)

Professor John Ingleson
BAMA, UWA, PhD Monash

Deputy Vice-Chancellor (Corporate Strategy and Services)

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

Executive Dean, College of Arts

Professor Wayne McKenna
BA(Hons) PhD Leeds

Executive Dean, College of Business

Associate Professor Robyn McGuiggan
BSc(Hons) MComm PhD

Executive Dean, College of Health and Science

Professor Beryl Hesketh
BSocSc, BA (Hons) Cape Town,
MA Victoria Uni of Wellington, PhD Massey

Pro Vice-Chancellor (Learning and Teaching)

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

Pro Vice-Chancellor (Campus Development)

Professor Kevin Sproats
BTP(Hons) UNSW, GradDip HNP UNSW, PhD UNE

Pro Vice-Chancellor (Quality and Planning)

Professor Geoff Scott
BA, Dip.Ed Syd, M.Ed, Ed.D Toronto
FACE

Pro Vice-Chancellor (Research)

Professor Andrew Cheetham
BSc, PhD Flinders

Pro Vice-Chancellor (Engagement)

Professor Barbara Holland
BJourn, MA Missouri PhD Maryland

Academic Registrar

Ms Thea Seabrook
BA UNSW, MA Syd, MEdAdmin (Hons) UNSW

University Librarian

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

Appendix 6: Consultancies

Consultancies commissioned in 2009 amounting to \$30,000 or more included:		
Consultant	Cost \$	Title/Nature of Consultancy
Finance and Accounting/Tax		
Deloitte Touche Tohmatsu	40,891	Development of Financial Risk Management Policy
Subtotal	40,891	
Information Technology		
Alphawest Services Pty Ltd	181,080	Redevelopment of Disaster Recovery Plan
Computer Associates Pty Ltd	53,600	Review of IT Security
Subtotal	234,680	
Management Services		
6E Leadership Coaching	56,400	Our People 2015 Project
Access Australia Planning & Design Pty Ltd	71,800	Campus Access Audit Review
Access Economics Pty Ltd	72,259	Cost effectiveness analyses of complementary medicine interventions
Conybears Morrison International Pty Ltd	139,003	Bankstown Campus Master Planning
Magari Pty Ltd	49,663	Development of Client Relationship Management System
Requal Business Services Pty Ltd	59,638	Development and Implementation of a GMS/EMS System
Rider Levett Bucknell NSW Pty Ltd	90,427	Parramatta Campus Multipurpose Building
Subtotal	539,189	
Research		
Argyle Research and Training	44,900	Older men and HACC Services Project
Subtotal	44,900	
Total Consultations equal to or more than \$30,000	859,660	
During 2009 other consultancies were engaged in the following areas:		
Finance and Accounting/Tax	113,271	
Information Technology	135,677	
Management Services	359,515	
Environmental	72,609	
Research	69,415	
Total Consultancies less than \$30,000	750,486	
Total Consultancies	1,610,146	

Appendix 7: UWS Board of Trustees Report

Members

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

Meetings of Members

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

Principal Activities

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

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of the entities are contained in pages 55–56 of this annual report.

Review of Operations

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

Significant Changes in State of Affairs

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

Matters Subsequent to the End of the Financial Year

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

Likely Developments and Expected Results of Operations

The University's academic and general staff agreements expired at the end of 2008 and new agreements were negotiated during 2009. The General Staff Agreement was endorsed by General Staff in December 2009. Discussion with the National Tertiary Education Union was still underway as at the time of writing of this report.

As at the end of the year the University was still waiting for the progression of the Federal Government's legislation to enable the collection of a \$250 student amenities fee that would be used to provide a range of on-campus services to students.

Environmental Regulation

The University is subject to various Commonwealth, State and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation. Details of the University's general activities related to environmental issues are detailed on page 59 of this annual report.

Insurance of Officers

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

Proceedings on Behalf of the University

In 2009, the University had five instances of significant employee or student-related litigation.

This report is made in accordance with a resolution of the Board of Trustees on 21 April 2010.

John Phillips AO
Chancellor

Dated: 21 April 2010 at Penrith, NSW

Equity Statistics

Table A.1 Trends in the Representation of EEO Groups – Academic staff

EEO Groups: Academic staff	Benchmark or target	2004	2005	2006	2007	2008	2009
Women	50%	45%	46%	47%	49%	49%	49%
Aboriginal and Torres Strait Islander people	2%	0%	1%	1%	1%	1%	1%
People whose language first spoken as a child was not English	19%	25%	25%	24%	26%	27%	26%
People with a disability	12%	6%	7%	7%	7%	8%	7%
People with a disability requiring adjustment at work	7%	2%	2%	3%	2%	2%	2%

Table A.2 Trends in the Representation of EEO Groups – General staff

EEO Groups: General staff	Benchmark or target	2004	2005	2006	2007	2008	2009
Women	50%	66%	66%	67%	66%	66%	66%
Aboriginal and Torres Strait Islander people	2%	1%	1%	1%	1%	2%	1%
People whose language first spoken as a child was not English	19%	15%	15%	15%	16%	17%	16%
People with a disability	12%	8%	9%	8%	9%	9%	9%
People with a disability requiring adjustment at work	7%	3%	3%	2%	3%	3%	3%

**Table B.1. Trends in the Distribution of EEO Groups – Academic staff
Distribution index***

EEO Groups: Academic staff	Benchmark or target	2004	2005	2006	2007	2008	2009
Women	100	87	86	88	88	85	88
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	n/a	n/a	n/a
People whose language first spoken as a child was not English	100	97	92	92	94	95	94
People with a disability	100	102	95	98	92	91	92
People with a disability requiring adjustment at work	100	n/a	96	98	n/a	n/a	n/a

**Table B.2. Trends in the Distribution of EEO Groups – General staff
Distribution index***

EEO Groups: General staff	Benchmark or target	2004	2005	2006	2007	2008	2009
Women	100	92	91	89	90	90	90
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	n/a	104	n/a
People whose language first spoken as a child was not English	100	100	100	101	98	97	98
People with a disability	100	101	99	97	100	103	100
People with a disability requiring adjustment at work	100	104	108	103	105	104	105

* A Distribution Index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.

Student Enrolment Data

Table 1: Student Enrolments, On and Off Shore, 2005–2009 (p) (Includes UWSCollege in 2008 and 2009)

	2005	2006	2007	2008	2009 (p)
On Shore	33,562	34,078	34,905	35,154	37,057
Off shore	1,785	983	435	354	352
Total	35,347	35,061	35,340	35,508	37,409

(Source: Annual DEEWR Submissions) (p) - provisional figures

Table 2: Commencing Student Enrolments, On and Off Shore, 2005–2009 (p) (Includes UWSCollege in 2008)

	2005	2006	2007	2008	2009 (p)
On Shore	14,335	14,006	14,124	15,302	15,914
Offshore	755	48	64	221	185
Total	15,090	14,054	14,188	15,523	16,099

(Source: Annual DEEWR Submissions) (p) - provisional figures

Table 3: Student Enrolments by Gender, 2005–2009 (p) (Includes UWSCollege in 2008 and 2009)

	2005	2006	2007	2008	2009 (p)
Females	19,719	19,869	20,281	20,371	21,295
Males	15,628	15,192	15,059	15,137	16,114
Total	35,347	35,061	35,340	35,508	37,409

(Source: Annual DEEWR Submissions) (p) - provisional figures

Table 4: Student Enrolments by Course Level, 2007–2009 (p) (Includes UWSCollege in 2008 and 2009)

	2007	%	2008	%	2009 (p)	%
Undergraduate	27,234	77.1%	26,991	76.0%	28,523	76.2%
Higher Degree by Coursework	3,901	11.0%	4,583	12.9%	5,174	13.8%
Higher Degree by Research	673	1.9%	649	1.8%	692	1.8%
Other Postgraduate	1,769	5.0%	1,235	3.5%	1,049	2.8%
Other*	1,763	5.0%	2,050	5.8%	1,971	5.3%
Total	35,340	100.0%	35,508	100.0%	37,409	100.0%

*Other includes enabling, non award and cross institutional

(Source: Annual DEEWR Submissions) (p) - provisional figures

Broad Field of Education	2007	%	2008	%	2009 (p)	%
Management And Commerce	10,624	30.1%	10,701	30.1%	11,177	29.9%
Society And Culture	8,275	23.4%	8,420	23.7%	8,929	23.9%
Health	4,693	13.3%	4,864	13.7%	5,149	13.8%
Natural And Physical Sciences	2,320	6.6%	2,230	6.3%	2,606	7.0%
Education	2,568	7.3%	2,274	6.4%	2,576	6.9%
Creative Arts	2,260	6.4%	2,454	6.9%	2,440	6.5%
Engineering And Related Technologies	1,090	3.1%	1,070	3.0%	1,172	3.1%
Information Technology	1,164	3.3%	894	2.5%	956	2.6%
Architecture And Building	650	1.8%	654	1.8%	722	1.9%
Agriculture, Environmental And Related Studies	552	1.6%	545	1.5%	397	1.1%
Other	1,144	3.2%	1,402	3.9%	1,285	3.4%
Total	35,340	100.0%	35,508	100.0%	37,409	100.0%

(Source: Annual DEEWR Submissions) (p) - provisional figures

Campus	2007	%	2008	%	2009 (p)	%
Bankstown	7,290	20.6%	7,144	20.1%	7,020	18.8%
Blacktown	2,889	8.2%	2,353	6.6%	1,191	3.2%
Campbelltown	4,826	13.7%	4,501	12.7%	5,002	13.4%
Hawkesbury	2,304	6.5%	2,096	5.9%	2,176	5.8%
Parramatta	9,311	26.3%	10,349	29.1%	12,932	34.6%
Penrith	7,977	22.6%	7,833	22.1%	8,588	23.0%
Off campus, Off shore and Other	743	2.1%	1,232	3.5%	500	1.3%
Total	35,340	100.0%	35,508	100.0%	37,409	100.0%

(Source: Annual DEEWR Submissions and Callista Student System) (p) - provisional figures

Table 7: Student Load (EFTSL) by Funding Source, 2007–2009 (p) (Includes UWS College in 2008 and 2009)

Funding Source	2007	%	2008	%	2009 (p)	%
Commonwealth Grants Scheme	19,749	82.2%	20,133	81.9%	21,544	82.5%
Research Training Scheme	299	1.2%	310	1.3%	354	1.4%
Sub-Total Commonwealth Funded	20,048	83.4%	20,443	83.2%	21,898	83.8%
Domestic Fee-Paying Postgraduate	1,181	4.9%	1,050	4.3%	960	3.7%
International On-shore	2,416	10.1%	2,710	11.0%	2,890	11.1%
International Off-shore	124	0.5%	74	0.3%	115	0.4%
Non-Award	256	1.1%	292	1.2%	264	1.0%
Sub-Total Fee-Paying Load	3,977	16.6%	4,126	16.8%	4,229	16.2%
UWS Total	24,025	100.0%	24,569	100.0%	26,127	100.0%

EFTSL = Equivalent Full Time Student Load

(Source: Annual DEEWR Submissions) (p) - provisional figures

Table 8: Graduate Destinations, 2005–2008 (Australian Residents with Undergraduate Degrees)

% of Graduates	2005		2006		2007		2008	
	UWS	Sector	UWS	Sector	UWS	Sector	UWS	Sector
Working Full-time	56.8%	56.8%	55.4%	54.7%	56.7%	58.2%	53.9%	57.9%
Working Part-time	26.4%	23.0%	19.7%	16.4%	27.7%	23.6%	30.8%	23.7%
Seeking Work	11.5%	7.1%	5.6%	4.2%	5.2%	5.0%	6.6%	4.9%
Unavailable for Work	5.3%	13.1%	19.4%	24.8%	10.4%	13.2%	8.7%	13.4%
Total	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%	100.0%	100.0%
Further Full Time Study*	17.2%	22.5%	13.3%	20.3%	13.2%	20.0%	23.0%	19.6%

*Please note that graduates in further full time study will also be counted in one of the above graduate destination categories.

(Source: 2005–2008 Graduate Destination Survey)

Table 9: Explicit Graduate Satisfaction, 2005–2009

Year – % of Explicit Satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
2005	62.0%	69.7%	44.1%	49.1%	61.5%	64.3%
2006	61.7%	69.9%	45.4%	50.6%	62.0%	64.5%
2007	65.6%	71.0%	45.6%	52.4%	63.5%	65.8%
2008	65.5%	69.7%	46.3%	51.9%	64.6%	64.6%
2009	69.2%	n.a	51.9%	n.a	66.5%	n.a

(Source: 2005–2008 Course Experience Questionnaire)

Year	UWS	Sector
2005	22.1	19.1
2006	23.1	19.2
2007	23.1	19.5
2008 (p)	23.7	n.a
2009 (p)	25.8	n.a
2008 (p)	24.3	n.a

(Source: Institutional Assessment Framework Report and UWS DEEWR Load and Staff Submissions) (p) - provisional figures

UWS Market Share of Preferences	First Preferences				First to Third Preferences			
	2006	2007	2008	2009	2006	2007	2008	2009
Current School Leavers	11.9%	12.4%	12.3%	12.5%	13.3%	14.3%	13.0%	13.2%
Non Current School Leavers	14.4%	15.2%	15.8%	15.4%	15.4%	16.2%	16.1%	15.9%
Total	13.0%	13.6%	13.8%	13.8%	14.1%	15.0%	14.2%	14.2%

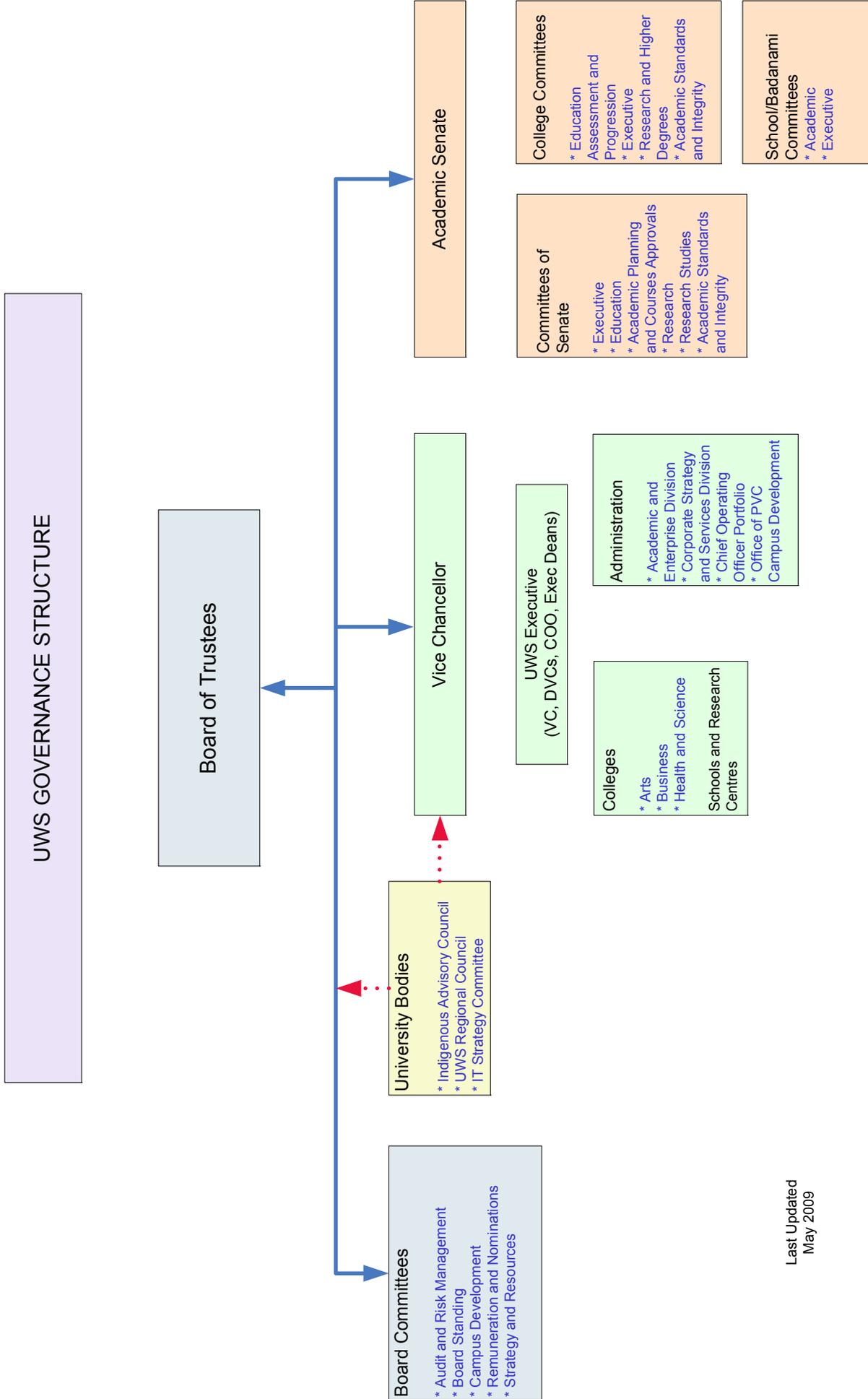
	First Preferences				First to Third Preferences			
	2006	2007	2008	2009	2006	2007	2008	2009
Current School Leavers	4,784	5,132	5,173	5,553	15,471	17,157	15,945	16,906
Non Current School Leavers	4,609	4,914	5,170	5,174	11,674	12,326	12,245	12,213
Total	9,393	10,046	10,343	10,727	27,145	29,483	28,190	29,119

UWS Market Share of Preferences from GWS	First Preferences				First to Third Preferences			
	2006	2007	2008	2009	2006	2007	2008	2009
Current School Leavers	32.1%	32.3%	33.4%	34.9%	33.3%	34.3%	32.7%	33.6%
Non Current School Leavers	40.9%	41.7%	41.6%	42.0%	39.8%	39.8%	38.9%	38.7%
Total	36.0%	36.4%	37.1%	38.0%	35.9%	36.4%	35.2%	35.6%

	First Preferences				First to Third Preferences			
	2006	2007	2008	2009	2006	2007	2008	2009
Current School Leavers	3,362	3,555	3,746	4,175	10,260	11,097	10,770	11,793
Non Current School Leavers	3,380	3,544	3,760	3,941	8,189	8,330	8,571	8,709
Total	6,742	7,099	7,506	8,116	18,449	19,427	19,341	20,502

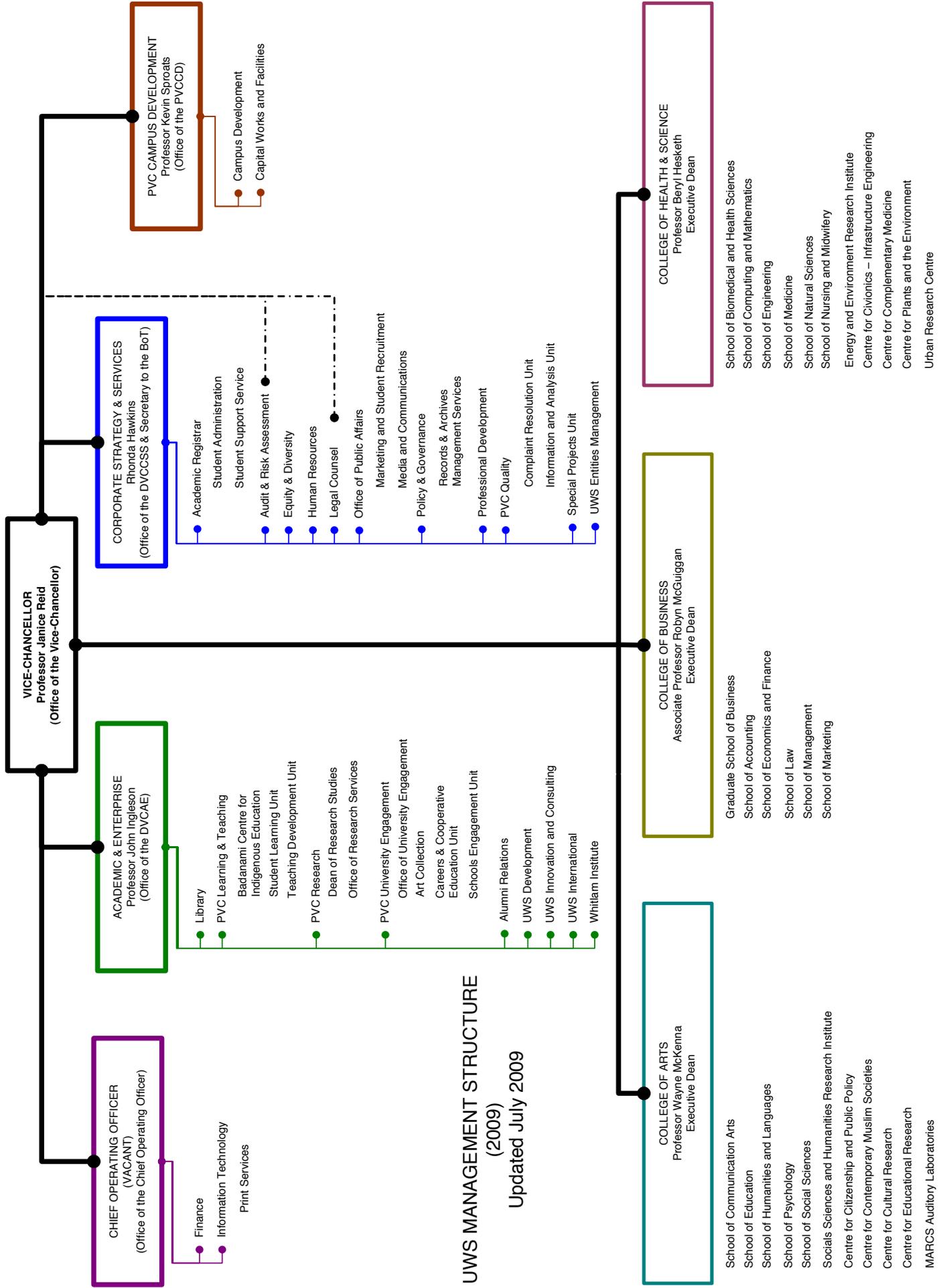
(Source: UAC Main Round)

UWS Governance Structure



Last Updated
May 2009

UWS Management Structure



UWS MANAGEMENT STRUCTURE
(2009)
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