



University of
Western Sydney
Bringing knowledge to life

Annual Report 2010
The Year in Review



Letter of Submission

13 April 2011

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 2010, for your presentation to the New South Wales Parliament. The report is submitted in accordance with the Annual Reports (Statutory Bodies) Act 1984.

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

Yours sincerely,

Professor Peter Shergold AC
Chancellor

Professor Janice Reid, AM
Vice-Chancellor

Annual Report 2010

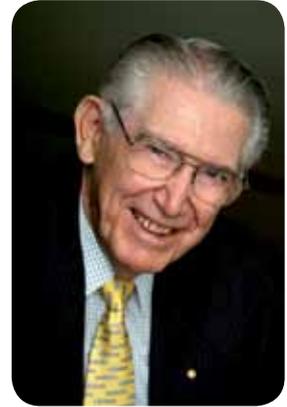
The University of Western Sydney Annual Report 2010 has been produced in a two volume set: Volume 1, 'The Year in Review', contains statutory reports while Volume 2, 'Financial Statements', contains the financial statements of the University and related entities.

The cost of production for the Annual Report 2010 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>

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Chancellor's Message

This is my final annual message as Chancellor. On 1 January 2011, Professor Peter Shergold AC becomes the University's third Chancellor. I congratulate him on his appointment and trust he will gain as much pleasure and fulfillment from the role as I have.

I would like to use this message to thank publicly the Vice-Chancellor, Professor Reid, and the staff of the University, both academic and administrative, for their contributions to the huge progress made over the past decade. I would also like to thank all those who have served on the Board of Trustees and on the various Committees which allow the institution to operate effectively and efficiently. And I cannot forget the contributions made by so many in the community, our partners and our donors. Success, they say, has many parents. That is certainly true of the many successes of the University of Western Sydney.

This first decade of the twenty-first century has seen the University move into the upper echelon of Australian universities, in terms of the quality of its teaching and research, the student satisfaction recorded in annual surveys and the employability of its graduates. The successful establishment of the Medical School has been a particular achievement, as is evidenced by the quality of the students and, importantly, of the academic staff who have elected to join in the exciting task of creating a new school to serve the needs of Western Sydney.

There have been many other achievements, too many to list in this short message. Some are described, more properly, in other sections of this Report.

Suffice it for me to record my pride at what has been achieved and my pleasure at being able to play a part, albeit a small part, in those achievements.

John Ruskin once described education as 'the leading of human souls to what is best, and making what is best out of them'. That has been the aim of the University of Western Sydney. I am sure it will be pursued in the next decade as earnestly as it has in the past.

John Phillips, AO



Vice-Chancellor's Review

The Chancellor, Mr John Phillips AO retired at the end of 2010 after ten years of distinguished service to UWS. In 2001 when he came to UWS it was not the stable and mature institution it is now. His time as Chancellor has been transformative; he led us through the complex and difficult early post-merger years as a friend, guide, mentor and elder statesman. His wealth of experience brought unique expertise to the Board of Trustees of the University.

John Phillips started a lifelong career in banking on leaving school, studying at night at Sydney University. His talent and ability were recognised early and in the late 1950s he was selected for such projects as the development of a banking system for Papua New Guinea which he worked on for a decade both in PNG and in Sydney. After running international markets for most of the 1970s for the Reserve Bank he managed the transformation of Australia's domestic money markets in the 1980s and then was instrumental in the historic float of the Australian dollar in 1983. He was deputy governor and deputy chairman of the Reserve Bank from 1987 until his retirement in 1992. It is this depth of experience and knowledge that he brought to the University of Western Sydney.

Professor Peter Shergold AC was elected by the Board of Trustees as the new Chancellor and will be installed in early 2011. Professor Shergold has had a distinguished academic and public service career. He established the Office of Multicultural Affairs, headed the Aboriginal and Torres Strait Islander Commission and was Secretary to Department of Education, Science and Training. In his public service career he served four prime ministers and eight ministers in both Labor and Coalition governments and became the most senior public servant in the nation as Secretary of the Department of the Prime Minister and Cabinet. He serves as Chair of several not-for-profit boards and is a fellow of each of the Academy of Social Sciences in Australia, the Australia and New Zealand School of Government and of the Institute of Public Administration Australia.

UWS has emerged from this last decade of internal review, restructure, reinvention and renewal as a leading multi-campus university with a unitary governance and management structure serving the Greater Western Sydney region. We have begun a recruitment campaign in the international arena to attract outstanding academics to UWS, appointments which will connect with our recruitment target for the upcoming years. These will meet our identified future gaps in academic population as identified in the *Our People 2015* strategy.

The University's position and reputation in the sector have both grown markedly and UWS is well positioned to meet many of the demands of the government's current reform agenda. We are connected with the communities of Western Sydney in very tangible ways with partnerships, internships, recognition and reward for mutually productive community focused contributors from both within the University and from the community itself.

Our achievements in 2010 have placed us in the top 20 research-led universities in Australia in the highly competitive and prestigious Discovery Grants round (funding commencing in 2011) from the Australian Research Council. In terms of publications and research students completions, UWS is also in the top 20 and in terms of declared publications per research active staff members, UWS is now first in Australia, up from eighth in 2008.

We are a university of first choice: in 2010 we received the second highest number of first preferences in NSW. This was a 2.3% increase over 2009, and we also experienced an increase in the number of students with Australian Tertiary Admission Ranking (ATAR) of 90 and above. Retention is now consistent with the patterns in the sector, increasing 4% in the last four years; student satisfaction is growing significantly and is in line with the sector average. UWS made 20% of all NSW/ACT offers to prospective students this year and there is evidence that school students are now seeing UWS as a natural choice for their higher education aspirations. Offers are now taken up at UWS in such numbers that enrolments are far outstripping government funded places.

These achievements are in keeping with our UWS Strategy and Plan 2010-2015: *Making the Difference*. In 2010, priorities encompassed a student-centred approach, maintaining the research trajectory and a focus on organisational and financial strength. Internationalisation and staff capacity and development were specific areas of emphasis. The University's choice of Key Performance Indicators reflects these priorities:

- widening participation (emphasis on low SES and Indigenous students) – by creating a comprehensive Indigenous education strategy; and creating pathways that attract students from diverse backgrounds
- research outcomes (Income and Grants) – by increasing overall research intensity and performance; enhancing and increasing the scope of our productive research groups; developing effective research partnerships; and providing a rich and stimulating environment for research students

- commencing bachelor student retention – by creating a first year experience that optimises retention
- international on-shore student enrolments
- postgraduate student load.

The adoption of a more focused set of institutional level KPIs was an important strategic development for the University in the context of its contribution to widening participation levels in tertiary education. The focus of the KPIs is also consistent with the federal government's compacts process and research agendas.

During 2010 the University focused on refining its longer-term research framework and priorities, which were endorsed by the Board of Trustees mid year. A strategy to establish the Hawkesbury Research Institute for all-of-institution research in particular provides a clear future marker for research positioning. The third Landscape Review (2009) provides the more fine-grained detail for transition.

The University's financial position reflects both the institution's growth and associated costs and the strictures of Commonwealth funding policy. Growth has been a key focus for the University in 2010, building on the endorsement by the Board of Trustees in 2005 of student numbers reaching 45,000 by 2015. Growth is an important issue in the context of the expectations of the University to provide high quality local higher education opportunities within the region, and of government priorities for raising higher education outcomes. UWS has been working to strengthen our links with local schools and create pathways to attract talented students from diverse backgrounds. The UWS Academic Senate approved a policy to allow UWSCollege to offer associate degrees, a move that will expand the range of entry pathways to university studies.

Among key construction projects completed during 2010 was the student precinct at Parramatta campus, comprising a central corridor of student spaces and a 'village square' linking the main teaching buildings and library. The Sports and Leisure Centre at Kingswood was also completed and the Badanami courtyard has been upgraded into a more amenable student space, as has the northern terrace of Campbelltown campus. The completion of the current stage of restoration work on the west wing of the Female Orphan School building on the Parramatta campus is a significant milestone in our effort to restore the heritage precincts on our campuses as part of our campus upgrade program.

UWS is committed to recognising and rewarding its staff and has been recognised by the Australian Human Resources Institute (AHRI) for achievements in diversity and cross cultural management. We have put in place a new range of flexible work options which will assist succession planning and help staff transition to the latter stages of their career.

A new leadership program, Inspire Leadership, is a comprehensive development program that aims to enhance the leadership and management skills and capabilities of UWS academic and professional staff managers to both be inspired by leadership models and practices, and to encourage others to achieve their potential and make a difference.

When we discussed in 2005 what kind of university UWS would be in 2015, we made some assumptions as a basis for planning. Some of the more pertinent for reflection now are that we would: not try to be all things to all people but strive to be the best at what we do; redirect resources to chosen areas of academic strength and specialisation and research endeavours; concentrate on building academic relevance, quality, credibility and standing; not introduce or continue specialist programs that are not fully funded; continue to reduce the size and breadth of the inherited academic program; consolidate and stabilise academic structures and administration.

UWS is receiving recognition from various quarters and in various forms for implementing these principles, such as in research and other funding from the state and federal governments, acknowledgement through increased preferences, higher levels of student satisfaction as well as increased frequency of favourable media. The past year has been a time for planning the acceleration of our development and to debate our priorities. The past decade of hard work has made it possible to formulate new plans for the growth and development of the University.

I would again like to thank University staff for their hard work, and the people of Greater Western Sydney for their ongoing and enthusiastic support. I would also like to thank the UWS Board of Trustees and our various governance committees for their hard work and dedication. A particular vote of thanks goes to the Chancellor, Mr John Phillips, for his many contributions. No feeling is more encouraging and uplifting than the success of our students, graduates, staff and the University at large.

Professor Janice Reid, AM

Five Years – Key Statistics

Category	2006	2007	2008	2009	2010 (p)	% Change 2009–10 (p)	▼ ▲
Number of Enrolments (includes UWSCollege from 2008)							
Total	35,061	35,340	35,508	37,426	39,780	6.3%	▲
Female %	56.7%	57.4%	57.4%	56.9%	55.8%	-1.1%	▼
Commencing	14,054	14,188	15,523	16,100	17,020	5.7%	▲
Female %	56.8%	58.5%	57.3%	56.5%	55.1%	-1.4%	▼
Student Load (includes UWSCollege from 2008)							
Total	23,951	24,026	24,570	26,133	28,392	8.6%	▲
Undergraduate	20,711	20,246	20,228	21,491	23,492	9.3%	▲
Postgraduate	2,865	3,418	3,758	4,015	4,270	6.4%	▲
Other*	375	362	584	627	630	0.5%	▲
* Other includes enabling, cross institutional and non award							
Student Load by Funding Source (includes UWSCollege from 2008)							
Commonwealth Supported Places	19,290	19,749	20,133	21,544	23,553	9.3%	▲
Commonwealth Research Training Scheme	337	299	310	355	459	29.5%	▲
Domestic fee-paying (award and non award)	1,440	1,436	1,341	1,225	1,132	-7.6%	▼
International fee-paying	2,884	2,539	2,784	3,009	3,249	8.0%	▲
Award Completions (includes UWSCollege from 2008)							
Total	8,033	8,180	7,960	7,953	n.a	n.a	▼
Undergraduate	5,783	5,775	5,389	5,245	n.a	n.a	▼
Postgraduate	2,250	2,405	2,571	2,708	n.a	n.a	▲
Staff (full-time equivalent)							
Total	2,449	2,408	2,541	2,551	2,635	3.3%	▲
Academic	1,188	1,182	1,195	1,151	1,202	4.5%	▲
<i>Teaching only</i>	334	335	376	335	342	2.2%	▲
<i>Teaching and Research</i>	699	699	650	657	707	7.6%	▲
<i>Research only</i>	46	34	51	30	49	63.3%	▲
<i>Other</i>	109	114	118	129	104	-19.4%	▼
General	1,261	1,226	1,346	1,400	1,433	2.3%	▲
2010 includes estimated casual based on 2009							
ARC Linkage Grants – Engaged Research							
UWS Success Rate	45%	23%	30%	50%	24%	-26%	▼
Sector Success Rate	36%	44%	45%	47%	44%	-3%	▼
ARC Linkage Grants – Discovery Grants							
UWS Success Rate	23%	19%	29%	22%	14%	-8%	▼
Sector Success Rate	25%	20%	21%	20%	23%	3%	▲
Total Operating Revenue (\$'000)							
Total Operating Revenue (\$'000)	405,936	422,469	468,547	535,092	562,313	5.1%	▲
Total Net Assets (\$'000)							
Total Net Assets (\$'000)	729,282	866,843	884,659	951,003	1,256,105	32%	▲
(p) – Provisional figures * 2008–09 change							

The Organisation

Charter, Purpose and Legislation

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

The Act constitutes the University, and prescribes its functions and the authority of its governing body, the Board of Trustees. 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 regard 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 an Indigenous Advisory Council. In 2010 the UWS Community Leaders Forum was established to replace the Regional Council.

Details about the Board, including summaries and minutes of meetings are published on the University's website 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 current and changing higher education context, both domestic and international, particularly the integration of the tertiary sector in Australia, improving higher education opportunities for low SES

students, and the University's aspiration to be a 'global citizen'. The Board endorsed a transition to concentrated research institutes, a model for managed growth within a framework of high quality student learning and research outcomes, strong fiscal governance, and the associated estate development and space utilisation strategies. The Board also endorsed the revised *Our People 2015* strategy, noted the preparation of the AUQA 2 Audit and approved the change of name of the College of Business to the College of Business and Law.

The Board noted the interim agreement for mission-based compacts between UWS and the federal government and, over the year, also deliberated on funding and management arrangements with The Hive, the University's Student Association. The Board approved changes to the constitution of the UWS Foundation Ltd; approved the move of its incorporated childcare entities to a newly established single childcare company; approved development plans for student residential accommodation and approved bringing all current functions of UWS Residential Colleges Ltd into the University's structure.

On the policy side the Board: approved new policies on Treasury, Cash Management, Foreign Exchange Risk and Interest Rate Risk; approved changes to the Credit Risk and Investment policies; approved the revised Delegations (Administrative) Policy and Delegations Schedules, Procurement Policy and Purchase and Tender Board Policy; noted Accounts Payable and Accounts Receivable Procedures; endorsed the revised principles and processes for the operation of the Endowment Fund; endorsed updated Commercial Activities Guidelines for recommendation to the Minister for Education and Training's approval; and made the Revocations of Awards Rule.

Concerning governance, the Chancellor responded on the Board's behalf to the NSW Legislative Council Committee's review of university governance, confirming that the Board did not wish to change its current structure or composition. An online system for the availability of meeting papers was trialled and successfully rolled out to Board members.

In response to an external audit recommendation, Board and Committee members are now formally invited at the beginning of each meeting to declare any conflicts of interest in relation to the agenda items and these are recorded in the meeting's minutes. Protocols for Board and Committee meetings were revised to incorporate confidentiality of electronic agenda papers and formal declarations of conflicts



Back row (from left to right): Professor Carolyn Sappideen; Associate Professor Paul Wormell; Mr Michael Antrum; Mr David Holmes; Mr David Lenton; Mr Ian Stone; Dr. Ken Langford; Mrs Lorraine Fordham. **Front row** (from left to right): Ms Gillian Shadwick; Mr Glen Sanford; Professor Janice Reid, AM; Mr John Phillips, AO; Ms Emma Stein; Ms Vivienne James



Above
(from top to bottom):
The Hon Kim Yeadon
Mr John Banks

of interest. A comprehensive review of the Board's committees was conducted during the year and a new committee structure, including extensive changes to membership, was approved for implementation at the beginning of 2011.

Board membership

Four year terms for the Hon Kim Yeadon, Mr Glen Sanford, Ms Vivienne James and Mr Ian Stone (reappointed by the Minister) and Ms Emma Stein and Mr John Banks (newly appointed by the Board) commenced on 1 January 2010.

Mr Glen Sanford commenced his term as Deputy Chancellor on 1 January 2010 and the Hon Kim Yeadon was reappointed as Deputy Chancellor until the end of his Board term being 31 December 2013.

Mrs Lorraine Fordham (general staff), Mr David Holmes (undergraduate student) and Professor Carolyn Sappideen (re-elected academic staff) began their two year terms as elected members on 1 January 2010.

Significantly, Mr John Phillips AO, retired at the end of 2010 after serving ten years as the University's Chancellor. A Chancellor Search Sub-Committee was established to identify a suitable candidate for Chancellor and, at a special meeting of the Board of Trustees in October, the Board elected Professor Peter Shergold AC as Chancellor for a casual term to 31 December 2012.

Honorary matters

In 2010 honorary awards of the University were conferred by the Board on:

Ms Jan Burnswoods – Honorary Doctorate of Letters

Ms Mary Foley – Honorary Doctorate of Letters

Professor Beryl Hesketh – Emeritus Professor

Professor Jan Mason – Emeritus Professor

Professor Kevin Sproats – Emeritus Professor

Professor Chung-Tong Wu – Emeritus Professor

Emeritus Professor Neville Yeomans – Honorary Doctorate

The Board also approved the naming of a laboratory in its School of Medicine Building as 'The Neville Yeomans Learning Laboratory' in honour of its Foundation Dean, Emeritus Professor Neville Yeomans.

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 on the University's academic plans and advising the Board and Vice-Chancellor as appropriate
- deciding academic policy and approving related procedures
- accrediting and approving courses, programs and units
- promoting the quality and development of research in the University.

The Board of Trustees has delegated 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.

The Academic Senate Workplan 2009-10 aligns with the University's *Making the Difference* strategy 2010-2015, and sets out the focus of Senate activity, taking account of the Senate's role and terms of reference.

Activities in 2010

In 2010, the Senate adopted the explicitly academic-focused themes of First Year Transition and Retention, and Assessment and Standards, for the University's forthcoming audit by the Australian Universities Quality Agency (AUQA) in May 2011.

Senate has played an important role in preparing for the audit, establishing expert advisory groups reporting to its Education Committee. These cover the critical academic support areas of Academic English Literacy, Mathematics Teaching, and First Year Experience that impact on student retention. The groups are led by senior staff members of Senate, and have consulted widely, both within and outside the University. Projects in these areas align with the federal government's objectives, and will assist the University to better support current and future students in an environment of expected growth in student numbers.

Senate members participated in an AUQA trial audit held in September 2010. Follow-up to the findings formed the basis

of work for the Senate in the last part of the year, and to refinements to the Senate's biennial work plan. In relation to the curriculum, the Senate will be required to develop a more widely understood and benchmarked academic standards framework, drawing on existing areas of excellence and success across the University, and taking a 'whole of course' approach. In relation to academic governance arrangements, the University must ensure that there are clear roles and reporting lines for the committees of Academic Senate, and committee members receive appropriate induction and training for their roles.

A major policy review was conducted in relation to the Examinations Policy, including standardising the duration of examinations. The Senate approved a new Course Transfer Policy, and an Associate Degree Policy to provide for the award of Associate Degrees by UWSCollege.

Highlights in 2010

The Senate Research Committee oversaw the preparation of the University's Excellence in Research for Australia submission, for evaluating the quality of the University's research in discipline clusters. The Committee also discussed the federal government's Sustainable Research Excellence consultation paper, and considered strategies for embedding collaborative Indigenous research across the University, emphasising the current activity being undertaken by academic staff within the University's Badanami Centre for Indigenous Education.

The Research Studies Committee progressed arrangements for training Bachelors (Honours) supervisors, and prepared proposals, subsequently approved by the Senate, for offering a certificate and diploma as exit awards from the Doctor of Business Administration.

The Education Committee, as well as supporting the Expert Advisory Groups and overseeing the new Examinations and Associate Degrees policies is undertaking a major review of the Progression and Unsatisfactory Academic Progress Policy.

The Academic Planning and Courses Approvals Committee has contributed to the development of sub-majors dealing with sustainability themes, as well as recommending new and amended courses, and articulation agreements, for approval by Senate. The new courses include an expanded range of double degrees offered by the University, and additional Diploma courses offered by UWSCollege. The University's Bachelor of Science courses and key programs are undergoing a major review which will lead to a revised science curriculum within the University.

Quality and Consumer Response

Quality Management and Assurance

Quality management is integral to everything we do at UWS. It is embedded in our strategic and operational planning, accreditation, reporting and review processes for learning and teaching, 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 KPIs against agreed targets and within the University's quality management framework. This online capability is available to University staff, and the University anticipates making it available to the public (with some limitations) during 2011. During 2008-09 the University established formal policies in the areas of both planning and review, and in 2010 completed five school reviews. Reviews of administrative units have also been introduced, with two reviews to report during 2011. These reviews are part of a five year schedule of school and administrative unit reviews.

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 2010, the University has undertaken substantial planning activity for the (next) 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 audit nominated focus areas of academic standards 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. What is being given focus in the University's Cycle 2 AUQA audit aligns with the key indicators proposed for the new federal government compacts process, the University's KPIs and its *Making the Difference* priorities.

Benchmarking and institutional research

During 2010, UWS continued to foster alliances with Australian and overseas universities for benchmarking quality processes and performance, with a focus 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 with a strong focus on low socio-economic status (SES) 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 and its involvement in the Hudson Riverkeepers project; Harvard and its green rolling fund; Arizona State University and its whole-of-institution approach to the issue; and the University of British Columbia. UWS is a member of the American Association for the Advancement of Sustainability in Higher Education.

UWS has membership of the DEEWR Indicators Development group and 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 led to a significant increase in overall satisfaction on the national course experience questionnaire and an increase of 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 put 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 2010 this included the successful management, delivery, analysis and reporting of some 300,000 survey responses, including the Student Feedback on Units survey, the Student Feedback on Teaching survey, the inaugural UWS Commencing Student survey, the Australasian Survey of Student Engagement (AUSSE), the Course Experience Questionnaire, Postgraduate Research Experience Questionnaire and the Graduate Destination Survey. At the time of writing, the UWS first year exit survey and the UWS Employer Survey were being finalised. A range of sampling techniques was 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 over 70% of domestic students 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 still stable, 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 high.

UWS student satisfaction as measured on the national Course Experience Questionnaire (CEQ) has increased to 84% in 2010 which is 29% higher than in 2004 (55%) and 15% higher than in 2009 (69%). However, the 2010 data is still preliminary due to the impact of a change in the CEQ time series for all CEQ scores in 2010. Retention of first-year bachelor students has also increased to 81% in 2009-10 compared with 80% in 2007-08 and 77% in 2004-05.

Protected disclosures

The University received and accepted one protected disclosure during the year. This related to staffing practices in a particular unit of the University. The matter was the subject of formal investigation following which action was taken and the complainant was advised of the outcome.

Learning and Teaching

It has been a momentous year for Learning and Teaching, with improvement work of the last six years yielding measurable achievements. Notably, UWS won ten Australian Learning and Teaching Council awards, placing it at the top echelon of Australian universities. The upswing in student satisfaction saw the University find parity with the sector average and, despite a slight weakening in some areas, the University has managed to maintain the upward momentum in student retention.

The major achievements in 2010 continue to be built upon strong strategy and policy foundations, including:

- the guiding framework of the *Making the Difference* strategy 2010-2015, and adherence to its precepts in strategic planning for learning and teaching;
- 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;
- centred learning and teaching units working in partnership with Schools and Colleges; and
- development of enduring communities of practice for learning and teaching.

During the year there has been an extensive preparation process for the Australian University Quality Agency (AUQA) audit in May 2011. This preparation has highlighted significant areas of best practice in Learning and Teaching such as the continued development of staff skill and usage of vUWS in all programs. The process also drew attention to areas that require further development such as the whole-of-institution strategy to implement and track the progress of the UWS student experience. One of the major foci for 2010 has been the development of the first year experience.

Assessments and standards have been an overarching focus, anticipating the advent of the Tertiary Education Quality and Standards Agency (TEQSA) and the AUQA audit.

University priorities in the area of Learning and Teaching are reflected in the UWS Learning and Teaching Plan 2009-11. The L&T Plan is directly linked to, and enables the *Making the Difference* priority area of create a superior and engaged learning experience.

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 continue to develop a set of strategic actions which give life to each of these initiatives at the college level.

Achievement of the Learning and Teaching Plan 2009-11 priorities is also informed at a qualitative level by a number of important mechanisms, including the suite of Academic Senate policies relating to Learning and Teaching, the Tracking and Improvement System for Learning and Teaching (TILT), and a schedule of formal school reviews. The school reviews highlighted a range of learning and teaching improvement priorities that were linked to college and UWS Learning & Teaching strategies, plans and key performance indicators. The identified initiatives were resourced in 2010 through the introduction of a 2% College Teaching and Learning Fund.

The foundation stone of the University's Learning and Teaching performance is the relevance and quality of the academic programs themselves. These programs are under continual review in response to changing market demand and the need to innovate to meet changing student demands. Program development is guided and endorsed by the University's academic governance system and by executive management.

2010 Achievements

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

There was an increase in the number of units with online vUWS sites from 93% in 2009 to 100% in 2010.

The Vice-Chancellor endorsed a strategic framework for ICT Enabled Learning. The framework provides the basis for strategic and business planning of ICT-

enabled learning, in a way that integrates digital technologies, teaching spaces and pedagogy.

Create a first year experience that optimises retention and success

The **Peer Assisted Study Session (PASS)** program, which is currently in its fourth year at UWS has been nominated for extensive scale-up across the University as part of the First Year Experience (FYE) initiatives. In Autumn semester 2010, 1984 students attended at least one PASS session across the five UWS campuses, and 48 trained PASS facilitators offered sessions within 11 Schools. Data collected from these sessions confirmed the success of the program in two key areas: student satisfaction, which remains high, and average marks, which overall are higher for those students who attended PASS than those who did not attend.

Research shows that participation in the program contributes to both student retention and success rates. PASS at UWS, therefore, is an important initiative that clearly supports two of the *Making the Difference* goals by creating a first year experience that optimises retention and success, and ensuring students achieve the highest possible academic standards.

Mathematics Expert Advisory Group

In January 2010 an Expert Advisory Group was established to recommend strategies to address the many students entering UWS courses with insufficient skills and knowledge in mathematics. The group has recommended establishment of a UWS Mathematics Education and Support Hub to provide face to face mathematical support for students, with a physical presence on at least three campuses. In addition a UWS-wide curriculum reform program that will embed mathematical skills and thinking across a range of UWS courses is proposed.

The **Academic English Literacies Expert Advisory Group** was established in response to a number of higher education sector imperatives, such as widening participation, retention, and the release of DEEWR's Good Practice Principles for English Language Proficiency for International Students in Australian Universities. Chaired by the Director of the Student Learning Unit, this expert advisory group is developing a UWS wide strategy to develop student academic literacies.

In 2010, significant examples of good academic literacy practices were identified in each of the three colleges, in Badanami, and in the Student Learning Unit (SLU).

Priorities for the advisory group during the 2011-13 period include:

- extending the development of academic literacies across programs by building on the excellent work occurring in a number of core, first year units in each of the colleges
- trialing a Writing Mentor program in several schools;
- developing a flexible version of the pre-entry enabling program, UniStep
- creating a more coherent approach to supporting higher degree research writing.

The **First Year Experience Expert Group (FYEEG)** was formed at the beginning of 2010 in response to issues around retention rates and the need to identify best practice across the University. The FYEEG plays a monitoring and quality management role, and tracks a range of college, school and divisional initiatives in first year retention, including areas of excellent practice and low provision. The FYEEG has adopted a framework that incorporates not only student support but also structural, administrative and academic issues.

In a review of UWS initiatives, significant examples of best practice were found such as the appointment of a First Year Advisor in the College of Law and Business, and the use of best academics to teach first year classes. Areas identified for improvement and action in 2010-11 include:

- update of the First Year Experience website for staff;
- review of the 'Progression and Unsatisfactory Academic Progress Policy'
- anticipated resources, both fiscal and non-fiscal, for 2011
- review of the first year coordinator roles
- review of the first year learning guides and implementation of key standards.

In 2010, the SLU offered a range of Student Learning Skills Initiatives aimed at enabling students to make successful transitions to higher education. This year 3538 students attended the Unistep Preparation Programs in Mathematics, Numeracy for Nurses and Academic Literacies, the Academic Preparation and Workshop Programs in transition and study strategies and Mathematics workshops supporting a number of units offered by schools.

SLU has also overseen the First Year Experience program, which was established in 2009 in response to recommendations from the UWS Students At Risk program,

a pilot study aimed at improving UWS retention and success rates through an enhanced first year student experience. To optimise retention and success rates, the program sought to strengthen student teacher interaction, and enhance feedback by making it responsive to each individual student.

Overall, the FYE program outcomes were positive, as participating students were more likely to persist through the semester, and to improve their pass rates.

Significant progress has been made in 2010 in the area of **Vocational Education and Training (VET) Student Transitions** under the Australian Learning and Teaching Council (ALTC) project. Key developments are:

- reliable data sources providing evidence of how students experience transition from VET to university, upon which to develop strategies to support this
- piloting of two Academic Preparation Seminars for VET students who have applied to study at UWS in the Bachelor of Education (birth – five years) in 2011. These seminars were developed as a result of feedback from 2010 students who emphasised the need to inform and prepare students in the areas of academic literacy, academic conventions, workloads and time management, expectations and the differences in culture and contexts. Out of 140 students targeted (1st and 2nd preferences), 80 students attended
- development of a Preparation Guide for VET students (due for release in 2011)
- development of a VET preparation web page (due for release in 2011)
- building awareness of bridging and preparation programs available and how and when to access these.

Conference papers have been submitted both nationally and internationally based on the project findings and a number of journal articles have been submitted for consideration.

VET Pathways web pages have been revamped and improved for 2011 admission to provide clearer and more information to be available to new VET students. These also incorporate links to the pathways credit e-form application for immediate credit processing.

UWS has shifted away from blanket first year credit for VET students to enable a smoother introduction to higher education studies with more foundation units to be included in their first year program. This has been widely supported by academic heads across the University.

Implement a comprehensive Indigenous education strategy

The area of Indigenous education saw continued developments in 2010. Badanami continued to work with Schools to devise local implementations of the Indigenous Graduate Attribute. The Indigenous Australian Studies Major was approved by Academic Senate in early 2010 and five of the nine units are being offered from Autumn 2011. Each college is identifying courses that will include Indigenous units and content through which students achieve the Indigenous Graduate Attribute.

The second major focus was the development of Badanami's Indigenous specific courses, which are managed and delivered by Badanami. These courses include the Aboriginal Rural Education Program (AREP), the Bachelor of Education (Primary) and the new Bachelor of Community & Social Development.

A separate report on Indigenous students appears on page 26.

Develop staff capacity for quality teaching

During 2010, the University continued to implement strategies to maximise the capacity of new and existing staff and to raise the status of Learning and Teaching.

The overarching strategy is the Foundations of University Learning and Teaching program which remains an important professional induction to teaching and learning for new academics. In 2010, there was a substantial increase in enrolments in this program, in line with an increase in the number of new academic staff being appointed to the University. Seventy-two new academic staff commenced the program in 2010, compared with 29 in 2009.

During the year, the Teaching Development Unit conducted an evaluation of the first three years of the Foundations program, as required by the Foundations of University Learning and Teaching Policy. The multi-pronged evaluation strategy used focus groups with program graduates and interviews with three Heads of School and collated survey data from successive programs. Overwhelmingly, the program is acknowledged as a valuable induction for academics commencing teaching at UWS and its graduates have become better teachers. This outcome aligns with the *Making the Difference* strategy which aims to develop staff capacity for high quality teaching in order to create a superior and engaged learning experience for students.

Integral to our efforts to improve teaching quality is our recruitment and succession planning. In 2010, colleges undertook intensive recruitment of academic staff, with 101

new appointments made. From the 2010 *100 New Academics* strategy, 41 academic positions and 12 early career academic lectureship positions were advertised, which pending selection and offer process are due to commence in early 2011.

An outstanding symbol of our increasing capacity for high quality teaching has been success in the Australian Learning and Teaching Council awards, with ten citations and two AAUT awards in 2010. This places UWS in the top echelon of the sector, with the University of Queensland being the only other university to receive ten citations, the maximum number awarded. The awards success has been underpinned by the development of college awards, with all three colleges in 2010 making awards in the area of Learning and Teaching. We now have a fully articulated system of awards from the college awards to the Vice-Chancellor's Excellence Awards to the ALTC awards.

Australian Learning and Teaching Council – 2010 Awards for Teaching Excellence – Law:

Mr Michael Blissenden

Australian Learning and Teaching Council – 2010 Award for Programs that Enhance Learning – Education Partnerships and Collaborations with other Organisations:

Dr Anne Power

Australian Learning and Teaching Council – 2010 Citations for Outstanding Contributions to Student Learning:

Dr Sharon Andrew

Dr Katrina Barker

Dr Catherine Camden-Pratt

Dr Margaret Clarke

Dr Roumen Dimitrov

Dr Fernanda Duarte

Dr Satomi Kawaguchi

Dr Adrian Renshaw

Dr Leanne Rylands

Dr Mark Williams

2010 Vice-Chancellor's Excellence Awards: Excellence in Teaching:

Winner: Mr Michael Blissenden

Highly Commended: Dr Katrina Barker

Ms Amanda Johnson

Associate Professor Wayne Sawyer

College of Business Outstanding Contribution to Teaching:

Maria Varua

College of Business Outstanding Program:

Michelle Sanson and Sue Armstrong (Team Winner)

College of Arts Citations for Outstanding Contributions to Student Learning Awards:

Bronwyn Cole

Catherine Attard

Gwyneth Howell

College of Health and Science Excellence Awards:

Kim Matthews

Create pathways that attract talented students from diverse backgrounds

Three principal strategies were undertaken in 2010. The first was to add three new courses to UWS College's Diploma program, to prepare students for the counterpart UWS degree courses in Construction Management, Social Science, and Health Science. This year saw an increase in student enrolment at the College particularly in the Diploma of Engineering and the Diploma of Science which were offered for the second time in 2010.

The second was continuing work on improving the number and quality of standard articulation arrangements with the Vocational Education and Training Sector adding a further 70 VET pathways in 2010. The diverse range of disciplines provides access opportunities to non-school leaver students wanting to further their education in related fields. UWS now has over 450 registered pathways available to VET students.

One such course is the UWS College Retail Program. This course is designed to fully integrate the Certificate III in Retail and the Certificate IV in Retail Management into the Bachelor of Business and Commerce (Retail Management). The course will be taught by both UWS College and the College of Business. Students will follow a set course structure and the key program units will integrate UWS Graduate Attribute-based learning outcomes and the Certificate III and IV units of competency throughout the entire four year degree (in blended key program units). This is a unique employer sponsored course and is available by

direct entry only. The first intake of 30 targeted students will commence in February 2011 at the Parramatta campus.

The Associate Degree in Creative Industries developed in 2010 provides a higher education qualification within this field. As many people working in the creative industries are contract staff or self employed the program works with industry partners in Greater Western Sydney. The course, to be taught by UWS College, the College of Business and the College of Arts includes relevant business management knowledge along with an emphasis on developing knowledge and skills that are relevant to working in the multidisciplinary environment of creative industries. The two year course will be offered for the first time in 2012 with an intake of 30 students.

The third strategy is additional resources for the Fast Forward program. The partnership program between the University of Western Sydney and Greater Western Sydney schools was expanded in 2010 to include 25 schools with 17 additional schools joining the program in 2011. Designed to help students to see the value of continuing their education through to year 12 and beyond, the program encourages students to strive for their personal best and to see tertiary study as a realistic and viable post-school option.

Ensure students achieve the highest possible academic standards

In 2010, the University began a review of the Learning Guides in advance of the Cycle 2 AUQA audit. This revision includes linking unit level standards with course level standards. UWS led an external benchmarking project with five Australian universities. The project entailed blind moderation of selected third year units.

A package for private VET providers was designed and developed to measure quality and standards of course delivery, teaching, assessment and support provided to VET students in private colleges. This package consists of guidelines, FAQs, applications for partnership and pathways. This can be found at http://www.uws.edu.au/community/in_the_community/vet_provider_information

This process provides UWS with a comprehensive understanding of exactly what and how VET students are being prepared for successful transition to University to allow a positive learning experience.

Student satisfaction with UWS Courses remains an important quality indicator around learning and teaching strategy. Our

significant improvements to our academic standards over the last six years are reflected in the increased level of student satisfaction which is now in line with the sector average.

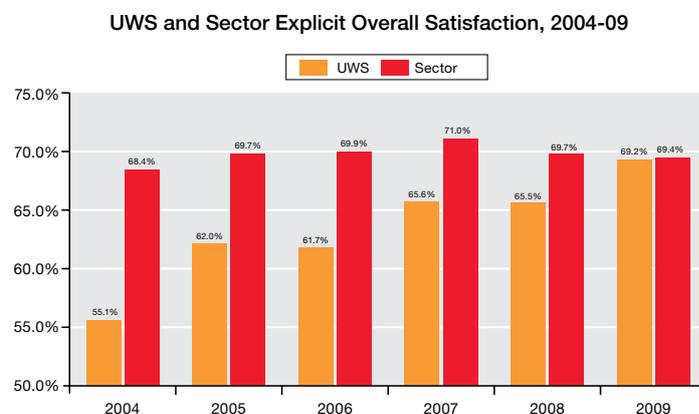


Fig. 1 Explicit Overall Satisfaction with UWS Courses

Aspire Future Leaders at the University of Western Sydney™ is a professional development and personal enrichment program that has been specifically designed to cultivate and enhance the leadership qualities of our most gifted students. The program is a practical response to the need for higher levels of professional skills and better leadership capabilities (over and above academic excellence) that more and more prospective employers are looking for in graduates. Components of the program include: leadership workshops; networking opportunities and community engagement through volunteering. In 2010, 30 Aspire students were recipients of either a Vice-Chancellor’s Leadership Scholarship, a Dean’s or an Academic Excellence scholarship.

College of Arts

The College of Arts continued to increase its student enrolments whilst maintaining high retention in all major undergraduate courses in 2010.

Enrolment and retention

The Bachelor of Arts and Bachelor of Arts/Master of Teaching programs attracted the largest cohorts with over 1000 EFTSL in 2010. UWS will take more than 1000 EFTSL into the first year of these courses again in 2011. The College commenced teaching the Bachelor of Arts (BA) with five Majors on Parramatta campus in 2010 attracting over 80 EFTSL. It will extend its presence on Parramatta campus in 2011 through over 100 EFTSL enrolling in the BA, and the introduction of the new Bachelor of Arts/ Bachelor of Business and Commerce at Bankstown and Parramatta campuses. The Bachelor of Arts (Interpreting & Translation), Bachelor of Early Childhood Studies, Bachelor of Psychology and Bachelor of Arts (Pathway to Primary Teaching) all achieved retention rates well above College targets for 2010.

The College continued to attract and support high achieving students from diverse backgrounds through the Bachelor of Arts Dean's Scholars program, resulting in increased enrolments. In 2010, summer research placements in research centres in the College were introduced, enabling the Dean's Scholars students to gain high level research skills and experience. In 2011 the Bachelor of Arts (Interpreting and Translation Dean's Scholars) program will be introduced and supported by a new College scholarship.

Domestic postgraduate student numbers also increased beyond the College projection for 2010 in both coursework and higher degree research programs, with the College reaching its highest ever number of postgraduate students. Retention for commencing graduate students rose by approximately 5% to reach 84.1% in 2009-10, reflecting strong student satisfaction with the diversity of courses, academic teaching and research supervision. Diversity of higher degree pathways is a strength of the College with the Doctor of Cultural Research, Doctor of Education, Doctor of Creative Arts, PhDs with a coursework or creative component and the traditional PhD attracting large cohorts and enabling flexibility in supervision models.

To build on the sustained growth, the College deployed academic working parties in 2010 to explore the research-teaching nexus in the curriculum and identify further means for recruiting new cohorts of students into fee-paying coursework and research programs. Several potential pathways from

undergraduate to postgraduate programs have been proposed and will be further explored and developed in 2011.

Support for student learning

Support for student learning in the College focused on reviewing the alignment of unit outcomes and assessment strategies, enhancing learning guides for all units and providing e-learning or Blended Learning Officers for each School to further develop ICT-enabled learning resources for students. First Year Advisors were also identified in each School. As a result, the College continued to achieve high levels of student satisfaction across its broad range of courses in Humanities, International Studies, Communication, Design (Visual Communication), Policing, Psychology, Community Welfare, Social Work, Social Science, Education, Tourism Management, and Music. In 2010 the overall undergraduate satisfaction rate for the College of Arts on the Course Experience Questionnaire (CEQ) was 72.8%, up significantly from 65.8% in 2008.

TVS

Support for the community television station TVS was extended in 2010 with UWS academic Rachel Bentley, Associate Head of School in Communication Arts, becoming the CEO. UWS continued developing a number of programs including 'Histrionics' (a history quiz show featuring local high school students), 'Angle' (a news and current affairs program made by students from the School of Communication Arts) and 'Dare I Ask?' (co-produced with Metro Screen), the latter receiving top honours at the 2010 Antenna Awards in Melbourne, taking out Best Program of the Year and Best Current Affairs. These awards provide the highest levels of recognition of the growing professionalism of the community television station and the hard work of the volunteers involved.

Teaching awards

The College's most outstanding achievements in 2010 have been its national recognition for high quality teaching and research. Five staff members received prestigious teaching awards from the Australian Learning and Teaching Council. Citations were awarded to: Dr Satomi Kawaguchi, School of Humanities and Languages, Dr Catherine Camden-Pratt, School of Education, Dr Katrina Barker, School of Education, Dr Roumen Dimitrov, School of Communication Arts, and Dr Margaret Clarke, School of Education, in recognition of their long-standing contributions to the quality of student learning and improving overall student experience. As well, Dr Anne Power, Associate Professor Susanne Gannon and Dr Loshini Naidoo from the School of Education received an Australian Learning and Teaching Council award for Programs that Enhance Learning. Their application, titled 'Beyond Institutional Walls: Community Engagement in Secondary Teacher Education' and based on the secondary teacher education Professional Experience 3 program, was awarded in the category of Educational Partnerships and Collaborations with other Organisations. This is the first UWS program to be recognised for such an award.

Research success

Once again, the College was very successful in the Australian Research Council (ARC) major grants programs for 2011. Out of the 12 Discovery Project grants awarded to UWS, nine went to researchers based in the College, and a further two Discovery Indigenous Researchers Development grants were awarded to staff in our Centre for Educational Research.

Several active College researchers achieved outstanding success with their bid for one of four Cooperative Research Centres (CRC) funded in the 13th round announced by the Minister for Innovation, Industry, Science and Research, Senator the Hon Kim Carr in late 2010. The CRC program funds world-class collaborative research and innovation.

Through the College of Arts, UWS will lead two programs in the CRC for Young People, Technology and Wellbeing. The CRC will promote mental health and wellbeing through three complementary research programs uniting the humanities and social sciences with expertise in cyber safety; use of technologies for mental health promotion, prevention, early intervention and treatment; cultural research; e-research; youth culture; and innovation in research methodologies. The CRC will develop tech-savvy tools to support the wellbeing of our young Australians. The two programs in which UWS are involved are: Program 1: Safe and Supportive – technologies as settings to promote cybersafety and strengthen the mental health of young people with mental health difficulties, led by Dr Philippa Collin from the Centre for Citizenship and Public Policy; and Program 2: Connected and Creative – technology as an enabler for young people who are vulnerable, led by Dr Amanda Third from the School of Humanities and Languages/ Centre for Cultural Research. Other UWS researchers associated with the CRC are Professor Michael Atherton and Professor Christine Halse who will lead themes within Program 2, Professor Bob Hodge, Associate Professors Kerry Robinson and Natalie Bolzan and Drs Nida Denson, Arathi Sriprakash, Ann Dadich, Peter Bansel and Fran Gale.

College of Business and Law

2010 presented many challenges with the global financial crisis and market decline in international students. However the College of Business and Law maintained improvements in overall retention (81.5% since 2006-07), low SES participation rates (21%, above target by 0.6%), Indigenous participation (up 12.5% to target), and domestic postgraduate and higher degree research load (up 9.43% to target).

These achievements were built upon strong strategy, internal governance, efficiency in practice and a culture of focused improvement in teaching standards and student learning outcomes. Work in 2010 included building on the efforts of 2009 and planning for 2011, influenced by the imperatives of the post-Bradley Review, such as defining standards, widening participation and connectivity with the Vocational Education and Training sector.

The College of Business & Law Strategic Plan 2009-11 is directly linked to the *Making the Difference* priority area of creating a superior and engaged learning experience, and enables it to be realised.

Building on the Advanced Business Leadership (ABL) program

Seven ABL students participated in a Malaysian volunteer program (outward mobility) gaining first-hand exposure to management practice in an international context and four grants (\$2,000 each) were awarded for academic excellence.

Improving student engaged learning and retention

A review of the Business Academic Skills Unit identified some areas for further improvement for which funding will be sought. A pilot blended learning approach using flexible learning strategies is planned to commence in 2011 for the Introduction to Business Law.

Masters of Business Administration (MBA) accreditation and course review

MBA accreditation has been postponed to 2011 to allow further development of the MBA course review recommendations. A Business Internship Program offering four placements for the Master of International Business and Master of Business (Marketing) in partnership with Industry & Investment (NSW) at Parramatta and Penrith City Councils was well received by students and industry partners.

The development of an online international pre-departure orientation resource, and revision of learning guides with standards and criterion-based assessment has commenced.

Indigenous framework

Implementation of the Indigenous Graduate Attribute has been completed in three law units and two management units.

The College community engagement and business development team is also working closely with the Gandangara Local Aboriginal Land Council supporting implementation of change management practices and research.

SMExcellence 2010

The Woolworths Executive Development Program – Agricultural Business Scholarship Program and Executive Retail Training Program – have been successfully implemented.

Expansion of the SMExcellence e-business solutions platforms continues through projects such as: Small Business Toolkit, Winning Business Online, Business Building Blocks, Tourism NSW and the NSW Chamber of Commerce.

Proposals under consideration include projects with the NSW Public Trustee and Guardian, Surf Life Saving (NSW) and South West Area Health Service.

Parramatta Community Justice Clinic

The Parramatta Community Justice Clinic (PCJC) offers clinical placement for up to 150 law students each year. Since the clinic officially opened in November 2009, there have been 306 client contacts. The clinic has seed funding until June 2011. Recurrent core funding is required to ensure future viability of this important social justice initiative and student learning experience.

Research culture, infrastructure and industry

Domestic higher degree research enrolments have already exceeded the target of 60 EFTSL by 2015. There has been a 75% improvement in PhD completions since 2007. Research output improvements were achieved in book chapters and B and C ranked journals.

External research income has improved by 25% since 2007 including SMExcellence consultancy research. Recruitment is under way for five research lectureships established in 2010.

To further strengthen research performance outcomes, the College has developed a research matrix aligned to the Fields of Research codes and research expertise and supported by a draft Research Performance Framework discussion paper under consideration.

To develop research priority areas, the College funded four research nodes in the areas of sustainability, business process engineering, creative ageing and professional services. The sustainability research node was the most successful resulting in its recognition as a University Research Group in 2009. The College's research centre, the Centre for Industry and Innovation Studies (CIIS), was designated as a University Research Group in 2010 to refocus its research areas. Group leaders were appointed with the aim of growing both these groups into University Research Centres over the next few years.

The College also funded the inaugural College of Business Research Grant Scheme, resulting in six grants being awarded totalling \$40,000. The scheme provides initial seed funding for research within the College, with the aim of strengthening applications for external grant funding opportunities.

A number of key senior appointments were made during the year to further strengthen the research capacity within the College. They include: Professor Oscar Hauptman (Head of Innovation and Industry), Professor Suzan Burton (Professor of Marketing), Professor Gabriel Donleavy (Associate Head of School Accounting – Research), Dr Hugh Pattinson (School of Marketing), Dr Hao Tan (Research Lectureship), Dr Ann Dadich (Research Lectureship), Dr Kathy Tannous (Research Lectureship) and Dr Abel Duarte Alonso (Research Lectureship).

In 2010 12 students from University of Economics, HoChiMinh City, Vietnam (UEH) commenced their Doctor of Business Administration program. The students were also supported by five visiting academics from UEH.

Improving workforce capability and capacity

The student to full-time academic ratio has risen from 27.6 in 2008 to 47.2 in 2010. This indicates a growing number of students and heavy reliance on sessional/casual academics.

The College conducted an internal audit in February 2010 on Australian Professional Performance Review compliance.

The 19% compliance (including casual staff) was comparable to other Colleges. A number of strategies were developed in consultation with the Schools, including awareness raising and education. The audit was repeated in September 2010 with a significant improvement in compliance (46.9%).

The College also was a pilot site for the 'Compass' online Performance Development and Planning Tool. Feedback was positive with rollout across all three Colleges expected in 2011.

The College is pleased to announce the appointment of Professor Clive Smallman as Head of School, School of Management commencing February 2011. Professor Smallman is currently Professor of Business Management and Assistant Dean (Research) at Lincoln University, New Zealand.

The College also takes this opportunity to thank both former Head of School Professor Graydon Davison and Professor John Loxton for their respective stewardship of the school.

Combined VET in higher education retail degree pilot

The Bachelor of Business and Commerce (Retail) Pilot degree was launched in August. Applications will close December with orientation scheduled in February. The pilot is a collaborative partnership between Service Skills Australia, UWSCollege and UWS. A minimum of 26 students will be required to commence the pilot.

The Business Building Blocks Pilot is an online pathway course leading to certification and further study. The project is funded by DEEWR and in partnership with industry, TAFE (NSW) and UWS.

Pathways and first year experience

Each School within the College received strategic funding to support the employment of a first year advisor. Some 830 first year students were contacted to inform them of the first year advisor within their School/degree. Students identified as at-risk participated in a maths skills/mathematical reasoning unit.

A roundtable meeting of advisors has agreed to develop a number of strategies. College-wide first-year advising standards and a website are under development. A first year core unit Support Program has been established in conjunction with the UWS Counselling Service and a review of assessment tasks and feedback is being undertaken.

College of Health and Science

Communication framework

Strategies supporting the culture for improvement have included a number of Executive Dean Forums providing updates to staff on College strategy, performance and future direction. The College of Business vUWS website has been revised and updated and a number of planning groups have been established involving key personnel to develop projects such as the Bankstown campus course offerings, alumni project, industry-based learning, ABL, first-year experience, and MBA Accreditation.

2011 challenges

The College is well positioned to build upon the successes of the previous year and meet the challenges of 2011, which include:

- changeover of key senior positions across the College over the next two years
- multi-campus offerings with the addition of Bankstown in 2011
- increasing doctoral qualified staff
- accelerating research income growth and the turnaround in research performance through targeted recruitment
- Enterprise Agreement implementation
- continued growth in the ABL Program
- positioning the Sydney Graduate School of Management brand – maximising postgraduate enrolments and alumni
- MBA international accreditation
- maintaining a strong focus on first year transition and retention for students at risk
- growth in business development (engagement) portfolio to increase online e-business community education initiatives
- review and further development of the BBC degree.

The excellent achievements of the College are testimony to the professionalism, focus and commitment of our academic and management staff in these challenging times.

Our commitment to supporting a positive student learning experience, research and community engagement has also played a most important role in achieving our service excellence, and is crucial to the retention of our expert workforce, our ongoing leadership and responding to the social and educational needs of our community.

Professor Branko Celler took up the position of Executive Dean in the College at the beginning of 2010. He brings to the position an international reputation for his research in biomedical engineering, medical informatics and biomedical instrumentation. In more recent years he has also played a major role in developing and evaluating telehealth services for the management of chronic diseases in the community. The College is now well positioned to play a leading role in these increasingly important areas of research.

Throughout 2010, the College of Health and Science further enhanced its reputation for sustained innovation and implementation of Learning and Teaching initiatives. As evidence of this, the College received four of the ten citations awarded by the Australian Learning and Teaching Council to UWS for 2010, a remarkable achievement both for the University and for the College. Congratulations to Dr Mark Williams and Dr Adrian Renshaw from the School of Natural Sciences, Dr Sharon Andrews from the School of Nursing and Midwifery and Dr Leanne Rylands from the School of Computing and Mathematics. We also celebrated and awarded College Learning and Teaching Excellence awards with three citations: Dr Hilary Bambrick from the School of Medicine, Amanda Johnson from the School of Nursing and Midwifery and Simon Myers from the School of Biomedical and Health Sciences, as well as two excellence awards to Professor Shelley Burgin from the School of Natural Sciences and Dr Joanne Lind from the School of Medicine.

The College has continued to appoint eminent researchers and teaching staff in many of the Schools and Research groups which will help to increase the quality of face-to-face teaching, develop further strategies and resources relating to students' first year experience at UWS and bring the College to the fore in research.

The College has increased its number of students in 2010 and once again increased our average ATAR cut-off for our courses.

A radical redesign of the BSc programs taught by the Schools of Natural Science and Biomedical and Health Sciences for first delivery in 2012 is a very important initiative within the College. These programs are taught across three campuses, Parramatta, Campbelltown and Hawkesbury, using innovative educational technology for the delivery of lectures. As part of this initiative, a reconceptualisation retreat was held, bringing staff together to create a curriculum which rigorously creates a conceptual knowledge foundation, infuses inquiry and critical/analytical thinking skills, emphasises scientific investigation

and creates graduates who have information, numeracy and literacy skills. The curriculum is intended to create graduates who are independent, curious and creative thinkers, able to collaborate in a team and link ethical responsibilities to the application of knowledge and judgments. With this renewed curriculum it is believed the Science degrees offered at UWS will create the sought-after innovative research students who become the scientists and professionals needed for a venturesome nation and a scientifically literate citizenry.

Since 2008 the College has implemented and continually improved a comprehensive First Year Student Experience Plan which recognises that making students welcome and facilitating their transition to university study is 'everyone's business'. In 2010, the College introduced a coordinated, standardised and extended orientation and transition support program across all of its courses.

The College is working on implementing an Indigenous Graduate Attribute (IGA) into Science, Technology, Engineering and Mathematics (STEM) courses and continues its productive partnership with Lachlan Macquarie College in regard to STEM school activities.

The College is also making a major contribution to the establishment and operation of the Hawkesbury Institute for the Environment. It will emerge from and build on the strengths of the Centre for Plants and the Environment and take advantage of the world-class research facilities funded by the \$40 million Education Infrastructure Fund grant for research in Climate Change and Energy Research. The Institute will fill a unique position in the Australian research landscape through the development of five coordinated, cross-disciplinary programs that will generate unprecedented insights about complex landscapes and how they adapt to environmental change allowing science-based policy and decision making. It will also provide a thriving research training program for undergraduate and postgraduate students across a wide range of disciplines, including soil science and microbial ecology, physiological ecology, environmental genomics, ecosystem science and complex system modelling.

School of Medicine

2010 marked the penultimate year for the first UWS Bachelor of Medicine, Bachelor of Surgery (MBBS) cohort. Year 4 of the program was rolled out for the first time, and the School began to focus on the final year of the program, the graduation of students at the end of 2011, and their entry to the medical workforce at the beginning of 2012.

The School and its students continue to value the tremendous contribution from community partners, conjoint staff in hospitals and general practices around Greater Western Sydney.

Students and course

The establishment of rural clinical schools saw approximately 25% of Year 4 students move to either Bathurst or Lismore in mid-2010 for 12 months. The structure of the rural programs draws on the expertise of local clinicians with rural students beginning to undertake some of the components of the course that students based in the city will undertake in Year 5, including General Practice and Indigenous Health. The School's student population includes 17 Indigenous students, with the first graduation of an Indigenous medical student anticipated at the end of 2011.

In Year 4 generally, students undertake placements in Paediatrics, Mental Health, Obstetrics and Gynaecology and undertake a Community Medicine group project. Outcomes of some of these projects were presented at national conferences including the 2010 General Practice Conference in Cairns. In the summer break between Year 4 and 5, students undertake a self-identified elective which involves many travelling interstate and overseas. Students are undertaking elective placements across the globe from Mt Isa to Stockholm, Cook Islands to Nepal, London to the Philippines and Uganda to Harvard.

Last year, the School had its first Bachelor of Medical Research student. Samantha Lupton in 2010 has become the School's first MBBS/PhD student and was also the UWS winner of the national Three Minute Thesis competition. She presented her speech during the visit of Senator Kim Carr to the University in August 2010.

A growing medical school

The construction of the Blacktown/Mt Druitt Clinical School, Research and Education Centre has proceeded during 2010, with expectations of completion early in 2011. In addition to space for UWS students and employees as they undertake clinical training and research activities, the building will include a lecture theatre and the hospital library.

UWS Clinical Leaders are actively involved in the future planning of the Campbelltown Hospital campus. It is intended to seek funding for a similar facility to accommodate staff and students based at Campbelltown/Camden.

In August 2010, the School with Sydney South West Area Health Service formally commissioned Bankstown-Lidcombe as a teaching hospital of the UWS Medical School. In 2011, UWS students will also be placed in key teaching hospitals across the Sydney basin which will strengthen their capacity to perform as adaptable practitioners.

From its initial role as a teaching base in 2007, the Liverpool TAFE site now houses the Pathology and Microbiology/ Infectious Diseases Units. In 2011 they will be joined by Medical Oncology and Surgery teams. Professor Neil Merrett (Clinical Dean) will also be overseeing UWS MBBS students undertaking placements at Liverpool Hospital from 2011.

Community engagement

The School continues to engage with the community in a broad and diverse manner. Our teaching engagement with Aboriginal Medical Services is complemented by support in the preparation of funding opportunities for those centres to improve their capacity for clinical teaching. The School is likewise very proud of its partnership with a number of schools in Greater Western Sydney within the Paediatrics Community Schools Medicine program which helps our students gain a strong understanding of the experience of families, carers and teachers of children with disabilities.

School staff also value the opportunities to engage more broadly, with the UWS Schools Program helping develop aspirations among local Indigenous children to careers as health professionals. Engagement with local communities such as Camden has facilitated the development of Science Cafés in which UWS Medical School academics participate with the aim of bringing science to the people. School of Medicine staff are also actively engaged in targeted activities with the Schools Engagement Unit, such as the Heartbeat program where Year 3 and 4 Indigenous school students come onto campus to learn about health choices and health professions.

Research

The School continues to increase the number of staff successful in receiving funding from national competitive sources. This is an important form of both funding and recognition which contributes to the capacity of the School and its researchers to seek support from a range of other sources, including consulting activities. There has been continuing success across all aspects of research from external granting agencies including the National Health and Medical Research Council (NHMRC) and the NSW Cancer Institute. In 2010, this included funding through UWS for an NHMRC Centre of Research Excellence: the Centre for Informing Policy in Health with Evidence from Research (CIPHER) in conjunction with researchers from the Sax Institute, Australia and the United Kingdom.

In conjunction with the University of New South Wales, Sydney West Area Health Service and the Ingham family, UWS has significantly contributed to the development of the emerging Ingham Institute at Liverpool. This will offer high quality medical research facilities and support to researchers in areas of high community need such as cancer.

The School continued to focus on research engagement and interaction through the hosting and support of a number of events including the UWS Sensory Neuroscience Symposium, the MedEx 2010 'Medicine Education Excellence' conference, the symposium 'New Directions in Membrane Trafficking Research' and participation of a number of our academics in the Mental Wellbeing Conference 2010.

In 2010, our first PhD student completed his thesis with more to follow in early 2011. Troy Rubin has accepted a Postdoctoral Fellowship at Johns Hopkins University Medical School in Baltimore. The School continues to grow its research culture with 31 PhD students, four Masters of Science, two Doctor of Medicine students and a further nine PhD and nine Science Honours students commencing in 2011.

E-Learning

The Teaching Development Unit conducted a UWS student survey, the Student Experience of Technology, in 2010. This survey, which has never been done at UWS before, was designed to provide a clearer understanding of the UWS student experience and expectation of technologies for learning, social and work activities. The survey was developed collaboratively with Macquarie University and the University of Technology, Sydney. The purpose was threefold: to provide relevant information for infrastructure and professional development planning; to assist staff in developing programs and services that make more effective use of technologies for learning and teaching purposes; and to provide a more effective learning environment for UWS students.

There were 7411 student responses to the survey and the open ended section yielded 17,265 comments from students about their experiences with using technology at the University. The results provide UWS with an in-depth understanding of both current and expected use of technologies in students' everyday lives as well as at University. A full report, with recommendations for improvement, has been circulated to all senior staff within the University.

The E-Learning Quality Framework continues to be an important focus for the Teaching Development Unit with all vUWS sites being reviewed for consistency with the Basic Standards for E-Learning Sites. The implementation of the Basic Standards since 2009 has resulted in improvement in the quality of e-learning sites at UWS. There has also been improvement across most criteria of the Basic Standards with significant improvements being in the areas of homepage clarity, consistency with Unit Outline, instructions relating to tool use, integration of scholarly resources, orientation to e-learning and disability support information. Almost all Schools substantially improved their information with regards to e-learning and disability supports, several by 100%. This was as a result of a Teaching Development Unit initiative where a standard footer linking essential information was included in all vUWS sites by default.

As UWS grows the student population to 50,000 and increases staff numbers accordingly, a scalable and robust e-learning system will be pivotal to supporting and sustaining an effective teaching and learning environment for students and staff. The Campus Edition 8 version of the Blackboard learning management system has been superseded by Learn 9.1. In 2010, the Teaching Development Unit, in partnership with Information Technology Services, has formally proposed upgrading the learning management system to Learn 9.1 during 2011, with full implementation in 2012.

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 density of Indigenous peoples within Australia.

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 communities and delivering broad student support and academic services to Indigenous students. The Centre delivers two Indigenous bachelor degree courses through its Aboriginal Rural Education Program including a Diploma on-campus course and partners 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 356 in 2010, with most growth concentrated in undergraduate programs. Health Science courses have been popular, with the number of Indigenous students increasing from 81 in 2008 to 119 in 2010. The UWS Medical School, now in its fourth year, had 18 Indigenous medical students enrolled in 2010 and, to date, a further 12 applications have been received for the 2011 intake. The Bachelor of Nursing had 30 Indigenous students enrolled in 2010. Indigenous enrolments in postgraduate courses increased from 39 in 2008 to 52 in 2010. Nineteen of these students are higher degree students, six Masters by Research and 13 PhD research students.

Student support and academic development

Major areas of development in Badanami during 2009 and 2010 were the expansion of the student support services and academic programs for Indigenous students, including Indigenous Student Support and Access and Learning Support. Badanami opened a new student space with staff offices for Student Support on the Campbelltown campus, complementing its current student spaces on Bankstown, Penrith, Parramatta and Hawkesbury campuses.

The two Aboriginal Rural Education Programs (AREP), one in teacher education and the other in community welfare, were transferred to Badanami from the College of Arts in late 2008 to be fully managed and administered by Badanami in 2009.

During 2010, the total enrolments in the AREP Education course were 69 students who were enrolled across five years, with 22 in the first year. The latter cohort is relatively young in age and made up of a significant number of young men, a trend that differs from previous cohorts. In December 2010 the AREP education course was recommended for reaccreditation by the Institute of Teacher Education Panel.

The Bachelor of Community Welfare (BCW) course, which was suspended in 2008, had 17 students complete the degree in 2009. Five students remained enrolled in 2010 to complete the course at Diploma level. In preparation for 2011 a curriculum review and course redevelopment has taken place. A successor course to the BCW was approved in early 2010 and will replace the BCW course by 2011. The new course is the Bachelor of Community and Social Development and includes an embedded Diploma of Community and Social Development. The latter course will be offered in day mode for students living in close proximity to the Penrith campus, at Kingswood.

Another major area of course and curriculum development in 2010 was the implementation of the Indigenous Education Policy through the endorsed Indigenous Graduate Attribute. The successful submission to the Diversity and Structural Adjustment Fund (DSAF) in 2008 by Badanami staff, allowed UWS to receive \$900,000 for the period 2009-11 to embed the Indigenous Graduate Attribute into UWS courses. These funds have been used to recruit Indigenous academics to support Badanami to implement the Indigenous Graduate Attribute in UWS courses; develop an Indigenous Australian Studies Major (IASM) for offering from 2011; assist and advise College staff in developing Indigenous core units and embed integrated Indigenous content in undergraduate courses.

A major outcome achieved with this funding in 2010 was the development by Badanami staff of a suite of nine Indigenous curriculum units to be used in the Indigenous Australian Studies major/sub-majors or as individual units available to all UWS students to ensure they attain the Indigenous Graduate Attribute while studying at UWS. A website promoting the Indigenous Graduate Attribute and the IASM is nearing completion and the foundation unit of the IASM is being developed as an e-learning unit for offer from Spring 2011. The major, sub-majors and individual units will be offered from 2011.

Badanami staff continued to collaborate with the Colleges and Schools to embed Indigenous core content in their courses. In 2010, Badanami staff co-delivered a new core common unit with staff of the School of Biomedicine and Health Science to 220 commencing students. The unit has 50% Indigenous content and assists these students to achieve knowledge and skill subsets of the Indigenous Graduate Attribute. In 2011 Badanami staff will continue to co-deliver the unit to more than 900 students who are enrolled across nine courses, such as Occupational Therapy, Physiotherapy, Health Sciences, and Medical Sciences. Badanami staff also assisted in developing the Indigenous curriculum content for this new core common unit including online materials.

Through the development and expansion of its support services and academic programs, Badanami Centre has appointed a number of key academic staff. Staffing has remained steady during 2010 with an increase of academic and other staff for 2011. In addition casual staff were employed under the Indigenous Tutorial Assistance Scheme (ITAS) and casual academics were engaged to teach in the AREP courses.

Elder in Residence

Badanami's longest employed Indigenous staff member is the Indigenous Elder in Residence. The Elder continues to be 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.

Student access, success and retention

2010 has been a year of growth 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. Statistics for 2009-10 indicate notable improvements in student participation, retention and succession/attainment due to the enhancement of marketing, communications, scholarship opportunities and student support mechanisms.

Indigenous marketing and outreach

The development of a robust triennial Indigenous Marketing and Communications Plan in 2008 continued to present a solid platform in 2010 on which 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 2010.

The Indigenous School Student Mentoring Program was piloted in 2009 with a number of high schools in the South Western Sydney area. It is intended to support and encourage greater retention and HSC achievements amongst Indigenous high school students. In 2010 the program was expanded and now includes seven high schools from the South Western Sydney area. The program duration is three years and targets students in year 10. The program will be expanded once again in 2011 to include schools in the Western Sydney area.

In August 2010, 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 a UWS campus over one weekend to participate in Open Day activities.

A pilot project of the Indigenous Outreach unit was the three day UWS Day Rural Indigenous Student visit which incorporated the UWS Day activities at Penrith campus. The project was created to provide Indigenous high school students in years 10 and 11, from rural and remote regions of NSW, with the opportunity to participate in UWS Day. Key rural high schools in remote NSW locations and their Indigenous students were invited to apply for the excursion and the University chartered a bus to bring them to the campus. In all, 51 prospective students participated.

It is essential to engage Indigenous students in a supportive, encouraging environment. 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. Exposing students to the University campus and teaching facilities assists with familiarisation and embeds a sense of belonging that diminishes their fear of the unknown, encourages their aspiration for higher education and ultimately contributes to a positive university experience.

The Indigenous Outreach Unit will continue interaction with the attending schools and will monitor the transition of attending students through senior high school and hopefully into higher education at UWS. Indigenous Outreach participated in over 42 career markets and visited 29 individual schools across NSW during 2010.

Ongoing improvements have been made in the ways UWS communicates and engages with Indigenous stakeholders. The new UWS Indigenous web space was launched earlier in the year providing 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/NAIDOC Week was a significant part of the annual UWS staff, student and community engagement calendar in 2010, with special events to celebrate Reconciliation Week. This year, the week began with a commemorative ceremony to mark Sorry Day which was attended by UWS staff and students. This was followed by the UWS Yarramundi Lecture. Both events attracted a large contingent of Indigenous organisations and community supporters.

The **Elders Christmas Luncheon** was held during November 2010, with Badanami and Indigenous Outreach staff as hosts to approximately 100 Elders from Greater Western Sydney.

Indigenous Scholarships were expanded and proved to be an effective tool for attracting and supporting Indigenous students. The University awarded 10 Indigenous Achievement Scholarships valued at \$5,000 per annum for up to five years. Other scholarships included one donor-funded scholarship from the Marsden Law Group; three scholarships from the College of Arts to pay fees; four Commonwealth scholarships; and Indigenous Smart Start payments valued at \$2000 each, which were awarded to 60 eligible students. The Yarramundi Scholarship valued at \$30,000 was awarded to two Indigenous students enrolled in postgraduate studies.

UWS International

The UWS International Framework, approved in July 2009, has continued to provide focus and structure to the international activities of the University.

Institutional relationships

During 2010 the strategy, plans and actions focused on developing significant new institutional relationships in key target countries – China, Vietnam, Indonesia and the Middle East/North Africa – and broadening current relationships into new disciplines and academic program areas.

New partners include:

- Tsinghua University, one of the top two universities in China
- Beijing Foreign Studies University
- Al-Ahliyya Amman University, the leading private university in Jordan
- Aramco Overseas Company, the leading oil producer of the world
- the Academy of Graduate Studies, Tripoli, the leading private university in Libya
- SEAMEO (South East Asian Ministers of Education Organisation)
- United International College, the first full-scale cooperation in higher education between mainland China and Hong Kong
- the Kuwait Ministry of Higher Education.

The University's relationship with the University of Economics HoChiMinh City (UEH) has broadened beyond the initial agreement for a joint Doctor of Business Administration (DBA) program. The first DBA cohort commenced at UWS in April 2010 and the Vietnam Ministry of Education and Training has approved funding for a second cohort that will commence at UWS in 2011. Negotiations with UEH have been finalised for an articulated pathway for UEH students into the UWS Bachelor of Business and Commerce and an agreement is almost finalised for an articulated Master of Business and Commerce relationship.

Another relationship that has broadened across discipline areas is with Ningbo University. A cohort of 10–15 Ningbo University graduates come to UWS each year to pursue a Master of Education (Honours) degree at the Centre for Educational Research/School of Education. A key element of this project is that university graduates from Ningbo work as volunteer teachers of Chinese language and culture

at Western Sydney public schools while also undertaking research studies in education at UWS. In February 2011 three Ningbo University undergraduate students will spend a semester exchange at UWS in business programs. The College of Business and Law is negotiating for students to undertake a short term exchange at Ningbo.

International student recruitment

Compared with 2009, commencing international onshore student load decreased by 1.8% but total international student load increased by 3.2%. China, India, Vietnam, Saudi Arabia, Bangladesh and South Korea are the top source countries for commencing enrolments. Continuing the trends from 2009 there were significant increases in students commencing at both UWS College and in UWS full degree programs from the Middle East/North Africa region.

The increase in UWS's international student load is a positive result in an environment where there continue to be real challenges facing the international higher education sector in Australia. Primarily these are: perceived international student safety; increased competition from other international student destinations; value of the Australian dollar; and federal government policy and practices regarding visa and migration issues. Extensive publicity around threats to Indian students in Australia has continued to affect the recruitment of Indian students to Australia and UWS. UWS has implemented initiatives to address prospective students' concerns including organising familiarisation tours for student placement counsellors and delivering campaigns for prospective students to speak directly with staff and current UWS international students from India.

The relationship between UWS International and UWS College continues to significantly strengthen our position in the market. There is a close strategic and operational synergy between the two groups, with UWS International undertaking all admission and recruitment activities for pathway students. This has provided a significant competitive advantage for UWS.

In October 2010, 22 country and regional directors from IDP Education, a world leader in student placement services, visited the UWS Parramatta campus. This was the first time many senior IDP staff had visited a UWS campus. The visit was significant in changing the perceptions of directors, highlighting UWS as professional, dynamic, multicultural and committed to international students.

Student mobility

The International Mobility Advisory Group (IMAG) was established in early 2010 to implement and review strategic directions and procedures for student mobility at UWS. IMAG comprises representatives from UWS International, UWS Colleges and the Office of the Deputy Vice-Chancellor, Development and International.

Library

Over the decade following unification of the University, the library has determinedly pursued strategies to enable students, staff and researchers to easily identify, discover and use high quality scholarly resources in their fields of academic endeavour. With innovative use of technology a key to these strategies, success is evident in the very high levels of use made of our collections and services, with increased demand experienced across all areas of operation.

The library embarked upon its fourth triennial planning cycle early in the year, with the resulting Strategic Initiatives 2010-12 reflecting and complementing the University's *Making the Difference* strategy. The plan builds upon three previous successful planning cycles and charts the strategies needed to continue to provide high quality services to the UWS community. While maintaining the three focus areas of Access, Research Support and Service, a fourth area of focus, Leadership, has been incorporated, recognising the importance of developing leadership behaviours and attributes in all library staff.

While the numbers of people visiting our libraries in person decreased marginally (-2.07%), all libraries remained very busy, with the total number of visitors slightly under two million. UWS libraries remain the most heavily used buildings across all campuses, with students particularly appreciating enhancements to physical infrastructure made in previous years.

Virtual services expanded significantly throughout the year, with ever increasing uptake of Information Central, the library's virtual reference, email and telephone enquiry service. The increase, due in part to newer and more interactive software solutions, reflects students' need for assistance in navigating an increasingly complex and potentially overwhelming information world at anytime and from anyplace. In 2010, the library responded to 30,000 virtual queries, an increase of 31% over the previous year.

Our work in vUWS also saw rapid growth and development, with 1109 richly embedded, hypertext-enhanced reading lists within vUWS unit sites. This represents triple the number made available in 2009, and has been made possible through the in-house development of sophisticated software underlying the service now known as ReadingsDirect. Also embedded within these sites is the intuitive library Searchbox, together with links to subject-specific finding aids and referencing tools. Recognising the strategic importance of taking the library to students' natural learning environment,

a small dedicated ReadingsDirect team has been formed from within the library's existing staffing establishment.

In preparation for the federal government's Excellence in Research for Australia initiative, the library worked closely with the Office of Research Services to ensure that the high submission standards for UWS research publications were met. During the year considerable time and effort was spent preparing the dark repository, creating and adding metadata and loading 1730 research publications. The UWS Institutional Repository now houses 8,240 publications including research output and higher degree theses. All records are harvested by Trove, the National Library of Australia discovery service, ensuring national and international exposure to the wealth of UWS research.

The library website continues to be very heavily used, with 11.7 million page views recorded, and close to two million searches run on the discovery Searchbox. Expanded functions and the introduction of Web 2.0 interactive features will be incorporated in a further redesign of the website, planning for which commenced in the latter half of 2010.

Collection growth was significant, with over 82,000 monographs added to the collection. Of these acquisitions, over 30,000 titles were electronic books for which perpetual access rights were negotiated. It is extremely pleasing that the backward trend in monograph acquisition experienced in 2009 has been reversed. The reversal is attributable to the comparative strength of the Australian currency, particularly against the United States dollar, in the latter part of the year. Exchange rate variations lifted the monograph budget by 14.5% across the year. In 2010 the library's monograph collection topped one million volumes – a significant milestone.

The stronger Australian currency also helped maintain serials subscriptions, which were again supplemented by transfer of funds from the library's staffing budget. A 7.5% effective increase in purchasing power derived from exchange rates offset, to some extent, annual publishers' price increases, typically in the order of 8% per annum. A minority of journal titles impose annual price increases of up to 27%, leading, in many instances, to the cancellation of alternative titles.

Two external audits unconditionally confirmed the library's ISO 9001 (2008) certification, with quality endeavours continuing unabated.

Student Support Services

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

Demand for services

An unprecedented increase in demand across all portfolios within Student Support Services resulted in 2010 being an extremely busy year. The 15% increase in commencing student enrolments in 2010 saw a significant increase in the demand for services as follows:

- counselling: 26% increase of which 18% of consultations were for mental health concerns;
- Student Welfare Service: 115% increase in demand mostly from first time users
- Academic Integration Plans: 45% increase.

In addition, all service areas have implemented major projects and new programs and initiatives to enhance the range, quality and delivery of services.

Staffing and structure

The Disability Service has recently recruited two new part-time staff to fill the vacant 1.2 Full-Time Equivalent Disability Advisor positions, and the Service has now reached its full staffing complement. A mental health coordinator position and a visiting consultant psychiatrist position were introduced during the year, both located within the counselling service and funded as part of the developing *UWS Mental Health* strategy. Staff changes within all services have brought about renewed energy and forward planning.

Resources

Online record keeping has been implemented across all services to help manage service provision more efficiently. Campus Connection, an online communication tool for students, has been updated and approximately 6050 user sessions have been recorded in 2010. In addition, an online notes repository for students with a disability is currently being trialled on the University e-learning system.

The development of online resources and services is being investigated in response to student need and to increase service accessibility. Work on phase one of an online orientation program has commenced to add value to the current face to face program. All business processes have been reviewed and publications have been updated or rewritten. The website updates for each service are either complete or underway, together with the finalisation of the off-campus accommodation website and the development of a new website on wellbeing and mental health, both of which are expected to be ready for use in 2011.

Two peer guides for successfully negotiating your way through university study, for mature age students and first in family students, have been developed. These are the first two such guides in a planned series. In addition, a resource booklet for international students of the Islamic faith has also been developed.

Mental health strategy

The *UWS Mental Health* strategy for staff and students has continued to develop in 2010. The mental health coordinator has developed systems of referral across the University and has been developing closer links with community mental health services. The position also provides a consultancy service for staff regarding student or staff issues. The consultant psychiatrist provides supervision and consultancy to Student Support Services teams. Both positions oversee the management of people with quite complex mental health presentations in consultation with counsellors, disability advisors and other key staff across the University.

A number of mental health publications, as well as guidelines for responding to various types of behaviour, have been developed and will be trialled with key stakeholders across the University for feedback. The previously mentioned web development, together with training programs such as the Mental Health First Aid program, and the Supporting Staff Supporting Students program continue to be offered through the Counselling Service and were well attended with an additional 168 people trained by the end of the year.

Wellbeing and Mental Health Week was celebrated across all five UWS campuses in October, coordinated by Student Support Services staff with the theme 'Friends Help Us To Bounce Back'.

The Behaviour Risk and Review Group was established to better manage staff or student behaviour of concern and its impact on the University community. The group is comprised of key stakeholders across the University and is chaired by the Director Student Support.

Financial assistance package

In 2010, the number of students seeking financial assistance increased 153%, coinciding with the introduction of a more comprehensive financial assistance package. New emergency student grants, textbook grants and an emergency accommodation fund were introduced in response to the financial distress of students who were unable to repay a student loan. Evaluation shows that eligible students from low SES backgrounds who accessed these forms of assistance had a retention rate of 91%, almost 10% higher than the overall UWS student population and directly attributable to their ability to remain at university when short term financial assistance was provided. The student loans scheme, text book voucher scheme and the grocery card scheme also continued in 2010. The textbook voucher scheme is a joint initiative between Connect Books and the Student Welfare Service; high demand resulted in an oversubscription of the vouchers.

Financial assistance was coupled with financial planning workshops entitled 'Smart Students Save Wisely'. In addition, the financial assistance program now also includes information stalls on all campuses at key times in the academic calendar year, Centrelink campus visits, introduction of the TaxHelp program for UWS students and the development of a financial information and resource package available on the web.

Disability service

There was an unprecedented increase in the demand for services including a large increase in the number of reasonable adjustments required for students with a disability, directly affecting not only the Disability Service but all areas of the University. A benchmarking and review exercise is underway looking at approaches to effective reasonable adjustments. A cross-service working party, including the academic, student administration and student service areas of the University will be formed in early 2011 to review the current model for the implementation of reasonable adjustments.

The Citrix Assistive Technology project with Information Technology Services continues. When complete it will enable 24/7 access to assistive technology from any connection to UWS servers. A small working group of the UWS Spaces and Technology Committee has also met to make recommendations related to inclusive practice in the use of technology. Enhancements to the functionality and efficiency of the Disability Professional Systems Management system have continued.

Recent changes to the Disability Discrimination Act have resulted in the need for universities to begin to address the issue of inherent requirements in courses. Work in this area has commenced with a joint School of Nursing and Midwifery and Disability Service working party, working to identify the inherent requirements in the Bachelor of Nursing degree, while simultaneously developing a process map and templates for the rest of the University to use. A subcommittee of Education Committee has identified other courses in which work on inherent requirements will commence and has recommended a number of changes to policy documents to incorporate these new developments.

Orientation and transition

The orientation program continues to be developed based on trend data collected by Student Support Services through the orientation survey and extensive research and benchmarking. All three Colleges, the International Office and uwconnect are now partnering with Student Support Services to enhance the orientation experience of commencing students and there has been a marked increase in the reported usefulness of the orientation program reported by students and staff. Approximately 90% of undergraduate commencing students attend orientation and the survey data shows an 82% usefulness rate across all three Colleges. As mentioned previously, an online orientation is under development to add value to the current face to face experience. Services market days were extended to include all UWS campuses both at the commencement of the year and mid year.

Student Support Services also piloted a student transition program called Transition Student Success @UWS. This is an outreach program for commencing students which aims to increase student retention through the provision of peer contact, assistance and support. A pilot program was run in spring session 2010 targeting all commencing students. Its focus was to create a bridge into university life and study for mid year intake students and to direct them to the services available to assist them with their learning and transition into the culture of the University. This was achieved by proactive and timely personal contact with these students. Initial evaluation is very positive and the program will be run again for the commencement of 2011 targeting students who are from low socio-economic backgrounds and first in family to attend university.

Student Equity

Widening participation

UWS has recruited a project officer to oversee the implementation of the UWS Disability Action Plan. In addition, Fast Forward, an outreach and aspiration raising program involving high school students from priority schools in Greater Western Sydney has expanded to include 25 schools and 840 participating students. The first completing cohort graduated from the program in 2008 and 21% of these students entered UWS; in 2009, 44% of graduating students from Fast Forward went on to post secondary education. Plans are underway to further expand the high school program and to introduce a primary school program in 2011.

Specific comments from participating schools indicate that the program is responsible for slowly changing the attitudinal culture of the students within these schools. The longest participating schools report more students going on to years 11 and 12 and aspiring to and obtaining places in higher education each year as a direct result of the Fast Forward program.

Schools engagement

The Schools Engagement plan developed in consultation with the schools sector focuses on mutually beneficial university/school partnerships and programs. The aim is to assist capacity building in the school sector and improve results in priority areas.

A number of initiatives are underway as part of the schools engagement agenda, including an Indigenous student mentoring program for year 10–12 students.

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. Schools engagement is described in more detail under Engagement and Partnerships, page 44.

Student equity programs

Students at Risk research showed that mature age students are one of the most 'at risk' groups of students at UWS. In response to this, strategies and resources are being developed. These include a peer guide, and 'e' buddies program, the Starting Out Program (for 150 mature age attendees at the commencement of the year), IT cafes to assist with technology barriers, focus groups, shop fronts and development of a website. Research informed by survey feedback is currently underway in relation to the ongoing needs of mature age students to further inform program development.

Other student equity initiatives include:

- the investigation of 'e' counselling services targeting in particular young men, who are another identified UWS 'at risk' group
- learning and teaching strategies for equity groups
- peer guide development
- low SES indicator research
- further development of Educational Technology Online
- disability technology trials.

Government initiatives

The new federal government initiatives surrounding social inclusion and participation in higher education, particularly of students from low SES has led to increased interest in the sector in developing strategies to meet the government target of 20% low SES students in universities by 2020. UWS currently has 22.8% of students from a low SES background. The University is well placed to build on current initiatives and to 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 Indigenous Mentoring and Fast Forward continue to grow and partnerships through the Schools Engagement program and the Sydney Basin Universities Widening Participation group coincide effectively with the government's guidelines.

Student equity performance

UWS has maintained its strong performance in most equity groups, but has performed particularly well in low SES categories, both in under 25 and 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 23.07%, compared with the NSW average of 16.77% and the national rate of 16.19%. Whilst the success rate for UWS under 25 low SES students, at 83.01%, is slightly below the state and national rates, the success ratio is not only stable at 1.00 but is equal to the overall UWS student population and better than the state and national ratios of 0.97.

The retention rate of 82.32%, while slightly less than the NSW rate (83.32%), is better than the national rate of 81.75%. This is a strong result in the context of an increase in the UWS retention rate for all students. The 1.03 retention ratio was maintained and is 0.05 points higher than the NSW and national ratios.

Taking into account the low SES figures for all ages, there was a 0.49% increase in overall access rates over the previous year from 21.11% to 22.62% and a 0.78% increase in participation rates, from 21.32% to 22.10%. These are still comfortably above national and state rates. The retention rate, now 82.97%, continues to increase and exceeds the overall UWS student retention rate as well as the national and state rates, while the success rate is marginally below national and state rates. These two figures show that UWS low SES students do persist in their studies.

Due to its location in Greater Western Sydney and the fact that the majority of Australian students attend their closest university, UWS does not enrol a large number of regional and remote students. Access and participation rates for students from regional and remote locations are therefore well below national and state rates. For those students who do enrol at UWS, their success and retention is similar to other cohorts, both at UWS and in the wider sector.

The equity group which has not shown a positive progression has been students with disabilities. Their access rate has dropped further from 2.85% in 2008 to 2.81% in 2009 and their participation rate has shown a similar trend. However the success ratio continues to be slightly better than the NSW and sector average. The retention rate of 77.23% is 3.27% higher than in 2008 and is now above the state and national retention rates for this group. However it is below the overall UWS retention rate of 82%.

The decline in the numbers of students self-disclosing a disability at enrolment continues to be evident. However the number of students registering with the Disability Service has seen a steady and sometimes significant increase over the corresponding period of time. Recent analysis of students who disclose a disability at enrolment and those registered with the Disability Service show a very low correlation between the two. This indicates that students either choose not to disclose their disability at the time of enrolment or acquire the disability during the course of their studies.

The need for more education and awareness training of NSW Department of Education and Training staff and prospective students is being addressed through the National Disability Coordinator Officers and other local networks, in order to encourage students to disclose at enrolment and seek the support of the Disability Service as soon as possible.

Equity and Diversity

Education

Equity and Diversity hosted the inaugural International Conference on Human Rights Education at Parramatta campus in November 2010. Over 360 participants from 35 countries and every continent attended this conference, including 69 international delegates, 30 from developing nations and 17 sponsored by AusAID.

The conference resolution calls on all Australian governments to further develop the human rights education agenda and prioritise the introduction of human rights education into the national curriculum and Australia's aid programs. Conference papers will be published in book form.

Disability

Disability Action Plan

Completion and implementation of the Disability Action Plan 2010-14 (DAP) was a major priority in 2010. The DAP is a multidimensional strategic plan designed to improve access for staff and students with disabilities. A disability project officer commenced employment in mid 2010 and has met with managers across the University to discuss implementation of the plan.

Staff Workplace Adjustment Funding

Centralised funding for provision of reasonable adjustments to staff with disabilities was established. This centralised model removes the cost from individual managers and departments and provides a central point of expertise, standards and consistency leading to improved employment outcomes for staff with disabilities.

National Disability Coordination Officer Program

The Western Sydney National Disability Coordination Officer Program which is hosted by UWS produced an Education to Employment Package aimed at improving the graduate outcomes for people with disability as well as a transition workbook resource for young people with disabilities. Two major events, a Disability Confidence Seminar for employers and an 'Enhancing the Links' Seminar for school staff were organised.



Women

UWS was one of only 95 organisations across Australia to be recognised by the federal government's Equal Opportunity for Women in the Workplace Agency (EOWA) as Employer of Choice for Women 2010.

The University has received this prestigious citation for the seventh consecutive year. Highlights of the Women's Program in 2010 included the Academic Women's Career Development Workshops, the completion of the gender pay equity audit, review of the UWS Sexual Harassment Policy and the launch of the Flexible Working Arrangements Website.

Ally Network

Ally Network is a University-endorsed group of staff and students who are committed to creating an inclusive and respectful culture at UWS for gay, lesbian, bisexual, transgender and intersex community members. A new visual identity was developed to further promote the Network throughout the University and wider community. The new logo and posters were produced in a collaborative project with UWS Design students.

An Open Forum 'Being OUT West: a discussion on homophobic violence' was hosted in conjunction with NSW Police, the HIV/AIDS awareness and prevention organisation ACON and the NSW Department of Justice.

The Network participated in the International Day Against Homophobia with ACON and NSW Police to set up a stall and a 'This is Oz' photo booth at Penrith Plaza to promote a message of respect and inclusion of the local LGBTI community.

Initiatives planned for 2011

- development of a new UWS Equity and Diversity Plan 2012-17
- focus on further rolling out the Disability Action Plan including embedding disability understanding in the strategic plans of colleges, departments and schools, focusing on the accessibility of the University's websites and e-learning facilities.

Multicultural Policy and Services

UWS is one of the most culturally diverse universities in Australia with more than 100 cultural and ethnic backgrounds represented in our student community and over 20% of staff coming from culturally and linguistically diverse backgrounds.

The University's commitment to promoting a positive and supportive learning and working environment for staff and students from culturally and linguistically diverse backgrounds is embedded in the University's strategic plan and the UWS Equity and Diversity Plan 2008-2010.

Highlights of the multicultural strategies and initiatives pursued by the University in 2010 were:

Student support services

- extension of the Fast Forward Outreach Program that encourages aspiration to participate in higher education. The program was extended in 2010 to include 25 schools and approximately 840 participating students from Greater Western Sydney
- opening of new multifaith centres at Campbelltown and Bankstown campuses
- provision of halal food extended to include both Bankstown and Parramatta campuses. Further provision of halal food at other campuses is under consideration
- an increased number of multicultural clubs and societies
- an increase in the number of Orientation Assistants (UWS students) from culturally and linguistically diverse backgrounds
- production and dissemination of a booklet to assist international Muslim students
- establishment of an International Student Support Services group
- commencement of an equity project focusing on the impact of learning and teaching factors on the retention of students from culturally and linguistically diverse backgrounds and other equity groups.

Cultural awareness events

- International Human Rights Education Conference at Parramatta in November
- multicultural food fests on Parramatta and Hawkesbury campuses
- UWS in partnership with the HIVE Student Union and with the support of UWS Afghans, UWS Vietnamese Students' Association, MAST (UWS Indian Society) and Students for Palestine hosted the UWS International Film Festival. A selection of international movies was screened that reflected the cultural diversity at UWS and facilitated opportunities for cultural dialogue and understanding
- multifaith events were held on four campuses from August to October 2010 titled 'My Faith Our Australia – Ways of Peace' which included a staff photographic exhibition and conversations about diverse faith backgrounds.

Community partnerships

UWS in partnership with the Sudanese Australian Youth Committee and with the support of leading academics from the School of Education organised the Sudanese Australian National Youth Conference. UWS partnered with Penrith Council for the 2010 Harmony Day Project, and is partnering with the local Assyrian Community to produce a Cultural Awareness Training Manual for the Assyrian community.

Key strategies for 2011

These include development of an Equity and Diversity Plan for 2012-17, the production of a Peer Guide for students from non-English speaking backgrounds and publication of a booklet to assist international Hindu students.

Research

Research Strategy and Performance

It has been a demanding yet rewarding year for research development and consolidation at UWS. As a sign of its ongoing commitment to securing the next generation of research leaders, UWS continued its large scale recruitment drive for research active staff by undertaking the third tranche of its highly sought Research Lectureships and commencing a five-year recruitment program to secure 500 new academic staff.

The quality and intensity of UWS research activity can be judged by continued growth in competitive research income, notably from the Australian Research Council (ARC) Discovery scheme and the National Health and Medical Research Council (NHMRC). It was confirmed in 2010 that UWS is a research-led university that is increasingly attractive to a range of national and international Higher Degree Research (HDR) candidates, with total load continuing to rise, including a healthy share of international HDR candidates (22% of total HDR load).

In the national innovation system, UWS successfully bid for NHMRC Centre of Excellence funding of \$2.5m to establish the Centre for Informing Policy in Health with Evidence from Research (CIPHER). UWS is part of one of four CRCs funded in the 13th round – the CRC for Young People, Technology and Wellbeing (\$27M CRC funding). Through the College of Arts UWS will lead Program 1 - Safe and Supportive -which looks at young people, technology and wellbeing - under the leadership of Dr Philippa Collin, Research Fellow in Applied Politics, Centre for Citizenship and Public Policy. Program 2 – Connected and Creative – which looks at technology as an enabler for young people who are vulnerable – under the leadership of Dr Amanda Third, School of Humanities and Languages. With 30 bids at stage 1, UWS had 2 of 13 bids at stage 2. These bids are seen to be an illustration generally of the extent of the disciplinary diversity which underpins UWS research excellence.

In 2010 UWS renewed its commitment to a strategy of selectivity and concentration, as exemplified by the creation of its first University Research Institute, the Hawkesbury Institute for the Environment.

As a logical extension of the model of selectivity and concentration, the University is establishing a small number of research institutes. These afford larger scale, as well as a research intensive environment, further improving the competitiveness of researchers and enhancing our capacity to attract high quality research students into a vibrant research culture.

Institutes, centres and groups are a form of institutional recognition and definition that allow the University to focus funding and support for research endeavours on proven or promising programs that will realise our aims as expressed in the Research Framework 2009-13 and UWS *Making the Difference* strategy.

On weighted publications per research active staff, Commonwealth data highlighted UWS as the most productive university in the country, with its ranking on this measurement rising from ninth to first in the sector.

The 2007-09 Register of Research Activity shows a further rise in research active staff with 53% of staff now research active using the UWS indicator.

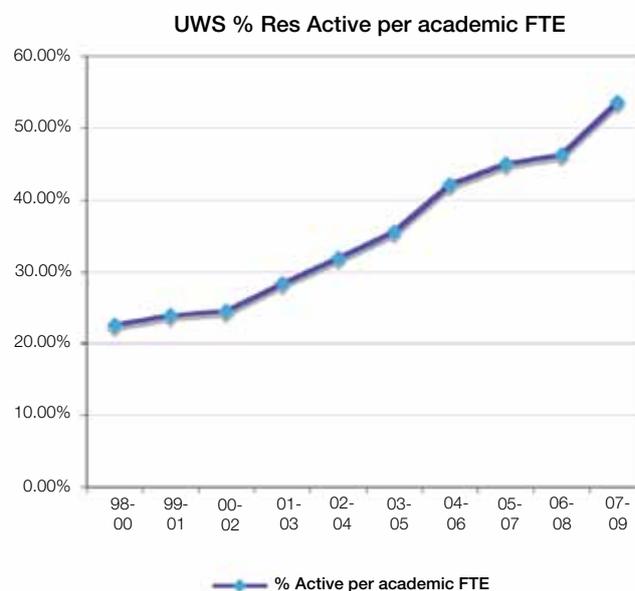


Fig. 2 UWS Research Active Staffing Profile 1998-2009

Excellence in Research Australia (ERA)

In mid 2010, the University completed its Excellence in Research for Australia (ERA) submission with the lodgment of over seven thousand publication items. Five fields of research (four digit code) achieved outstanding results: cultural studies, and plant biology achieved the highest ranking possible – 5 – demonstrating research ‘well above world standard’; civil engineering, literary studies, and performing arts and creative writing achieved scores of 4 – demonstrating research ‘above world standards.’

Of the 21 disciplines in which UWS is research active, the majority were rated at or above world standard, which is very pleasing. These results demonstrate the depth and strength of the UWS research program, and confirm the effectiveness of the University’s strategy to concentrate research strength with significant research investment to boost research activity and quality.

Competitive funding

Major grants Australian Research Council

During 2010 the ARC awarded UWS researchers \$3,718,921 in new monies for commencement in 2011, an increase of a million dollars for project funding from last year. UWS was awarded 12 Discovery Projects and two Discovery Indigenous Researchers Development grants, maintaining its top 20 position in these prestigious competitive grants.

National Health and Medical Research Council funding

In November, UWS was awarded three NHMRC project grants totaling \$1.2 million. UWS researchers have also achieved success in collaboration with other universities. Several of our grantees have also been previous recipients of UWS internal grants designed to build success in national competitive grants and strategic partnerships.

International collaboration

Associate Professor Ian Anderson from the Centre for Plants and the Environment was awarded an Australian Academy of Science – International Science Linkages Grant for a project titled ‘New insights into the eucalypt: Pisolithus symbiosis via bioinformatics analysis of transcriptomic and genomic data’ in conjunction with Professor Francis Martin of the National Institute for Agricultural Research, Nancy, France.

Collaborative research

In 2010 UWS entered into a Memorandum of Understanding with the Imperial College, University of London to co-fund a strong, long term collaborative link between the Faculty of Natural Sciences at Imperial College and the Hawkesbury Institute for the Environment (HIE) at UWS. (In the 2009 Times Higher Education league table, Imperial College was rated the third best university in Europe and the fifth best in the world.) The proposed collaboration builds on the significant foundations of demonstrable research strengths at both partner institutions. It will specifically focus on HIE’s ecological research strengths in microbial ecology and mycorrhizal fungal ecology, forest ecology/climate change and plant/insect interactions. The collaboration will capitalise on the newly developed Climate Change and Energy Research Facility infrastructure funded by Commonwealth Education Infrastructure Fund investment, resulting in capacity building and increased utilisation of these facilities.

Through ARC Linkage funding, Associate Professor Michael Darcy has been leading a national and international team of researchers exploring community renewal and redevelopment of concentrated public housing areas. This research will enhance the potential for successful outcomes by creating opportunities for residents to develop and express their own knowledge and understanding of the links between place and disadvantage, in an international context, with the aim of improving public understanding and reducing the social division and stigma currently associated with public housing. Collaborators include the St Vincent de Paul Society National Council of Australia Inc, Tenants Union of NSW Co-operative Ltd, and Director of the Center for Urban Research and Learning (CURL) at Loyola University, Chicago.

Professor Kenny Kwok from the School of Engineering is leading an ARC Discovery grant investigating the effects of wind-induced vibration on occupants of tall buildings. By way of representative examples the multi-disciplinary team includes Professor Vaughan Macefield, School of Medicine, UWS, Dr Peter Hitchcock from the Hong Kong University of Science & Technology, and Dr Darren Walton of Opus International Consultants, Wellington NZ. The outcomes of the research will advance our understanding of the physiological and psychological responses of people to building vibration induced by wind. It will also establish a unified standard that will deliver superior building performance and enhanced living quality for building inhabitants under conditions of strong winds. It is expected to help minimise costs associated with adopting mitigation measures and costs related to lost productivity if people are adversely affected by the experience of being in a wind-excited tall building.

Research training

In 2010 we joined other Australasian universities to compete in the 3 Minute Thesis competition at the University of Queensland. It was enthusiastically embraced by students and staff and will be championed as a major feature of research culture in future years.

Commonwealth data for 2009 shows that UWS HDR load rose by 7%. Provisional 2010 load has accelerated this trend, with an anticipated rise of 22%. HDR completions are also rising. In 2009, in terms of HDR completions, the UWS sectoral ranking rose to 20th.

Doctor of Creative Arts Student and Indigenous Artist Bronwyn Bancroft was awarded the Dromkeen Medal. This Medal is an annual award, initiated in 1982, and presented by the Governors of the Courtney Oldmeadow Children's Literature Foundation. This award is made annually to an Australian citizen for a significant contribution to the appreciation and development of children's literature in Australia.

UWS continues to secure major Discovery Indigenous Researchers Development awards supporting a variety of projects and Indigenous researchers, particularly in educational psychology.

Awards and recognition

Professor Christine Halse from the Centre for Educational Research was appointed as an ethics expert to the European Commission on Framework Program for Research and Technological Development.

Stelarc (Stelios Arkadiou), Senior Research Fellow, Thinking Head Projects and Artist in Residence at MARCS Laboratories Research Centre has been awarded the 'Gold Nica' for the Hybrid Arts Prize in the Prix Ars Electronica 2010, the International Competition for Cyber Arts which includes a 10,000 Euros grant.

Dr Markus Riegler, Lecturer of the Centre of Plants and Environment was selected as the runner-up in the category of Agriculture and Food Security from among highly competitive applicants in the recently concluded review for ProSPER.Net-Scopus Young Researcher Awards 2010. This award was in recognition of Dr Riegler's outstanding contributions to research on insects that is applicable to the sustainability of agriculture and forest ecosystems.

Appointments

Professor Lyn Carson commenced in May as a Professor in the Centre for Citizenship and Public Policy at UWS. Prior to her arrival, 'Carson' was Academic Program Director in the United States Studies Centre at The University of Sydney. For over a decade she taught in the Department of Government and International Relations at the University of Sydney on topics relating to public administration, citizen engagement and deliberative democracy. Carson is on the executive board of the International Association for Public Participation and on the editorial board of the Journal of Public Deliberation.

Professor Nikolas Kompridis, philosopher and political theorist, commenced in January with the Centre for Citizenship and Public Policy. Professor Kompridis has taught at Concordia University, the University of Dundee, and York University, and has been a Visiting Professor at the New School for Social Research and the University of Toronto.

Professor Willard McCarty accepted a fractional appointment at the Centre for Cultural Research, commencing in mid-2010. Professor McCarty's work focuses on humanities computing and, in consequence, is also concerned with the interrelations between the humanities and the sciences and the nature of interdisciplinary research as a whole. Professor McCarty is the author of *Humanities Computing* (Palgrave, 2005), the editor of *Interdisciplinary Science Reviews* and of *Humanist*, and is an active member of the Dictionary of Words in the Wild. He also continues as Professor of Humanities Computing at King's College London.

Professor Oscar Hauptman commenced in August to lead the Innovation and Industry Studies Research Group. Prior to this he was the managing director of a high-technology incubator in Israel and president of several boutique consulting firms specialising in high-technology management. He conducted numerous international professional training seminars and consulting projects in private businesses and government enterprises, in Thailand, Taiwan and the United States of America, among others.

Engagement

Engagement at UWS is viewed as partnership, for mutual benefit, between the University and its communities, be they regional, national or global. Through such activities, working in partnership with our many and varied communities, we aim to contribute to the development, wellbeing and prosperity of the communities and regions we serve, starting with Greater Western Sydney.

In May 2010 the University established the Office of Engagement and Partnerships (OEP), which brought together a wide range of functions with a mainly external focus. The new OEP incorporates the Office of Public Affairs, the Office of Engagement, Schools Engagement, Careers and Cooperative Education, Alumni and the University Art Collection. The alignment of these functions will enable the development of a cohesive, integrated and strategically focused engagement plan.

Community Engagement

UWS Community Information Directory

Provided in 2010, the UWS Community Information Directory online searchable database is a fast and efficient way to find detailed information about services, events and activities within the communities around each of the University's six campuses. Such services include childcare, sports and social clubs and support services. LINC'S provides location maps, links to websites and email addresses for thousands of services and is available to academics and students. The directory is managed in partnership with LINC'S, with over 50 local councils, government departments and community organisations in NSW providing up to date information.

FRESH

The FRESH project focuses on the historic significance of the Parramatta region extending to the Hawkesbury and Penrith areas, from colonial settlement and food production and the significance of plant collection from the 1800s to the present day through to ecological sustainability issues in the future. It involves a partnership with the School of Social Sciences, the Centre for Cultural Research, Careers and Cooperative Education and a consortium of local councils, government and community organisations in Greater Western Sydney. The project seeks to identify and map key food, recreational, environmental, sustainability and heritage assets in Penrith, Parramatta, Hawkesbury and Blacktown local government areas with a view to developing a GPS interactive mapping tool to be used for educational, tourism and policy planning purposes.

The significance of this project lies in its interdisciplinary approach and the use of design technology, more specifically digital arts, to change the way we think about Greater Western Sydney. Mapping the FRESH assets in key areas challenges stereotypes and assumptions that the region is deficient in culture and heritage. It also provides through digital technology a novel way to identify and learn about these assets and change the way we think, use and interact with local sites, structures and industries.

The FRESH project commenced in February 2010 and has generated a great deal of interest from local councils in the areas targeted. Discussions continue on ways to disseminate and make best use of the information and knowledge generated by the research.

Cultural community partnerships

This project aimed to actively engage students through student internships, work experience and engaged learning in cultural events and activities in a variety of capacities (i.e. research, documentation, marketing, promotion, performance, event management). It provided support to key cultural events and communities such as Harmony Day, Carnivale, Refugee Week, NAIDOC Week, Chinese New Year, Sudanese Youth Conference.

Environmental partnerships

This environmental education awareness project involving students identified common themes shared by community stakeholders in Greater Western Sydney. It focuses on the Hawkesbury campus and complementary research activities around environmental issues, conducting activities in response to local needs. The project is in partnership with environmental groups, the Department of Education and Penrith, Hawkesbury, Liverpool and Blacktown.

Schools engagement

In 2010 UWS continued its commitment to working with schools to improve educational aspiration and attainment. This was articulated in its schools strategic plan, *Building Better Relationships with Schools 2008-10*, which was developed in close consultation with the school sector and is implemented through annual action plans. The framework encapsulated by the plans has seen significant growth in UWS/school sector partnerships and relationships, programs and positive impacts over the past three years.

A key feature of the program is the Schools Engagement Reference Group comprising senior administrators and school principals from the public, Catholic systemic and independent school sub-sectors. This group advises and facilitates the development of mutually beneficial approaches and programs, and reviews outcomes. It was first convened in 2007 to assist with development of the strategic plan and in 2010 is involved in the review and renewal of the plan (2011-13).

The University has a plethora of school sector relationships ranging from high-level overarching strategic partnerships aimed at advancing educational outcomes to collaborations with individual schools. It has direct relationships with over 400 schools and regularly sends information on opportunities and events to 550 more. The principles underpinning the strategic

plan were reaffirmed by the reference group in September and a number of new priorities were identified including aligning the schools program with emerging sector issues and challenges, such as the national curriculum, e-learning and the expansion of gifted and talented programs for students.

UWS schools engagement activities include a wide range of programs for school students (high school and primary), professional development for school teachers and staff, research, information-sharing and access to University resources and expertise. In 2010 over 11,000 school students took part in aspiration building and/or academic enrichment activities, and many thousands more were involved in research projects, marketing events, sponsored programs and on-campus sport. Over 800 UWS students, and 32 academic and non-academic areas of the University, were involved in schools engagement.

The University also has extensive school visits and careers fair programs. In 2010 University staff visited over 200 high schools in the region and attended 75 careers markets and tertiary information days. UWS hosts three significant careers days on behalf of high schools in the region. The University also conducted campus tours and hosted a number of targeted information sessions for parents, indigenous students and careers advisors.

Alumni

The Alumni Relations Unit has expanded the UWS alumni database and is strengthening operational infrastructure to enable a wide range of interaction with graduates of UWS and the wider community. UWS now has in excess of 64,000 current alumni addresses, and has recently used the resources of the UWS Contact Centre to add email addresses to the database where possible. The alumni database has been further upgraded to record college and professional interest affiliations for most graduates. We have also developed a database of community stakeholders who receive publications and information from the unit, in addition to a list of alumni who are prominent in business and the arts.

The Unit maintains contact with alumni and community supporters by publicising a wide range of University news and events through our bi-annual *GradLife* magazine, e-newsletters and social networking media. We stay in touch 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. For ease of use, 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 high traffic, and the Twitter site is increasing followers, largely through organic growth.

The GradLife magazine has been successfully re-launched with autumn and spring editions mailed to 45,000 UWS alumni and staff, and members of the community. 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 from the alumni and in the community. The GradLife Benefits Program has also been launched 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. These facilities, at slightly higher prices, are also available to the wider community.

Art collection

The University has a strong history of engaging with its communities through the UWS Sculpture Award and Exhibition at Campbelltown and, through its galleries based at Bankstown, Parramatta and Penrith, with a program of exhibitions by professional artists and school and community based art projects. In May, the fourth UWS Acquisitive Sculpture Award and Exhibition was launched on the Campbelltown campus exhibiting the outdoor sculptures of 20 finalists selected from around Australia. Running parallel with these two exhibitions and in partnership with Camden, Campbelltown and Wollondilly local councils, a satellite sculpture exhibition of previous finalists' work was displayed in the civic centres of these respective councils. An educational resource kit was produced and distributed to high schools within the region. Two 2010 finalists presented artist talks to local high school students in conjunction with a curatorial walk and talk around the exhibition with the University's art curator. The University also hosted a Mother's Day Picnic at the sculpture exhibition inviting the local community to utilise the grounds for their Mother's Day celebrations.

The Margot Hardy Gallery is dedicated to showcasing works by students in local primary and secondary schools, as well as projects by community groups and will have hosted eight exhibitions in 2010. This exhibition program encourages community groups and schools to promote their own creativity and at times histories, as well as providing a focal point for those issues that these community groups and schools are concerned about.

The UWS Art Gallery based at Werrington North (Penrith) produces exhibitions which support and profile UWS staff and higher degree students and their research. The program also supports at least one exhibition that utilises the UWS art collection, which often highlights the history of UWS and the role it has played in cultural production within Australia. The exhibition program in 2010 featured six exhibitions.

The Female Orphan School Gallery is predominantly dedicated to exhibiting national touring exhibitions from major cultural institutions, and will have hosted three exhibitions in 2010, these include 'Operation AB-Katyn' a touring exhibition from the Institute of National Remembrance, Warsaw, Poland, in partnership with the Federation of Polish Associations, NSW; 'Billy Hughes at War', a touring exhibition from the Australian Museum of Democracy, and 'Penrith Neighbourhood Stories', a project by Penrith City Council. All the above projects relate back to the UWS strategic goal to excel in the development and application of scholarship and knowledge in regional and community contexts, promoting UWS as an engaged university within Greater Western Sydney, nationally and internationally.

Careers and cooperative education

The Careers and Cooperative Education (CCE) unit delivered over 60 workshops on topics such as career options, interview skills and making effective applications. Over 800 students attended these workshops. In 2010 a new module was successfully introduced to CareerHub, which provides students with online tools in career clarification and career readiness. Over 1600 jobs were advertised and student registrations increased to over 28,000 students, a significant increase on the 2009 figures. Other major activities of the CCE office included representation at Edfest, the largest education career expo in Australia, and other discipline-specific expos.

The Cooperative Education program placed 200 students during 2010, including 100 vacation placements, 75 internships and 25 international placements.

Office of Public Affairs

Student recruitment events

In 2010 the PR & Events team coordinated a record number of events. To start the year Course Decision Day attracted over 5000 prospective students and their families and friends to seek advice and information from over 300 academic staff in attendance. In June, Campbelltown campus hosted UWS Day. Fifteen hundred students attended from 60 high schools, primarily from Greater Western Sydney, though this year there was an increase in the number of schools attending from outside the region. In August, over 10,000 people attended UWS Open Day. Over 500 academic staff volunteered their time to attend to support the event. Over 100 presentations and seminars were delivered on the day. UWS Day Penrith was the final student recruitment event for the year. The event attracted 1150 students from across Greater Western Sydney and there were over 40 workshops available on the day. This year the University arranged transport and accommodation for over 40 Indigenous high school students and their teachers from remote and regional NSW to attend the event. The feedback from the students and their teachers was very positive and UWS will seek to expand this initiative in 2011.

Brand initiatives

UWS SMH Supplement

Two special supplements were published in the SMH in 2010. The first featured the University's research program and the second highlighted graduate and student achievements as well as profiling UWS courses and events.

Mid Year Campaign

The 2010 midyear intake was the biggest on record. UWS's share of first preferences in NSW for the midyear intake was 33%. The intake was supported by an integrated marketing strategy, which included radio, print and web advertisements.

Contact services

In 2010, the consistently high customer service performance of the University's Contact Service Centre (CSC) was acknowledged in an independent national survey ranking it first out of 179 organisations.

Performance monitoring company Customer Service Benchmarking Australia (CSBA) assesses UWS every quarter, comparing it to other tertiary institutions, as well as call centres in large Australian businesses across different sectors including banks, airlines, telcos and utilities.

For the period of July to September 2010, the UWS CSC was ranked first in the state and nationally within the tertiary sector out of 20 tertiary institutions. The CSC delivered best-in-sector results across six benchmarking criteria, with perfect scores achieved on 13 performance criteria including five of the six complaint handling criteria. All communication and enquiry resolution skills were rated 90% and above, leading to this outstanding result.

The CSC also achieved the title of the top performing call centre in Australia, ranking first out of the 179 organisations surveyed. To achieve the number one position is extremely satisfying and is a testament to the hard work and dedication of the team.

Scholarships

In 2010 UWS offered over 250 university funded scholarships to school leavers and mature age students from the Greater Western Sydney region.

The Scholarships and Student Advancement Unit continues to develop programs aimed at academically able students from the region. In 2010 a major change to the Most Outstanding Year 11 Program saw students in Year 11 delivered guaranteed offers to a UWS course (excluding courses with additional selection criteria to the ATAR).

A review of the *Aspire Future Leaders program* was launched in 2010 and will be completed by mid 2011. The aim of the review is to ensure that the experience provided to students and the skills they develop are meeting the needs of future employers and the students themselves. The review will also consider ways *Aspire* can have a stronger focus on civic engagement, community based action, advocacy and development.

Design and publications

The iMedia and Design team completed over 1500 creative projects across a broad range of media, including brochures, websites, advertisements, TV commercials, posters, web and email campaigns.

Employer Brand - a project of the Our People 2015 program.

In November 2010 the UWS employer brand was successfully launched to support a major campaign to recruit an additional 100 academic staff each year for the next five years. The launch was supported by a comprehensive national and international print and digital media promotional strategy and a purpose-built website that attracted over 5000 page hits during the three-week campaign. Forty positions were initially advertised with over 650 applications received.

Corporate events

During 2010, the PR & Events Unit managed an extensive list of corporate events and programs.

Events included:

February

- Yoututor Launch – Blacktown City Library

March

- International Women's Day Celebrations and announcement of the 2010 Women of the West Award – Parramatta campus
- Book launch 'Manhattan Dreaming' by Dr Anita Heiss – Bankstown campus
- Fay Gale Lecture – Parramatta campus

April

- Professor Beryl Hesketh and Mary Foley's Farewell – Parramatta campus
- Signing of MoU by UWS and Telstra – Parramatta campus
- Student Central Launch – Campbelltown campus
- Graduation – VIP Room

May

- Parramatta Community Justice Clinic Launch – Justice Precinct Office, Parramatta

June

- Festschrift – honouring Emeritus Professor Beryl Hesketh – Parramatta campus
- Official opening – 'Operation AB-Katyn' – Parramatta campus
- YourTutor Launch – Campbelltown City Library

July

- Yarramundi Lecture – Kingswood campus

August

- Official launch of new student residences at Campbelltown campus and Penrith (Kingswood) campus
- Hawkesbury Student Villa Tour – Louise Markus
- Bankstown-Lidcombe Hospital – official commissioning as a UWS teaching hospital
- YourTutor Launch – Camden Library

September

- Ramadan Iftar – Parramatta campus
- Welcome Reception UWS Mental Wellbeing Conference – Darling Harbour
- YourTutor Launch – Parramatta City Library
- Graduation VIP Room

October

- Parramatta Community Justice Clinic Partner Recognition Ceremony
- YourTutor Launch – Bankstown City Library

November

- YourTutor Launch – Wollondilly Library
- Senior Staff Farewell – Parramatta campus

December

- University Awards
- Chancellor's Farewell
- Graduation – VIP Room

Programs

Women of the West Awards

A total of 30 nominations were received for the UWS Women of the West Awards for 2010. More than 180 guests attended the announcement of the awards at the International Women's Day Celebrations on 8 March 2010.

Graduation speaker recruitment

PR & Events recruited a total of 42 guest speakers to give the occasional address at graduations held in April, September and December. Guest speakers included Kim Williams, CEO Foxtel; Frank Howarth, Director Australian Museum; Michael Gill, CEO Financial Review Group; Dr Gregory de Moore, Consultant Psychiatrist and Dr James Bradfield Moody, Executive Director Development CSIRO.

Strategic goals and plans for 2011

For 2011, the University will focus on a three-tier engagement strategy: institutional partnerships, schools and industry engagement and targeted community engagement programs. The strategy will build on UWS's key strengths in schools engagement and will seek to expand the capacity of our careers and cooperative education program to provide more opportunities for students to pursue work-integrated learning experiences. At an institutional level the plan will focus on developing key strategic partnerships with organisations that share the values and objectives of the University with the aim of increasing educational opportunities for the people of this region.

The Fast Forward program will be expanded in 2011 to include more high school and student participation. A primary school version will also be launched in 2011 with the aim of raising aspirations of children at a younger age. The Indigenous School Student Mentoring program will also be expanded to provide more educational opportunities for Indigenous students.

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 individuals, business, industry, the professions and Greater Western Sydney local communities, 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 (2008–13). 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 relationships being established with individuals, businesses and organisations.

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.

During 2010, the office focused heavily on the development of supporting structures, systems and processes for the next stage of the '50 in 5' campaign to be launched in March 2011. The office continued during this time to fundraise as outlined below in the 2010 Donations Summary.

Donations summary 2010

Gift and donation income	\$1,209,447 cash and \$22,414 gifts-in-kind
Sponsorship income	\$255,454
Number of donors	190
Scholarships funded	123 with a total value of \$559,500
Prizes awarded	114 with a total value of \$52,695

Staffing

Ms Janice Thomas, the Director of Development, resigned from UWS on 30 April 2010.

Ms Patricia Ruzzene joined the University as Director of Development on 9 August 2010. Ms Ruzzene had been the National Director University Relations at the Australian Catholic University from 2001 and was previously the Director of External Relations at UTS.

Events of 2010

Our highlight event was the UWS Foundation Biennial Dinner held on Friday 7 May at NSW Parliament House, in support of the School of Law. The Chief Justice of Australia, the Honourable Justice Robert French AC was the guest speaker. One hundred and sixty supporters of the School of Law, College of Business and Law attended. The event launched the UWS School of Law Scholarship Endowment Fund Campaign and \$25,950 was raised. The evening exposed the activities and successes of the School of Law and the University to donors and potential supporters.

Sponsorships

- Housing NSW provided partial funding of a Community Development Fellow in the School of Social Sciences, College of Arts. The position will be in the area of social work and will be involved in student supervision in the field in Mount Druitt and other activities seeking to identify and address the needs of the local community.
- NSW Trustee & Guardian renewed the NSW Trustee & Guardian Fellow in Elder Law for three more years with the option for an additional two years.

Major donations to UWS Foundation Trust

- Bradcorp Holdings for the Peter Brennan Chair in General Practice within the Medical School, College of Health and Science
- Inghams Enterprises for a Senior Research Fellow in Prostate Cancer in the UWS School of Medicine
- Tata Consultancy Services for two scholarships in the School of Computing and Mathematics to commence in 2011
- Sydney Mechanics School of Arts for a lectureship in Music Therapy, College of Arts
- Derek and Shirley Howes for the Blacktown/Mt Druitt Clinical School, School of Medicine, College of Health and Science
- Mrs Angela Cho and family made an additional donation towards the Professor Kai Yip Cho Memorial Scholarship, College of Health and Science
- Landcom contributed to the UWS Sculpture Award and Exhibition
- The 'Revolving Door Project' run by the Men's Health Information and Resource Centre in the School of Biomedical and Health Sciences, College of Health and Science received substantial donations including contributions from Mr John Cootes, Mr Colin O'Neil and Mrs Martha Hanna
- Ms Jane Lyttleton and Ms Jenny Chou for the Centre for Complementary Medicine Research (CompleMED), College of Health and Science
- LIPA Pharmaceuticals for a PhD Scholarship in the field of Complementary or Traditional Chinese Medicine, College of Health and Science
- Mr Roy Medich, the Rotary Club of Narellan and the Hawker Foundation for scholarships in the School of Medicine, College of Health and Science
- The estate of Mrs Jill Kennard to the School of Nursing, College of Health and Science funds for the Evelyn Cullen Nursing Prize Endowment
- The GPT Group for a scholarship for Property students within the School of Economics and Finance, College of Business and Law
- The MCAE 35th Anniversary Commemorative Award Appeal was developed to seek support from former staff and students of the Milperra College of Advanced Education (MCAE). The appeal reached its goal of \$10,000 allowing an award to be offered in 2011.

Annual giving program

The University approved the 'Annual Giving Strategic Blueprint 2010-12', for alumni, staff and student giving. It incorporates the current Alumni Giving and Staff Giving programs at UWS. Student Giving is scheduled for introduction in 2011.

Alumni giving

The Office of Development has been working closely with the Alumni Relations Unit in developing the Alumni Scholarship Fund appeal insert, currently included in the UWS GradLife magazine. Gifts through the Alumni Giving program will support the growth and development of the UWS Alumni Scholarship Fund. This fund will provide annual scholarships to support UWS students. More than 30 donors have contributed nearly \$3,500 to date.

The UWS Foundation Board resolved to provide matching funding for the Alumni Giving Appeal in 2011 to enable the awarding of an Alumni Scholarship within the near future.

Staff giving

UWS Staff Giving was launched in mid-October 2009. Ongoing and strategic promotions and other developmental activities are essential to the continued growth and relevance of the program in 2011. More than 60 staff currently support the program. Staff donations to the Access Advantage Scholarship fund have reached more than \$10,000 which is sufficient to award the first scholarship in 2011.

Relationship development

The Office of Development is currently working on a strategy to develop a portfolio of fundraising projects that will support the University's strategic priorities. Once agreed, research will be undertaken to help develop fundraising campaigns for agreed projects.

Donor recognition

The University and the UWS Foundation acknowledge and thank the following individuals and organisations who have generously provided support throughout 2010. In addition a number of donors have chosen to remain anonymous.

Individual donors

Jonathan Adamopoulos, Rima Al Masri, Douglas Allison, Edwin Almeida, Nelson Mauricio Arias Alvarez, Kam Cheung, Glen Au-Yeung, David Barker, David Barr, Luca Belgiorno-Nettis, Angela Bouris, Helen Bristow, Darleen Bungey, Roslyn Byrne, Branko Celler, Angela Cho, Jenny Chou, Ruth Clyne, John Collerson, Mac Collings, Martin Coote, Donna Craig, Sam Cuccurullo, Micheline Dewdney, Sandra Dill, William Downes, VJ Edwards, Paul Elliott, Helen Fleming, Steven Freeland, Elissa Gale, Dorothy Galvin, Maria Gonzalez, Martha Hanna, K Hardy, Jason Harris, Tony Helm, Annemarie Hennessy, Irene Hoppe, Laura-Luong Huynh, Michael Jeffery, John Juriansz, Cihan Kenar, Jean Knight, Angelo Kourtis, John Kuzevski, Anna Lawrenson, Geoffrey Lee, Andrew Luong, Helen Lyons, Sally Macarthur, Joan Mackisack, Shu Kay Mak, Timothy McGrath, Daryl Melham, Belinda Mulholland, Vivian Nikolareas, Geraldine O'Brien, Sev Ozdowski, Richard Parker, Michael Phelan, Jean Pinch, Roger Price, Jayanthi Ramanathan, Janice Reid, Mark Richardson, Paul Rogers, Louise Rosenberg, Matthew Rowe, Len Russell, Deirdre Russell-Bowie, Susan Ryan, Carolyn Sappideen, Razeen Sappideen, Margaret Sargent, Lynette Saville, Peter Shakells, Helen Sham-Ho, Cathy Ta, Bruce Taylor, John Walker, Simon Wee, Mary Anne Whiting, Elizabeth Williams, Donald Williams, Tim Wills, Warwick Wilson, Paul Wormell, Daphne Yuille.

Corporate and organisational donors

Acupuncture IVF Support Clinic Pty Ltd, ADCO Constructions Pty Ltd, ADInstruments Pty Ltd, Advance Metal Products (Aust) Pty Ltd, AFL (NSW/ACT), Aon Valuation Services, Australasian Performing Right Association, Australian Podiatry Association (NSW), Australian Property Institute, Australian Rotary Health Research Fund, Australian Taxation Office (Brisbane), Avril Henry Pty Ltd, Bankstown Bicentenary Youth Foundation Inc, Blacktown City Council, Blacktown Medical Practitioners Association, Blue Mountains City Council, Bradcorp, Campbelltown City Council, Canterbury BMW, Champion Legal, Coleman Greig Lawyers, CPA Australia, de Groot Wills & Estate Lawyers, Dickerson Gallery, Diversional Therapy Australia, Eagle Consulting Group, Electric Energy Society of Australia Inc, Emerson Network Power Australia Pty Ltd, Financial Planning Association of Australia, Financial Services Institute of Australasia (FINSIA), Fragomen, Givaudan, GP Israel Diamonds Pty Ltd, Grosvenor Australia, Hawker Britton, Hawker Foundation, Hawkesbury City Council, Inghams Enterprises Pty Ltd, InvoCare, John Cootes Furniture Warehouse, Kell & Rigby, Kelly + Partners, KU Children's Services, Lachlan Macquarie Chambers, Lamrocks Solicitors & Attorneys, Landcom, LexisNexis, Macarthur Accountants Discussion Group, Macquarie Legal Centre, MatthewsFolbigg Lawyers, Medich Holdings Pty Ltd, Moore Stephens, Narellan Town Centre, National Institute of Accountants, Northern Area Tenants Service, NSW Bar Association, NSW Land and Housing Corporation, NSW Trustee and Guardian, Oxford University Press, Parramatta Bar Association, Parramatta Commerce & Industry Discussion Group, Pearson Education Australia, Penrith City Council, Penrith RSL Club Ltd, Presentation Sisters, Wagga Wagga, Railcorp, Rebecca L Cooper Medical Research Foundation, Revesby Workers' Club Ltd, Richardson & Wrench – Campbelltown & Ingleburn, SAP Australian User Group Inc, School of Computing and Mathematics, School of Education, Slater & Gordon, St Hilliers Property Pty Ltd, Sydney Mechanics' School of Arts, Talent 2, Tata Consultancy Services, Thomson Reuters (Professional) Australia Limited, Turramurra Music, University of Western Sydney Hawkesbury Foundation Limited, William Roberts Lawyers, Willimbury Pty Ltd, Wollondilly Shire Council, Wolseley Private Equity, Workcare Management Pty Ltd, World Travel Professionals.

The Whitlam Institute

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:

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

The Whitlam Institute works as an advocate, educator, policy influencer and research institute. The Institute is home to the collected papers donated by the Hon EG Whitlam AC QC which inspire our programs. The collection provides online access to papers held both at the Institute and in the National Archives. The Institute 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 UWS 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 Board is politically bipartisan and consists of leaders in academia, business and government organisations. The Board participates in the strategic development of the Institute. The current Chair is Geoffrey Roberson. The UWS Vice-Chancellor, Professor Janice Reid, sits on the board.

The process of Board succession and renewal continues. In 2010 long-standing Board members Gail Connolly and Professor Wayne McKenna retired. Both have been integral to the Institute's development and growth. The vacancies have been filled by Gabrielle Trainor and Patricia Amphlett.

The Whitlam Institute is led by its director Eric Sidoti. Its small secretariat is committed to the highest quality in all its activities from policy and research work to outreach activity, the public information program and events.

The Whitlam Prime Ministerial Collection can already lay claim to being the most comprehensive collection on Gough Whitlam's education and his parliamentary life. The collection, under the care and custodianship of the university librarian, has grown continuously. The early commitment to digitising the collection has been steadfastly maintained. Mr Whitlam continues to make substantial donations of his papers, documents and memorabilia guided by his 2003 Deed of Gift with the Whitlam Institute. Work on the collection has been boosted with the appointment of a specialist archivist this year.

The collection also continues to be enriched by donations from members of the Whitlam family, former ministers, advisors and, indeed, Gough's citizens. Several new donations were made to the collection in 2010. Most notably Margaret Whitlam donated papers from two major conferences she attended during International Women's Year 1975 and made a further commitment to donate her personal diaries 'when the time comes'.

The size and depth of the collection already stamp it as one of national significance. This significance will grow further with time.

At the same time the Whitlam Institute Program has acquired substantial momentum:

- *Perspectives*, the Institute's essay series on creative public policy launched in 2009, has been enhanced this year with three very well received contributions on diverse topics: 'Commoditising Banking' by Dr Nicholas Gruen; 'The Northern Territory Intervention and Human Rights' by Dr Mary Edmunds; and 'The Democratic Challenges in Tackling Climate Change' by the Hon Dr Barry Jones AO.
- The commitment to substantive public discourse was evident in a series of public forums. In July, the Institute as part of its continuing collaboration with the School of Economics and Finance, mounted a high level symposium on 'Building a 21st Century Economy to Deliver a Fair Australia' headlined by the Federal Treasurer Wayne Swan and NSW Shadow Treasurer Mike Baird.
- The 2010 public information series was developed under the umbrella of Parramac, a festival marking the bicentenary of Governor Macquarie's arrival in the colony. The three-part series opened with a forum on crime and punishment in NSW with a further forum looking at urban design and development. The third was somewhat lighter in tone with a debate hosted by ABC presenter and author Richard Glover and the Thank God It's Friday team on the question of whether rum should

still be the NSW currency. It played to a packed house of over 700 at the Riverside Theatre in Parramatta.

- Further expansion of the Institute's project-based policy research occurred in 2010 with the commencement of a three-year ARC supported project on 'Federalism and Schooling: its impact on quality and equity'. This project is being led by colleagues at the University of Melbourne. Work is also continuing on the young people and Australian democracy project.
- The Institute's outreach activities are burgeoning. In particular the number of entries in the What Matters? student essay competition doubled again to over 2500 entries from more than 200 schools across NSW and the ACT. Schools are also beginning to show greater interest in the rich resource that the collection and the Institute offer and are participating more often in Institute events.
- The closer working relationships developing with national cultural institutions such as the Museum of Australian Democracy, and with other Prime Ministerial libraries, continues to bear fruit. This saw the Institute host the Billy Hughes at War exhibition in August at the historic Female Orphan School opposite the Institute's own offices on the UWS Parramatta campus.
- Following the launch of the new website in 2009, 2010 marks the completion of the work to establish a much improved IT and online platform for the Institute.

Because we are developing the Whitlam Institute as a permanent institute of national significance, our eyes remain fixed on quality, measured growth and on steadily expanding our organisational base. This is not to say that we cannot or should not be creative and bold; on the contrary, our planning presumes that the room for such creativity will develop as our policy-based research and public standing grow.

UWS Innovation & Consulting

The University engages commercially with the business community through the UWS Innovation & Consulting (I&C) unit. This provides business partners with a single clear point of access to UWS leading edge research and the delivery of 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 specialised equipment access; and Consulting which has prime responsibility for commercial tender preparation and business proposals, project management and new business development utilising UWS academic expertise.

During 2010, the Innovation team continued to actively manage the UWS IP portfolio, with five provisional patent applications in progress. The new opportunities were supported on application to the IP Evaluation Panel comprising UWS staff, external industry experts and patent attorneys. The panel was convened three times in 2010 and has continued to attract the top echelon business and entrepreneurial members of the community. It has provided a robust 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. The current UWS IP portfolio consists of 14 patent families comprising a total of 68 applications.

UWS has increased its ability to commercialise academic IP and potentially its ability to encourage more innovative ideas by partnering with Intellectual Ventures during 2010. The interest of this company in fostering creativity and in supporting early stage invention adds another pillar to our IP strategy.

The specialist scientific equipment access project has provided access to both research and industry clients who would not otherwise have had the opportunity to partner with UWS. The program will benefit in 2011 from the purchase of new booking software and increased support from the relevant schools for staff to operate equipment for clients.

With social networking providing an increasingly powerful platform for marketing and profile, UWS I&C has launched a blog which profiles our activities to current and future partners which has received very positive feedback: <http://uwsinnovation.blogspot.com/>.

The Innovation team has had a focus on IP ownership following the UWA vs Gray ruling. As a result, the IP Policy, staff contracts and visiting scientist contracts have all been reviewed and revised during 2010.

In 2010, the consulting team at UWS I&C made 33 submissions. These included 12 tender submissions and 21 business proposals. Tender submissions achieved a 25% success rate, with decisions on six submissions still pending. Approximately 20% of our business proposals were successful with decisions on nine proposals pending.

In 2010, Consulting at UWS experienced a dramatically different operating environment from 2009. The major difference was the shift in the number and dollar value of tenders available from the federal government and, to a lesser degree, the New South Wales government. In 2009, an unusually large number of high value Requests for Tender (RFT) were issued by the federal government in relation to its economic stimulus program in response to the Global Financial Crisis (GFC).

From early 2010, as the threat of the GFC receded, the number and value of the RFTs issued by the federal government dropped dramatically.

As the number of RFTs declined, their form also changed. Throughout 2010, the main form of tender request was for suppliers to make submissions to joint panels of pre-qualified consultants in certain key disciplines. Members of the Consulting team were accepted onto two important panels, for the federal government's Department of Health and Ageing (Health Services Evaluation Panel) and Department of Families, Housing, Community Services and Indigenous Affairs (Gender Experts Panel).

Consistent with the University's desire to become involved in large scale projects with organisations that were already well engaged with UWS, the Consulting team provided advice and support to:

- the UWS Office of Campus Development regarding a large scale conference centre project, the feasibility for which was being assessed at time of writing
- the School of Nursing and Midwifery regarding a major initiative in aged care that this School has developed based on extensive research and practical evidence
- the NSW Police Force regarding proposed research and recommendations regarding the effectiveness of Police Officers from an Arabic background. This proposed project is based on earlier work conducted by the UWS Centre for the Study of Contemporary Muslim Society
- the Penrith Health and Education Precinct which is being promoted by the Penrith Business Alliance in conjunction with the local Penrith City Council, the New South Wales Government and local health providers and businesses. As one of the largest land owners in Penrith UWS has taken a leading role in this innovative project that is designed to provide new and improved health and education services, new and better jobs and higher levels of local and regional income.

Other activities undertaken by UWS I&C during 2010 included:

- 2010 annual IP Audit Report including the listing and status of all current UWS patents
- initiation and organisation of the Sydney Commercialisation Group comprising the technology transfer offices of the seven universities in the Sydney Basin. The inaugural meeting was hosted by UWS
- successful application as a provider under the NSW government's Technology Vouchers Program which provides a subsidy for external groups to access the Secondary Ion Mass Spectrometer located at Hawkesbury
- hosting of UWS inaugural Food Industry Forum at Hawkesbury campus
- first College of Arts submission to the IP evaluation panel.

Management and Resources

Registrar's Office

Following a realignment of Deputy Vice-Chancellor roles and responsibilities in early 2010, the Office of the Academic Registrar was renamed the Registrar's Office. As part of this realignment, Campus Safety and Security and the Complaints Resolution Unit were absorbed into the Registrar's portfolio.

Campus Safety and Security initiatives in 2010 included implementation of a campus wide security monitoring and alarm system. This is a substantial program of works and includes systems, processes and procedures designed to manage and automate CCTV, alarm response and the research protection requirements across the University footprint. In addition, Campus Safety and Security implemented critical incident response protocols and standard operating procedures linked to the University's security monitoring capabilities to support crisis management and the protection of staff and research.

The work being undertaken by Campus Safety and Security continues to attract the attention of university security teams nationally with a number of visits and technical queries as well as the benchmarking of our procedures and practices in a national security journal.

The University's Complaints Resolution Unit (CRU) manages complaints from students, staff and members of the public across a range of areas. As at 1 December 2010, the CRU had registered 113 complaints and had given advice on another 54 matters. Throughout the year, the unit has continued to provide feedback on potential changes to process and policy, in order to reduce the number of complaints received about process. The University's Complaints Handling System has continued to attract attention from other universities and staff of the unit have presented at workshops and symposia, sharing their expertise in complaints handling.

The Registrar's Office continues its commitment to providing proactive, seamless administrative services to students and the academic community. The majority of the units within the Registrar's Office 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 Registrar's Office.

In 2010 we processed:

- over 94,821 applications
- 18,911 commencing students
- 247,856 unit enrolments.

The Registrar's Office strengthened its commitment to the student experience, launching the new look Student Central service. This service provided face to face assistance to 162,196 students (Year to Date October 2010) and answered 80,386 (YTD October 2010) calls via a new call management centre at Parramatta. As well, Student Central responded to 7,199 (YTD October 2010) student emails.

In 2010, 20 new courses, 196 variations (including 63 course re-versions), 1 course suspension and 14 course retirements were approved. Staff members were advised of all new course approvals via a newly created web page. Also in 2010 the number of timetabled activities increased (including casual room bookings to 22,253, an increase of 1,240). Video conference bookings, photos and floor plan data, were integrated into the Web Room Booking System.

Student Administration implemented improved search functionality to the online Handbook as well as creating new links to the Handbook Help page, Library Unit Outline sites and electronic Handbooks.

During 2010, the Operations portfolio developed and implemented two new electronic 'smart' e-forms to manage the Review of Grade and Advanced Standing processes. The whole workflow process is managed electronically, from student submission to end result. As well, the internal course transfer process for current UWS students has been reintroduced, negating the need for students to reapply through UAC to change their program of study. Both initiatives, through a student-centric approach, contribute greatly to the University's Green Office program.

The Assessment and Graduation unit successfully graduated 7883 students in 36 ceremonies in April and September this year. December graduation ceremonies were piloted in 2010, involving six schools. This lifted the total graduated students to 9883 for 2010.

Office of Human Resources

Our staff

There were 2072.30 full-time equivalent staff in ongoing and fixed term positions as at 31 March 2010.

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

	2005	2006	2007	2008	2009	2010
Academic (Levels A-E)	920.78	875.74	871.51	881.28	782.40	850.92
General (Levels 1-9)	1128.76	1084.48	1026.67	1119.02	1080.16	1116.98
Senior (Above Academic Level E or General Level 9)	77.00	84.40	117.70	138.60	107.70	104.40

The Office of Human Resources (OHR) continues to partner the University in achieving its strategic goals through effective people management. With the recent re-organisation of the executive team, OHR now reports to the Deputy Vice-Chancellor, Academic and Research, which reflects, in part, the strategic goal of further increasing the number of high calibre academic staff. To ensure that our structure and capability best serves the interest of advancing this agenda, a review of OHR has commenced. A specialist academic recruitment unit is being set up, which will focus resources to further the University's aims in this area.

The Indigenous Employment and Engagement group continues to widen our engagement with external stakeholders, and to refine our information gathering capacity so our targets can be both refined and advanced.

With the final sign-off for the Collective Agreement (Academic) this year, a number of progressive measures are being implemented including Career Development Fellowships, teaching focused roles and the introduction of a 35 hour week.

An intensive campaign by OHR has substantially reduced excessive accumulation of leave, which enhances the University's financial strength, as well as reinforcing our commitment to a balanced work/life approach. Building on the 'RU OK' campaign focusing on mental health, OHR is a foundation member of a working party addressing areas of mental health and wellbeing.

Human Resources Information Systems (HRIS)

An upgrade to the Alesco database was scheduled for late November 2010.

In autumn and spring, 48,145 students sat for exams at UWS, and a further 241 external exams were offered in 2010. In a pilot program trialled during autumn, computer laboratories were replaced with specialised rooms for students who had individual examination arrangements in place. This was a project developed between Information Technology Services and the Assessment unit. It allowed increased access for students with disabilities and enabled provision of an effective and efficient exam process for these students.

The student management system (SMS) that supports most of these processes, Callista, was upgraded twice in 2010 and a major project is underway in partnership with other Callista universities and Callista Software Services to build an online 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 Academic Secretariat continues to focus on the improvement and increase in knowledge of all staff in the unit. Development of staff, through the rotation of executive officers and committee officer responsibilities, has also improved backup ability within the unit. Review and re-casting of academic policies, especially in relation to examinations and approval of award courses and units, has been a specialist activity undertaken in 2010. Together with the general work with academic governance committees, the Academic Secretariat has been involved with refinement of procedures for the setting of academic year datelines. This will result in earlier approval of datelines and opening of courses and teaching calendars that, together, will allow earlier, provisional enrolment of students.

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 and the Performance Development Management System.

Occupational health and safety

The continued focus for Occupational Health and Safety (OHS) during 2010 was increased 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 2010.

Usage of the Employee Assistance Program during 2010 was in line with 2009 levels.

The following statistical data provide an overview of accident injury performance during 2010 against previous years.

Comparative incident/accident and claims at UWS

	2005	2006	2007	2008	2009	2010
Incidents/Accidents	364	215	347	391	397	422
Claims	72	53	60	64	65	50
Frequency Rate	10.33	6.53	8.83	9.07	8.38	7.77
Incident Rate	1.31	.65	.66	.75	.80	.69
Average Lost Time (hrs)	10.79	12.87	15.12	11.22	14.14	13.39

Academic promotions

The 2010 round of academic promotions attracted 55 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies with a total of 36 applicants gaining promotion.

Level	Applications			Successful		
	Total	Male	Female	Total	Male	Female
B	6	1	5	5	1	4
C	25	15	10	18	10	8
D	19	11	8	9	4	5
E	5	2	3	4	1	3
Total	55	29	26	36	16	20

UWS enterprise bargaining

The University, NTEU and academic staff have successfully completed bargaining in 2010 to create a new Academic Staff Agreement. On the 12 July 2010 the UWS Academic Staff Agreement 2009-2012 was approved by Commissioner Thatcher of Fair Work Australia.

Both the General Staff Agreement 2009-2012 and Academic Staff Agreement 2009-2012 are currently being implemented. An exciting feature of the new Academic Agreement is the development of additional employment categories that provide career opportunities for staff.

Indigenous employment and engagement

UWS's innovative *Indigenous Employment and Engagement* (IE&E) strategy commenced in December 2007. The strategy has boosted employment and engagement opportunities for Aboriginal and Torres Strait Islander people in Greater Western Sydney.

The IE&E Advisory Board, composed of senior Indigenous leaders, provides guidance and Indigenous role models. The Indigenous Higher Education Advisory Council awarded Mr Harry Allie, a prominent Aboriginal Elder and a member of the Board, one of five prestigious Elders Awards for his lifelong contribution to Indigenous higher education in Australia.

The Indigenous Australian Employment Strategy Consultative Committee monitors the implementation of the Indigenous Australian Employment Strategy and continues to meet quarterly.

UWS has been pleased to achieve continuing improvements in numbers of Aboriginal and Torres Strait Islander staff, with an increase of 140% as at 15 June 2010, compared to the previous year. The representation of Indigenous staff at UWS is now 1.6%, which is slightly higher than the representation of Indigenous Australians across Greater Western Sydney (1.4%).

IE&E's business engagement has been highly successful, developing targeted employment programs aimed at encouraging Aboriginal and Torres Strait Islander talent into the right jobs – at UWS and beyond – through traineeships, cadetships, and professional and academic positions.

The Office of IE&E was short-listed as a finalist for the Fons Trompenaars Award for Diversity and Cross Cultural Management. The award recognises outstanding people management initiatives/strategies in the management of a diverse or multicultural workplace including the management of employees across borders. UWS's nomination recognises the University's accomplishments in Indigenous Employment and Engagement. The University of Western Sydney was also a finalist for The Minister's Award for Outstanding EEO Initiative/Result for the Advancement of Women in the 2010 EOWA Business Achievement Awards.

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 the successful implementation of 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 of systems, networks and servers. Almost all students and staff across the University have a reliance on IT services as delivered by the unit.

It has again been a busy year in 2010 developing and extending IT services. These included:

- outsourcing of student email to Microsoft's Live@EDU service. The new service provides much greater flexibility to students in how they can access their email (for example by iPhone) with much larger storage limits. Feedback since implementation in October 2010 has been mostly positive with most of the University's 35,000 students now regularly using the service
- completion of the roll-out of IP telephony to all campuses. This project will deliver savings of \$0.5m per annum as well as provide much greater functionality for telephone users
- expansion of video conferencing services to improve connectivity and lower inter-campus travel time and costs. We now have more than 20 videoconferencing rooms across campuses. These were heavily used for both internal and external meetings during 2010. We have also made Skype available effectively providing video conferencing capability to every staff member at their desktop
- upgrades to the campus wireless network including the launch of our new AirUWS Lite service to accommodate a wider range of devices connecting and improving the student experience of ICT on campus
- development of standard fitouts for lecture theatres and a 'Teaching Technology Toolkit' for flat floor teaching spaces. These will provide lecturers and students with reliable and consistent technology to support teaching and learning. These standards will be progressively rolled out across all 400+ teaching spaces over the next five years
- establishment of a common data storage facility to support research at UWS
- establishment of a second link to the internet to provide redundancy and flexibility
- establishment of a Project Management Office to improve the governance of ICT projects.

Financial Resources and Budget Outcomes

Business systems

The ITS unit also participated in a number of projects relating to UWS business systems in 2010. Typically these projects were delivered through key business units like the library or the Registrar's Office. 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 ensuring a successful project outcome as well as seamless integration into the overall UWS IT enterprise architecture. Major systems that progressed in this fashion in 2010 included:

- annual upgrades to the UWS student management system – Callista
- rollout of an invoice scanning capability for the Finance Office late in 2010. This will increase efficiency and reduce the costs of handling invoices which have been handled manually to date.

The high level of service on our existing systems continued in 2010, including:

- 50,000 Service Desk calls, 80% of which were resolved on first contact
- development of an *IT Support Services* strategy with increased focus on core business activities and initiatives to improve consistency of service across campuses
- management of increasing numbers of 'smart' mobile telephones
- ongoing development of the UWS communications network including linkages into University initiatives. These include the Parramatta Community Justice Centre and forest sites of the Centre for Climate Control and Environmental Research project adjacent to the UWS Hawkesbury campus
- participation in the significant capital program for 2010 providing advice and implementation services for all data networking and telecommunications requirements.

During 2010, the University initiated a Total Cost of Ownership project which is intended to identify the extent of ICT usage across the University. This information is to be used to assist the development of a new IT strategy for the University in 2011.

The University ended the 2010 financial year with a consolidated operating surplus of \$65 million compared to \$60.8 million in 2009. The overall result was \$1.4 million (2%) under budget. Total revenue from continuing operations increased by \$27.3 million (5.1%) to \$562.3 million in 2010. Federal government financial assistance increased by \$20.7 million (5.3%) to \$405.3 million. This included \$20 million for the Climate Change Energy Research Facility and \$20 million from the Education Investment Fund. International student fees increased by \$6.2 million (11.2%) to \$61.4 million and other course fees decreased by \$0.8 million (5.5%) to \$15 million.

Other expenses rose by \$0.7 million to \$133.7 million.

The University's overall net worth (assets less liabilities) has increased by \$305 million to \$1,256 million in 2010. Land, buildings and artworks were revalued by Global Valuation Services in accordance with University policy for the year ended 31 December 2010. The revaluation added \$240 million to reserves. Cash and cash equivalents increased from \$31.1 million to \$34.2 million, an increase of \$3.1 million (10%).

In 2010, as in 2009, the University operated in a tight economic environment. The same will be true for 2011. Federal 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, 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 are 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.

During 2010 uwsconnect continued its strong revenue growth across all areas of trading. Benefits of this growth were invested in increased resourcing for the development of the Campus Life program provided to the UWS community.

CADRE design Pty Ltd and CADRE design Unit Trust

The principal objectives of CADRE are to design and develop eLearning 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. Four major eLearning projects for UWS were also undertaken in 2010 through the UWS E-Learning Assistance Project.

CADRE has been building strong partnerships in the mental health area with two national and two NSW projects to support professional development in this area.

CADRE also completed work in the US higher education publishing market, which was affected by the economic situation and the unfavourable exchange rate.

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 2010, UWSCollege continued its strong growth trajectory with an overall increase of 29% in revenue, and

consolidated its presence at Nirimba, Blacktown campus. Funded by DEEWR's Diversity and Structural Adjustment Fund, the campus benefited from major refurbishments to its library, general teaching spaces, two additional science labs, and three computer labs. Other major achievements include:

- establishment of the Ngaramada Centre for Indigenous students
- development of short courses and community programs including HSC Preparation for English and Maths, and Summertime Series
- a new Diploma in Health Science, PDHPE.

UWS Residential Colleges Ltd

(previously UWS Conference and Residential Colleges Ltd – name changed 15 March 2010)

The main objective of UWS 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.

In line with the resolutions of the Board of Trustees, at its meeting of 24 November 2010, this entity has been folded back into the University effective 1 January 2011.

Whitlam Institute

The Whitlam Institute exists for all Australians who care about what matters in a fair Australia. The Institute bridges the historical legacy of Gough Whitlam's years in public life and the contemporary relevance of the Whitlam program to public discourse and policy.

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

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

The Whitlam Institute works as an advocate, educator, policy influencer and research institute. The Institute is home to the collected papers donated by the Hon EG Whitlam AC QC which inspire our programs. The collection provides online access to papers held both at the Institute and in the National Archives. The Institute 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 University of Western Sydney Foundation Ltd and Trust

The University of Western Sydney Foundation Ltd, 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 is the '50 in 5 Campaign'. This campaign goal is to raise \$50 million in five years (2008-13). The UWS Foundation Board of Directors has continued to work closely with the Office of Development and key UWS staff to support the campaign through the development of relationships with people, businesses and organisations in the Greater Western Sydney area and beyond during 2010. The company's primary activity throughout 2010 has been to manage the UWS Foundation Trust and act as the Trustee of the Trust.

Television Sydney Ltd (TVS Ltd)

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 transmits across the Sydney region on digital simulcasting and UHF channel 31, with the UHF channel to continue until analogue switch-off for all Sydney TV stations at the end of 2013. TVS is also streamed live on the internet and from 2011 will be the first station to stream all programs live on an iPhone App.

TVS operates 24 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 will continue to increase with digital simulcasting.

TVS has significant connection with UWS, through a TVS/UWS Liaison Committee, active engagement with UWS students in the Communications and Media Program, and through TVS enhancing UWS efforts in community engagement and educational aspiration building in the region.

Campus Development

A number of important milestones were achieved within the campus development program during 2010. 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 and
- demand analysis and development planning for additional on-campus student residential accommodation facilities.

Estate development

In June, the University and Landcom signed the Project Delivery Agreement 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. Upon entering into the agreement both parties commenced value management assessment for the project and development planning for the first stage of works.

The redevelopment of the Westmead site and the sale of a portion of land at the Penrith campus as part of land rezoned as the South Werrington Urban Village have been placed on hold and work on these projects will recommence in 2011.

Campus planning

Work commenced on the development of a master plan for the Hawkesbury campus in the second half of 2010. The master plan will provide a structure to guide the future development of the campus, confirm the core academic footprint, field research areas and land for alternative and related uses, identify campus precincts, establish a series of development envelopes for the location of new campus buildings and provide a staging strategy for sequencing development over the short, medium and long term. The process has involved consultation with campus stakeholders and the local council. The master plan is expected to be completed in 2011.

State and local governments are introducing requirements for large trip generators, including universities, to develop and implement travel plans. A UWS Travel Plan was developed in 2010. It includes a set of strategies to reduce the number of single occupancy car trips and increase public transport use, a suite of initiatives and actions to meet the objectives of the plan and proposes appropriate governance and implementation arrangements. The draft plan will be finalised in 2011.

Commercial property

The commercial property team has been taking steps to ensure a more strategic approach to the management of commercial leases and licences. Key achievements for the year include:

- negotiating holding over leases of existing tenants
- introducing cost recovery of utility and services
- reviewing all tenancies and agreements to ensure appropriate rental increases are applied
- implementing findings of the audit of telecommunications leases completed in 2009, including rental income adjustments
- commencing use of the Real Property and Lease Management module of Archibus for all leases and licences
- working closely with Capital Works and Facilities to ensure a more streamlined maintenance work request process
- ongoing management of the Police Leadership and Training Centre at the Hawkesbury campus including additional improvement works to the property, with expenses funded by the tenant.

Student accommodation

Specialist consultant Hill PDA was engaged in 2009 to prepare an independent market assessment to provide the University with a more comprehensive understanding of demand for additional student accommodation. The study was completed in April 2010 and underpinned decision making and establishment of a five year development program for the construction of new residential accommodation and refurbishment of existing facilities. New additional student residential accommodation for the Campbelltown and Penrith campuses was completed in the first part of 2010.

Land disposals

No income from land disposals was received in 2010.

Capital Works and Facilities

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

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

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

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

- Programming, Technical Systems and Services
- Strategic Asset Planning
- Major Projects
- Minor Capital Works
- Environment and Risk Management

A review of the University's management structure was conducted in early 2010, in consultation with the Board of Trustees, the University Executive, and UWS Senior Management. The new management structure sees CW&F reporting to Corporate Strategy and Services, in line with the retirement of the PVC Campus Development. The other change that affects CW&F is the realignment of Campus Safety and Security—they now report to the Registrar, who in turn reports to Corporate Strategy and Services.

During 2008-09 recommendations from the CW&F major functional review were implemented. This involved reconfiguring the CW&F Directorate to be in a position to plan and deliver capital works projects that are fundamental to repositioning UWS. In 2009, a new organisation design and new systems, processes, and work practices were implemented and were further refined in 2010.

To maintain the visual appeal of our campuses and extend the life of campus facilities, all campus developments are supported by a comprehensive program that includes preventative maintenance, cleaning and grounds maintenance. With a focus on the primacy of the student experience,

CW&F has targeted and developed an aggressive roll-out program for the renewal of flat floor teaching spaces and lecture theatres. Research and teaching laboratories have been the focus of renewal for the past three years as part of individual campus upgrades based on priority and growth.

In support of the University's plan to develop focused, relevant and world-class engaged research, CW&F collaborated with local and international researchers and industry leaders on the ongoing delivery of the Climate Change and Energy Research Facility (CCERF). A number of elements of this project have proven challenging from a design, budget and construction perspective. When completed, the CCERF projects will continue to support the claims made by CW&F for excellence, collaboration and ability to drive outcomes over approximately 350 projects.

The Directorate has three main functional areas: Capital Plan, Overheads and Operations. During 2010 the total allocated budget for CW&F amounted to \$174,271,902, which against the function areas can be broken down as:

- Capital Plan = \$143,526,703 (\$25,200,466 increase on original budget of \$118,326,237)
- Overheads = \$23,444,837
- Operations = \$7,300,362.

Capital plan

CW&F continues to reprioritise the Capital Plan and align with the capital priorities of the University. The Backlog Maintenance Program has been reworked to prioritise and place particular emphasis on the student experience (teaching and learning spaces, libraries and laboratories, and social spaces). The projects in the Infrastructure Renewal, Minor Capital Works and Major Projects budgets within the Capital Plan have also been reprioritised to encapsulate necessary backlog maintenance and to focus on the student experience in the first instance.

Strategic activities initiated in previous years that carried over to 2010 include the delivery of a Clinical School at Blacktown Hospital, construction and planning for new student accommodation at Penrith and Campbelltown campuses, the major refurbishment of the villas at Hawkesbury campus, the creation of an Engineering Precinct at Penrith (Kingswood campus), major reconfiguration of teaching and learning areas at Campbelltown campus and the refurbishment of the Central Energy Plant at Parramatta (South) campus,

as well as the construction of Student Accommodation at Bathurst and Lismore for the Rural Clinical School program.

However, the most significant existing initiative is the CCERF at Hawkesbury campus. This project has a budget in excess of \$50m and has revitalised the Hawkesbury campus.

Another crucial initiative to commence roll out in 2010 was the CCTV and Research Protection project. Extensive planning, through a series of workshops, planning sessions, and advisory groups, was carried out in 2009-10.

A new initiative for 2010 was the Risk Mitigation Fund. Through budget reallocation in 2009, CW&F was able to assign a \$2m rolling budget to this initiative, which is largely concerned with potential catastrophic failures in high voltage infrastructure across all campuses and fire safety systems on Penrith campus. Planning has commenced for their long term mitigation, and the current identified projects are funded during 2011 and 2012.

The Backlog Capital Works budget, developed as a part of the Capital Plan to support the Operational Maintenance works, has been developed for 2010 to 2012, with the major focus on teaching and learning spaces. Building G6 on Hawkesbury campus, which houses a Computer Centre and IT Laboratories, will undergo significant works over three stages during 2010, 2011 and 2012. Building R8, Memorial Hall, on Hawkesbury campus will have a substantial project carried out, commencing in 2011. The lecture theatre in Building 10 at Campbelltown campus and refurbishment of Building 5 at Bankstown campus will take place in 2011.

During the period 2009-12 the Infrastructure Renewal budget will include various capital upgrades, such as air-conditioning upgrades and roof replacements, external lighting upgrades, an OHS Program to ensure regulatory compliance and new fire services and water supply for Penrith campus. ITD infrastructure upgrades, such as communications cabling and a program to upgrade power supply across all campuses have traditionally resided in this program of works, however from 2011 they will reside in the IT Directorate's cost centre.

The Capital Projects budget comprises approved refurbishment and construction projects. Delivery of these projects supports the University's strategic objectives. These projects include the consolidation of the School of Engineering into Buildings Z, XA, XB and XC at the Penrith campus (Kingswood) which upon completion will create a state-of-the-art Engineering Precinct; a major refurbishment of Building 3 at the Bankstown campus for the Centre for Citizenship and Public Policy; and

the next stage of the Student Precinct at the Parramatta campus, including the adaptive reuse of the old Boiler House. During 2009 CW&F commenced construction of additional student accommodation facilities with 195 beds at Campbelltown campus and 109 beds at Penrith campus, with student common rooms and shared amenities for both. These projects were completed in early 2010.

The University secured major funding contributions from the federal government for several projects including the CCERF which was allocated \$40 million funding from Round 2 of the Commonwealth's Education Investment Fund. Other projects with external funding include the further restoration of the Female Orphan School building with approximately \$1 million funding from the Jobs Fund (Heritage Projects), and the creation of a Clinical School and Education Centre at Blacktown Hospital with funding from the Capital Development Pool and Hospitals and Health Fund.

Work on the CCERF in 2010 included:

- upgrading the whole tree chambers previously recognised as the Hawkesbury Forest Experiment (completed mid 2010)
- eddy covariance flux towers built in native woodlands and production paddocks at Hawkesbury to measure exchange of carbon and water by ecosystems over large areas covering more than three kilometres. (Site preparation commenced in early March 2010, with work due for completion by the end of 2010). This will form part of an international and Australian network of climate monitoring equipment
- extending the Rain Out Shelters (completed mid 2010)
- construction of an Insectory for experimental work examining the impact of carbon dioxide and temperature on insects (completed mid 2010)
- finalising the site, engaging international consultants and initiating construction of the Free Air CO₂ Enrichment facility (planning and design work underway; completion due by the end of 2011)
- establishing a Solar Energy Testing Station for assessment of solar-driven technologies by UWS together with national and international collaborators (completion due by mid 2011)
- upgrade of the Secondary Ion Mass Spectrometer from analogue to digital capacity (installation completed by the end of 2010)
- large scale data analysis, collaboration and outreach (including the Visitor's Centre) with a high-capacity fibre connection, an Access Grid node and

Optiportals ('walls' of high-resolution display screens on which many detailed images can be examined simultaneously at multiple sites). This was planned during 2010 and completion is expected mid-2011.

Other noteworthy projects undertaken in 2010 include the commencement of works on Bankstown building 18 to reconfigure the existing building into a new fitness facility for uwsconnect, the reconfiguration of building 20 at Bankstown campus to accommodate College of Business and Law on the campus, and the refurbishment of building 20 at Campbelltown campus for BioMed. At Campbelltown campus extensive projects were also undertaken in building 6 for Nursing and the laboratories in building 17 were refurbished for teaching and research for BioMed.

Infrastructure renewal and backlog maintenance programs

The Infrastructure Renewal budget is used for the upgrade of the University's physical infrastructure to ensure that it does not deteriorate, or become obsolete and unserviceable over time. This area of the budget ensures that equitable access standards are met. Projects in this budget include the installation of new air-conditioning systems on all campuses and sustainability initiatives such as water reuse and solar energy generation. Infrastructure Renewal also provides funding for statutory compliance issues including OHS upgrades and disability access and fire safety.

The Backlog Maintenance Program budget is allocated to backlog capital works. A detailed audit of the University's above ground assets was undertaken by CW&F in 2008-09, to determine the extent of backlog maintenance and develop a remediation program. A priority list was developed with teaching spaces, classrooms, laboratories and libraries being of highest priority. Accordingly, at Bankstown campus the main lecture theatres in buildings 1 and 23 will receive a major upgrade, and buildings 4, 17 and 24 at the Campbelltown campus will have substantial works undertaken on the lecture theatres and other teaching spaces. Similar projects will be undertaken on the other campuses. Research protection initiatives by way of uninterruptible power supply, monitoring systems, and a back-up generator for buildings 17, 18 and 24 at Campbelltown campus, have also continued to roll out in 2010.

Relocations program

The Relocation Projects budget is allocated to the internal reconfiguration of buildings in response to changes to organisational and functional structures and requirements. The 2010 program funded works such as the Parramatta campus building ESa relocation for International, relocation and expansion of the Forensics facility in building H16 and works to building J9 for Campus Safety and Security at Hawkesbury campus.

Environment and risk management

Three key operational areas of development in 2010 were those relating to the UWS environmental management system, CW&F quality and safety management, and event management and logistics.

An Environmental Management Committee was established to oversee the review and continuous improvement of the UWS Environmental Management System (EMS). Reporting capabilities are developing to track the effectiveness of initiatives and key performance indicators (KPIs) relating to compliance programs (e.g. Water Savings Action Plan) and internal initiatives (e.g. *Waste Reduction* strategy). Quality and Safety initiatives include the development of a CW&F Quality Management System, and the implementation of a new system of contractor induction (On-site Operational Protocols) which links to access systems managed by Campus Security.

An event coordination process has been successfully implemented for all major events. Campus presentation is being coordinated now through the establishment of a Manager, Campus Operations, who oversees events, grounds, cleaning and waste management portfolios. A coordinated event management process has also been established, to streamline CW&F interests for working with event managers to coordinate logistics, cleaning, grounds, security, risk assessments, and other aspects.

Environmental projects have also incorporated partnerships and funding from NSW Water Savings Funds, the Hawkesbury-Nepean Catchment Management Authority, NSW Industry & Investment, and the Australian Food and Grocery Council's Packaging Stewardship Forum.

The following projects and initiatives relating to environment and risk management were undertaken in 2010:

- key landscaping projects such as those associated with the Climate Change and Energy Research Facility at Hawkesbury (K12/K14, K2/K29, J4 and M8) and the Penrith Engineering Precinct, along with the student villas at Hawkesbury; Badanami courtyard upgrades at Parramatta and Bankstown, and the multi-faith building at Campbelltown
- environmental projects including extension of the Hawkesbury Water Recycling Scheme to the historical and student precinct of Hawkesbury; the establishment of an energy reduction and smart metering pilot on Hawkesbury; water conservation initiatives including pilot bottled water filling stations and rainwater harvesting for toilet flushing; waste management initiatives including new designs for external recycling bins; and ecological assessment and bush regeneration on Hawkesbury and Kingswood campuses
- the collection and donation of second hand furniture and equipment to the University of Tanzania.

Environmental and risk management initiatives relating to overheads included cleaning and waste and recycling services such as a successful waste reduction strategy, and the development of a comprehensive tender for the provision of waste services, grounds maintenance, alignment of overheads budgets relating to campus presentation, and environmental risk management.

A strategic approach to grounds, civil and maintenance operations was established, with a consolidated and mobile team of gardeners located at Campbelltown campus under the direct supervision of a Grounds Supervisor trained in horticulture.

During 2010, UWS overheads budgets were aligned to reflect: re-allocation of funds between cleaning contracts and waste removal; analysis of waste and cleaning costs associated with UWS entities; earmarking of funds for environmental risk management such as bushfire mitigation and weed/feral pest management and targeting of budgets for Hawkesbury Water Recycling Scheme to support maintenance contracts for related environmental and water harvesting infrastructure.

Strategic plans and actions were developed for environmental risk management, including: a bushfire mitigation plan for Hawkesbury campus with substantive actions implemented across the campus grounds to protect critical research and community assets; rabbit control and removal of African olives; and a fox control strategy on Hawkesbury campus in association the School of Natural Sciences.

Initiatives relating to water resource management included: water use agreements for the supply of recycled water; application for a license under the NSW Water Industry Competition Act; establishment of a Recycled Water Risk Management Working Group; and engagement through the NSW WaterSmart Farms Program for the river farm on Hawkesbury campus.

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 are updated on a cyclical basis. Risks are identified via surveys and risk workshops conducted with senior executive, managerial and key operating staff across the University and its related entities.

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

In addition to the identification and remediation of specific high risks the University is coordinating the progressive integration of risk management methodologies and thinking across all areas of the University's business and operations, including its related entities and commercial activities. This work is being undertaken based on a structured framework, the elements of which are summarised in the UWS Risk Management Framework diagram. The successful implementation of each component of the framework is ongoing and involves cultural change and the progressive evolution of University risk management practices.

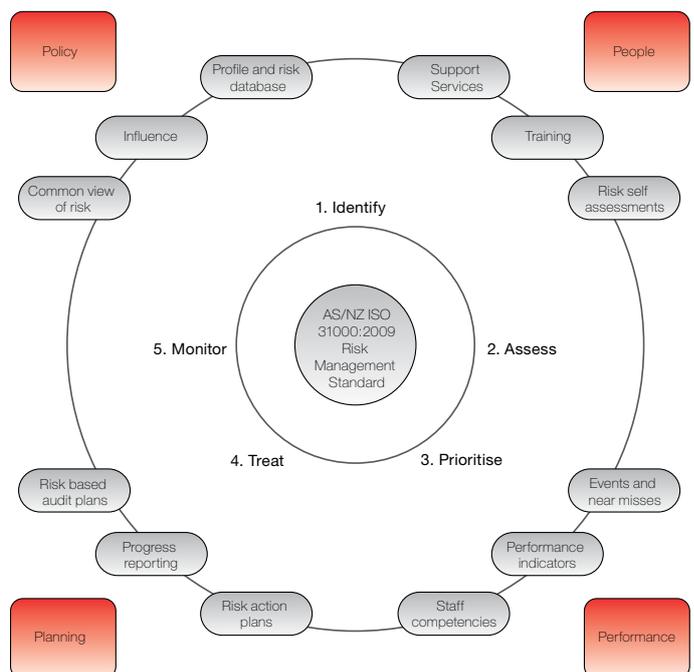
The Audit and Risk Management Committee provides the Board with advice and information on high risk activities or

events including new or emerging risks. The risk assessment and management program is also subject to an independent peer review on at least a five-yearly basis as part of the Audit and Risk Assessment Unit quality improvement program.

Key outcomes of the 2010 risk management program include:

- maintenance of cyclical risk assessment program and operational risk databases, including starting development of the 2011 strategic risk profile
- introduction of strategic risk assurance mapping as part of the continuing integration of risk management and profiling activities with overall strategic planning
- completion of management desktop simulation and business continuity impact assessments
- incorporation of fraud risk assessments into corruption prevention training sessions utilising anonymous voting technology.

UWS Risk Management Framework



Changes in Acts or subordinate legislation/significant judicial decisions

Following the review of university governance conducted by the General Purpose Standing Committee (No. 2) of the NSW Legislative Council in 2009, the NSW Minister for Education and Training this year invited NSW universities to consider a range of governance-related changes to their Acts of incorporation. The Chancellor, on behalf of the Board of Trustees advised the Minister that the proposals had been considered by the University but the Board determined not to seek any amendments to the University's Act at this time.

The Government Information (Public Access) Act 2009 and the associated Government Information (Information Commissioner) Act 2009 came into effect on 1 July 2010 replacing the Freedom of Information Act 1989. The University reviewed its practices to align with the provisions of the new legislation and a comprehensive Right to Information site has been developed on the University website. Work is continuing to fulfil the University's obligations under the new Act.

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. All staff during the year were sent Privacy Postcards with basic awareness-raising information. The online privacy training module was integrated with the University's corporate career development system, MyCareer Online. The module provides a basic introduction to NSW privacy legislation. Privacy training was also formally incorporated into the Statutory Obligations – Management Essentials course. One internal review was conducted in 2010 in response to a formal privacy complaint. The matter involved use and disclosure of staff personal information by an employee resulting in a determination that the University had been in breach. Remedial action was recommended and carried out.

Code of Conduct

UWS is committed to maintaining high standards of personal and professional conduct in all of its activities. These standards are outlined in the University's Code of Conduct. The Code establishes the ethical framework within which the University operates, and is a guide to students, visitors and contractors of the ethical standards that we expect them also to 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>

Right to Information – Summary of Activity

Section 1 of this statement represents the final statement of activity in relation to the NSW Freedom of Information Act 1989 (known as the FOI Act). This Act was repealed on 30 June 2010 and replaced by the Government Information (Public Access) Act (known as GIPA) from 1 July 2010 which forms the basis of Section 2 of this statement.

Section 1 - Freedom of Information Act

The Freedom of Information (FOI) Act 1989 (Part 2) requires agencies to publish an annual Statement of Affairs and a six monthly Summary of Affairs.

The brief summary below of FOI activity for the period 1 January to 30 June 2010 only is provided in addition to the statutory requirements.

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

Table 1 Data required for reporting under s.14 of the Freedom of Information Act (1989)

Section 2 - NSW Government Information (Public Access) Act

The Government Information (Public Access) Act commenced on 1 July 2010 and provides a significant updating of the principles and practices of the FOI Act of 1989. As such, it represents an effective and contemporary tool for ensuring that government agencies such as the University operate in a transparent manner.

The University is required to report its activity annually in accordance with s.125 of the Act and cl.7 of the Regulations.

Name of Agency: **University of Western Sydney**

Reporting Period: **1 July 2010 to 31 December 2010**

Statement on clause 7(a) 'details of the review carried out by the agency under section 7(3) of the Act':

With the commencement of the Act on 1 July, the University conducted an initial review of the information made publicly available as part of the development and publication of its first Publications Guide.

Statements on clause.7(b) & (c) are provided in Table 2 below:

	No. received	Appns 'refused, either wholly or partly' under Schedule 1	Remaining cases
Total no. of appns received	2	0	1
Relevant section/clause	Regs. cl.7(b)	Regs. cl.7(c)	-
Notes		The one refused application was made under the Table given in Part 2, Division 2 of the Act.	One case is continuing as at Dec. 2010 pending acceptance of the re-negotiated scope by the applicant

Table 2 Data required for reporting under Section 7(3) of the GIPA Act

A full report on GIPA applications and UWS responses for the six month period to 31 December 2010 is provided in the Appendix.

Appendices

Appendix 1: Board of Trustees Members

3 Official Members

Mr John Phillips AO, Chancellor

Professor Janice Reid AM, Vice-Chancellor

Associate Professor Paul Wormell, Chair Academic Senate

6 Appointed Members (Ministerial)

Mr John Banks

Ms Emma Stein

Ms Vivienne James

Mr Glen Sanford, Deputy Chancellor

Mr Ian Stone

The Hon Kim Yeadon, Deputy Chancellor

4 Appointed Members (Board)

Mr Michael Antrum

Ms Gillian Shadwick

Vacancy x 2

5 Elected Members

Dr Ken Langford, Graduate

Professor Carolyn Sappideen, Academic Staff

Mrs Lorraine Fordham, General Staff

Mr David Holmes, Undergraduate Student

Mr David Lenton, Postgraduate Student

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
Mr	Michael	Antrum	6	7										
Mr	John	Banks	6	7										
Mrs	Lorraine	Fordham	5	7			2	5						
Mr	David	Holmes	5	7			1	5						
Ms	Vivienne	James	5	7										
Dr	Ken	Langford	7	7										
Mr	David	Lenton	4	7										
Mr	John	Phillips	6	7					4	4	4	4		
Professor	Janice	Reid	7	7			5	5	4	4	4	4		
Mr	Glen	Sanford	6	7	3	4			4	4	4	4		
Professor	Carolyn	Sappideen	7	7										
Ms	Gillian	Shadwick	4	7	3	4								
Ms	Emma	Stein	7	7			4	5						
Mr	Ian	Stone	3	7										
Associate Professor	Paul	Wormell	7	7										
The Hon	Kim	Yeadon	6	7					2	4	2	4	5	6
Mr	Alan	Zammit			1	1	4	5						
Mr	John	Fehon			1	1								
Ms	Margaret	Smylie			3	4								
Mr	Stuart	Nisbett											5	6
Mr	Lee	Pinder											5	6
Ms	Janet	Sayer											6	6
Mr	Peter	Graham											2	2
Ms	Michelle	Tredenick											1	2
Ms	Genevieve	Gregor					4	5						
Ms	Kerry	Stubbs					4	5						

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

Board of Trustees Committees

	Chair
Audit and Risk Management	Mr Glen Sanford
Strategy and Resources	Ms Emma Stein
Board Standing	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
Indigenous Advisory Council	Adjunct Professor Michael McDaniel

Appendix 4: Academic Senate Membership (as at 31 December 2010) – Official and Appointed Members

NAME	POSITION
Official Members	
Professor Janice Reid, AM	Vice-Chancellor
Professor John Ingleson	Deputy Vice-Chancellor, International and Development
Professor Wayne McKenna	Deputy Vice-Chancellor, Academic and Research
Professor Stuart Campbell	Pro Vice-Chancellor, Learning and Teaching
Professor Geoff Scott	Pro Vice-Chancellor, Quality
Professor Andrew Cheetham	Pro Vice-Chancellor, Research
Professor Gary Smith	Executive Dean, College of Arts
Associate Professor Craig Ellis	Acting Executive Dean, College of Business
Professor Branko Celler	Executive Dean, College of Health and Science
Dr Bronwyn Cole	Acting Associate Dean, Academic, College of Arts
Dr Sara Denize	Acting 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 Deborah Sweeney	Director, Research, College of Health and Science
Associate Professor Berice Anning	Acting Dean, Badanami Centre for Indigenous
TBA	Dean, Research Studies
Ms Thea Seabrook	Registrar
Ms Liz Curach	University Librarian
Professor Lynette Sheridan Burns	3 Heads of School, College of Arts
Associate Professor Steve Wilson	
TBA	
Professor John Lodewijks	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 31 December 2010) – 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 Laretta 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	1 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	1 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	1 of 2 Academic staff members from College of Health and Science
Mr Jason Pratap	Postgraduate Student
Mr David Lenton	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,
FRACI, CChem

Deputy Vice-Chancellor (International and Development)

Professor John Ingleson
BA, MA, UWA, PhD Monash

Deputy Vice-Chancellor (Corporate Strategy and Services)

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

Deputy Vice-Chancellor (Academic and Research)

Professor Wayne McKenna
BA(Hons) PhD Leeds

Executive Dean, College of Arts

Professor Gary Smith
PhD Monash, MA La Trobe, BA (Hons) Monash

Executive Dean, College of Business

Associate Professor Robyn McGuiggan
BSc(Hons) MComm PhD Macq

Executive Dean, College of Health and Science

Professor Branko Celler
PhD UNSW, B Elect Eng UNSW, BSc UNSW

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)

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

Pro Vice-Chancellor (Research)

Professor Andrew Cheetham
BSc (Hons) PhD Flinders, FAIP
FIEAust, MIEEE, MAICD

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

Director, Finance

Mr Peter Pickering
B.Com (Hons) Newcastle (NSW), Dip CM, FCPA, FCIS, FAICD

Appendix 6: Consultancies

Consultancies commissioned in 2010 amounting to \$30,000 or more, included:		
Consultant	Cost \$	Title/Nature of Consultancy
Finance and Accounting/Tax		
S1 Consulting and Software Services	\$31,928	Upgrade of Finance Student Systems
IBM Australia	\$200,000	Total Cost of Ownership Project
IBM Australia	\$202,855	TM1 Implementation
Basware Pty Ltd	\$120,857	Basware Implementation
Deloitte Touche Tohmatsu	\$70,006	Treasury Policy Development
Subtotal	\$625,646	
Information Technology		
Qubit Consulting	\$104,225	Alesco Support Services
Ensyst Pty Ltd	\$42,000	Implementation Student Email System
Gen 1 Aust Pty Ltd	\$56,687	Sharepoint Form Rebuild
Lucid IT Pty Ltd	\$44,000	Review of Demand Management & Minor Works processes
Edesk Pty Ltd	\$43,200	Atlassian Confluence Support Services
Netspot Pty Ltd	\$157,210	Ongoing support agreement
Fedtec Pty Ltd	\$288,312	Callista Upgrade and MSYR & Eforms
Avoka Technologies Pty Ltd	\$247,623	Form Centre Migration and Ongoing Support
Subtotal	\$983,257	
Management Services		
Icad Consultants	\$132,650	Site Consultancy Services
Assetbiz Consulting Pty Ltd	\$144,400	Specialist Consulting Services - Minor Works
Planpower Pty Ltd	\$97,200	Specialist Consulting Services - Environment & Risk Management
Davis Langdon Aust Pty Ltd	\$33,600	Cost Planning Services - Blacktown Clinical School
Access Aust Planning & Design Pty Ltd	\$36,600	Site Services
Whelan Insites Pty Ltd	\$56,180	Survey Works
Perumal Petavoli Pty Ltd	\$48,800	Design Services
The Spencer Partnership	\$79,350	UWS International Consulting Service Support
KRG Consultants	\$32,758	UWS International Consulting Service Support
Magari Pty Ltd	\$214,887	CRM Project
Scrafton Pty Ltd	\$50,935	Organisational Realignment Study
Jackson Teece	\$57,844	Campbelltown Masterplanning
Douglas Partners Pty Ltd	\$40,379	Campbelltown Masterplanning
Aisatullin Tonu	\$168,800	CDU consulting
Khalil Gihan	\$48,025	ETL Development for B1 Project
NWC Opinion	\$63,636	Cati Services - UWS Project on CBRNTerrorism
Tim Earnshaw & Partners	\$47,150	Consultancy Services
Subtotal	\$1,353,194	
Total Consultancies equal to or greater than \$30,000	\$2,962,097	
During 2010 other consultancies were engaged in the following areas:		
Finance and Accounting/Tax	\$22,217	
Capital Works and Services	\$30,875	
Information Technology	\$60,697	
Management Services	\$223,447	
Total Consultancies less than \$30,000	\$337,236	
Total Consultancies	\$3,299,333	

Appendix 7: UWS Board of Trustees Report

Members

The members of the Board of Trustees of the University are detailed in Appendix 1 on page 70 of this annual report.

Meetings of Members

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2 on page 71 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 60–61 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 Engagement.

Significant Changes in State of Affairs

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

Matters Subsequent to the End of the Financial Year

Other than the developments described in this report the 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

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 federal 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 pages 64–65 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 2010, the University was involved in seven claims involving litigation. Of these, two claims are still ongoing. In addition, in terms of claims being managed by the University's insurers, there was one liability claim involving an external contractor, one property damage claim and six personal accident claims involving students.

This report is made in accordance with a resolution of the Board of Trustees on 13 April 2011.

Professor Peter Shergold AC
Chancellor

Dated: 13 April 2011 at Penrith, NSW

Appendix 8: Government Information (Public Access) Regulation 2009

Schedule 2 Statistical information concerning access applications

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

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

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

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

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

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

Table C: Invalid applications

Reason for invalidity	No of applications
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
	0
Total number of invalid applications received	0
Invalid applications that subsequently became valid applications	0

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

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

	Number of times consideration used*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

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

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

Table F: Timeliness

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

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

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

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

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

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

Equity Statistics

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

EEO Groups: Academic staff	Benchmark or target	2006	2007	2008	2009	2010
Women	50%	46%	47%	49%	49%	49%
Aboriginal and Torres Strait Islander people	2%	1%	1%	1%	1%	1%
People whose language first spoken as a child was not English	19%	25%	24%	26%	27%	26%
People with a disability	12%	7%	7%	7%	8%	8%
People with a disability requiring adjustment at work	7%	2%	3%	2%	2%	2%

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

EEO Groups: General staff	Benchmark or target	2006	2007	2008	2009	2010
Women	50%	66%	67%	66%	66%	66%
Aboriginal and Torres Strait Islander people	2%	1%	1%	1%	2%	2%
People whose language first spoken as a child was not English	19%	15%	15%	16%	17%	17%
People with a disability	12%	9%	8%	9%	9%	10%
People with a disability requiring adjustment at work	7%	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	2006	2007	2008	2009	2010
Women	100	86	88	88	85	85
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	n/a	n/a
People whose language first spoken as a child was not English	100	92	92	94	95	95
People with a disability	100	95	98	92	91	90
People with a disability requiring adjustment at work	100	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	2006	2007	2008	2009	2010
Women	100	91	89	90	90	90
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	104	103
People whose language first spoken as a child was not English	100	100	101	98	97	97
People with a disability	100	99	97	100	103	101
People with a disability requiring adjustment at work	100	108	103	105	104	101

Student Enrolment Data

Table 1: Student Enrolments by Residency Status, On and Off Shore, 2006-10 (p) (includes UWSCollege from 2008)

Residency Status	2006	2007	2008	2009	2010 (p)
Domestic	30,394	31,304	31,358	32,868	34,799
International - On Shore	3,684	3,601	3,796	4,200	4,224
International - Off Shore	983	435	354	358	276
Total	35,061	35,340	35,508	37,426	39,299

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

Table 2: Commencing Student Enrolments by Residency Status, On and Off Shore, 2006-10 (p) (includes UWSCollege from 2008)

Residency Status	2006	2007	2008	2009	2010 (p)
Domestic	12,051	12,338	13,310	13,598	14,423
International - On Shore	1,955	1,786	1,992	2,317	2,127
International - Off Shore	48	64	221	185	11
Total	14,054	14,188	15,523	16,100	16,561

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

Table 3: Student Enrolments by Gender, 2006-10 (p) (includes UWSCollege from 2008)

Gender	2006	2007	2008	2009	2010 (p)
Females	19,719	19,869	20,281	21,300	21,947
Males	15,628	15,192	15,059	16,126	17,352
Total	35,347	35,061	35,340	37,426	39,299

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

Table 4: Student Enrolments by Course Level, 2008-10 (p) (includes UWSCollege from 2008)

Course Level	2008	%	2009	%	2010 (p)	%
Undergraduate	26,991	76.0%	28,527	76.2%	30,807	78.3%
Higher Degree by Coursework	4,583	12.9%	5,180	13.8%	5,112	13.0%
Higher Degree by Research	649	1.8%	694	1.9%	808	2.1%
Other Postgraduate	1,235	3.5%	1,049	2.8%	939	2.4%
Other*	2,050	5.8%	1,976	5.3%	1,633	4.2%
Total	35,508	100.0%	37,426	100.0%	39,299	100.0%

*Other includes enabling, non award and cross institutional

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

Table 5: Student Enrolments by Broad Field of Education, 2007-09 (p) (includes UWSCollege from 2008)

Broad Field of Education	2008	%	2009	%	2010 (p)	%
Management and Commerce	10,701	30.2%	11,184	29.8%	11,344	28.9%
Society and Culture	8,420	23.8%	8,932	23.9%	9,564	24.4%
Health	4,864	13.7%	5,150	13.8%	5,673	14.4%
Natural and Physical Sciences	2,230	6.3%	2,606	7.0%	2,966	7.5%
Education	2,274	6.4%	2,576	6.9%	2,634	6.7%
Creative Arts	2,454	6.9%	2,440	6.5%	2,502	6.4%
Engineering and Related Technologies	1,070	3.0%	1,173	3.1%	1,324	3.4%
Information Technology	894	2.5%	956	2.6%	1,155	2.9%
Architecture and Building	654	1.8%	722	1.9%	779	2.0%
Mixed Field Programs	216	0.6%	318	0.8%	310	0.8%
Agriculture, Environmental and Related Studies	545	1.5%	397	1.1%	286	0.7%
Other	1,186	3.3%	972	2.6%	762	1.9%
Total	35,508	100.0%	37,426	100.0%	39,299	100.0%

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

Table 6: Student Enrolments by Campus, 2008-10 (p) (includes UWSCollege from 2008)

Campus	2008	%	2009	%	2010 (p)	%
Bankstown	7,144	20.1%	7,020	18.8%	6,736	17.1%
Blacktown (Nirimba)	2,353	6.6%	1,192	3.2%	984	2.5%
Campbelltown	4,501	12.7%	5,005	13.4%	5,696	14.5%
Hawkesbury	2,096	5.9%	2,177	5.8%	2,320	5.9%
Parramatta	10,349	29.1%	12,933	34.5%	13,960	35.6%
Penrith	7,833	22.1%	8,589	22.9%	9,053	23.0%
Off Campus, Off Shore and Other	1,232	3.5%	510	1.4%	550	1.4%
Total	35,508	100.0%	37,426	100.0%	39,299	100.0%

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

Table 7: Student Low SES* Participation Rate 2006-10 (p)
(includes UWSCollege from 2008)

Year	UWS	Sector
2006	20.8%	14.8%
2007	21.0%	15.0%
2008	21.3%	15.1%
2009	22.1%	15.3%
2010 (p)	22.7%	n.a

(Source: Annual DEEWR Statistical Publications) (p) - provisional figures

Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 SEIFA Education and Occupation Index for postal areas.

Table 8: Student Load (EFTSL) by Funding Source, 2008-10 (p) (includes UWSCollege from 2008)

Funding Source	2008	%	2009	%	2010 (p)	%
Commonwealth Grants Scheme	20,133	81.9%	21,544	82.4%	23,402	84.0%
Research Training Scheme	310	1.3%	355	1.4%	454	1.6%
Sub-Total Commonwealth Funded	20,443	83.2%	21,899	83.8%	23,856	85.6%
Domestic Fee-Paying Postgraduate	1,050	4.3%	959	3.7%	862	3.1%
International On-shore	2,710	11.0%	2,893	11.1%	2,894	10.4%
International Off-shore	74	0.3%	117	0.4%	67	0.2%
Non-Award	292	1.2%	265	1.0%	194	0.7%
Sub-Total Fee-Paying Load	4,126	16.8%	4,234	16.2%	4,017	14.4%
UWS Total	24,569	100.0%	26,133	100.0%	27,873	100.0%

EFTSL = Equivalent Full Time Student Load

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

Table 9: Explicit Graduate Satisfaction, 2006-10

Year - % of Explicit Satisfaction	Overall Satisfaction		Good Teaching		Generic Skills	
	UWS	Sector	UWS	Sector	UWS	Sector
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
2010 (p)*	84.4%	n.a	70.1%	n.a	82.0%	n.a

(Source: 2006-2010 Course Experience Questionnaire)

* Please note that due to a change in the questionnaire used in 2010 this has been a positive upward shift in CEQ response ratings across all universities in the sector.

Year	UWS	Sector
2005-06	79.0%	82.2%
2006-07	81.3%	82.7%
2007-08	79.9%	82.7%
2008-09	81.4%	84.0%
2009-10 (p)	80.6%	n.a

(Source: Annual DEEWR Statistical Publications)

UWS Market Share of Preferences	First Preferences				First to Third Preferences			
	2007	2008	2009	2010	2007	2008	2009	2010
Current School Leavers	12.4%	12.3%	12.5%	12.3%	14.3%	13.0%	13.2%	13.7%
Non Current School Leavers	15.2%	15.8%	15.4%	15.5%	16.2%	16.1%	15.9%	16.4%
Total	13.6%	13.8%	13.8%	13.7%	15.0%	14.2%	14.2%	14.8%

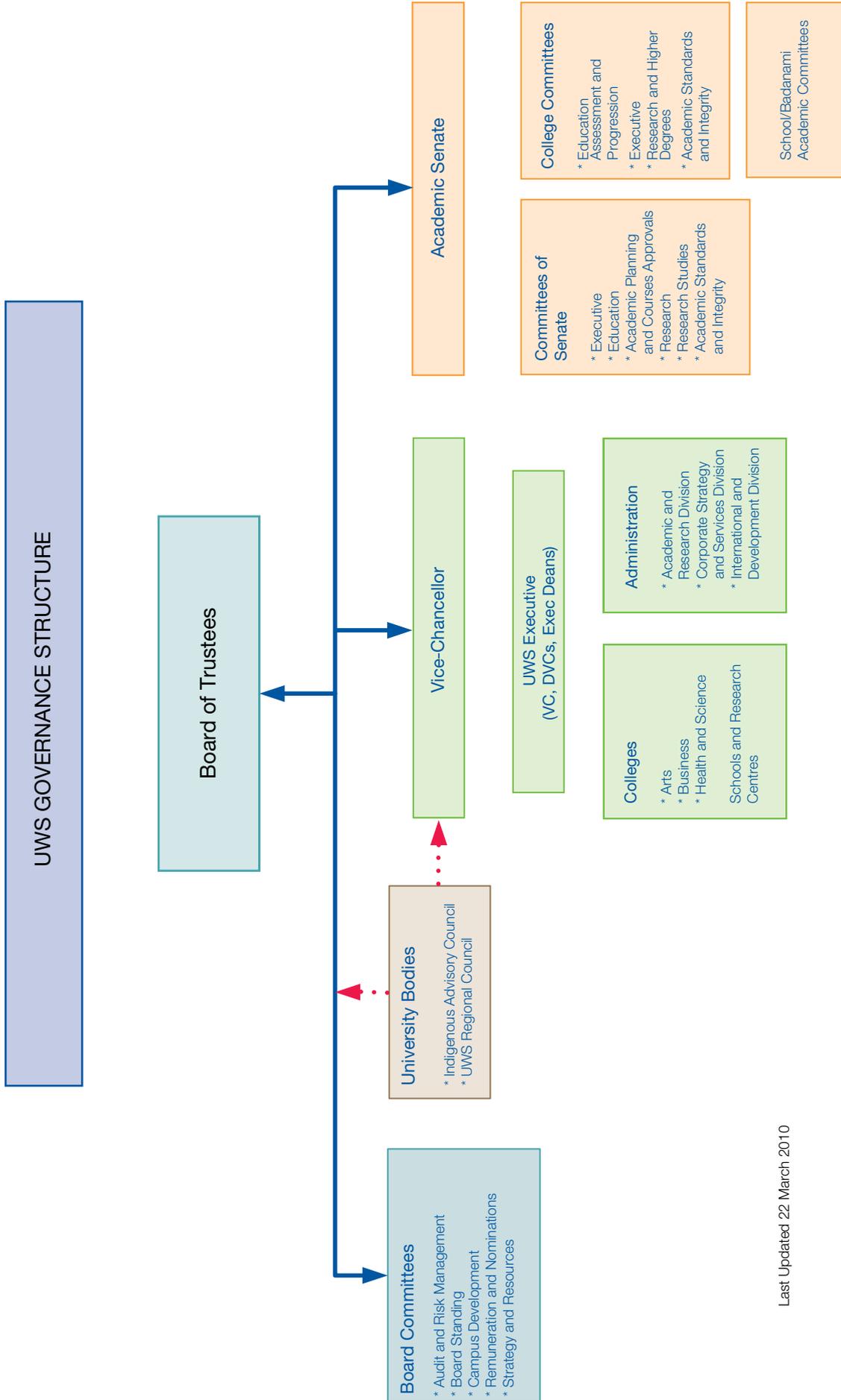
Number of Preferences to UWS	First Preferences				First to Third Preferences			
	2007	2008	2009	2010	2007	2008	2009	2010
Current School Leavers	5,132	5,173	5,553	5,549	17,157	15,945	16,906	18,006
Non Current School Leavers	4,914	5,170	5,174	5,426	12,326	12,245	12,213	13,451
Total	10,046	10,343	10,727	10,975	29,483	28,190	29,119	31,457

UWS Market Share of Preferences from GWS	First Preferences				First to Third Preferences			
	2007	2008	2009	2010	2007	2008	2009	2010
Current School Leavers	32.3%	33.4%	34.9%	33.9%	34.3%	32.7%	33.6%	34.4%
Non Current School Leavers	41.7%	41.6%	42.0%	42.2%	39.8%	38.9%	38.7%	39.0%
Total	36.4%	37.1%	38.0%	37.7%	36.4%	35.2%	35.6%	36.2%

Number of Preferences from GWS to UWS	First Preferences				First to Third Preferences			
	2007	2008	2009	2010	2007	2008	2009	2010
Current School Leavers	3,555	3,746	4,175	4,180	11,097	10,770	11,793	12,478
Non Current School Leavers	3,544	3,760	3,941	4,238	8,330	8,571	8,709	9,626
Total	7,099	7,506	8,116	8,418	19,427	19,341	20,502	22,104

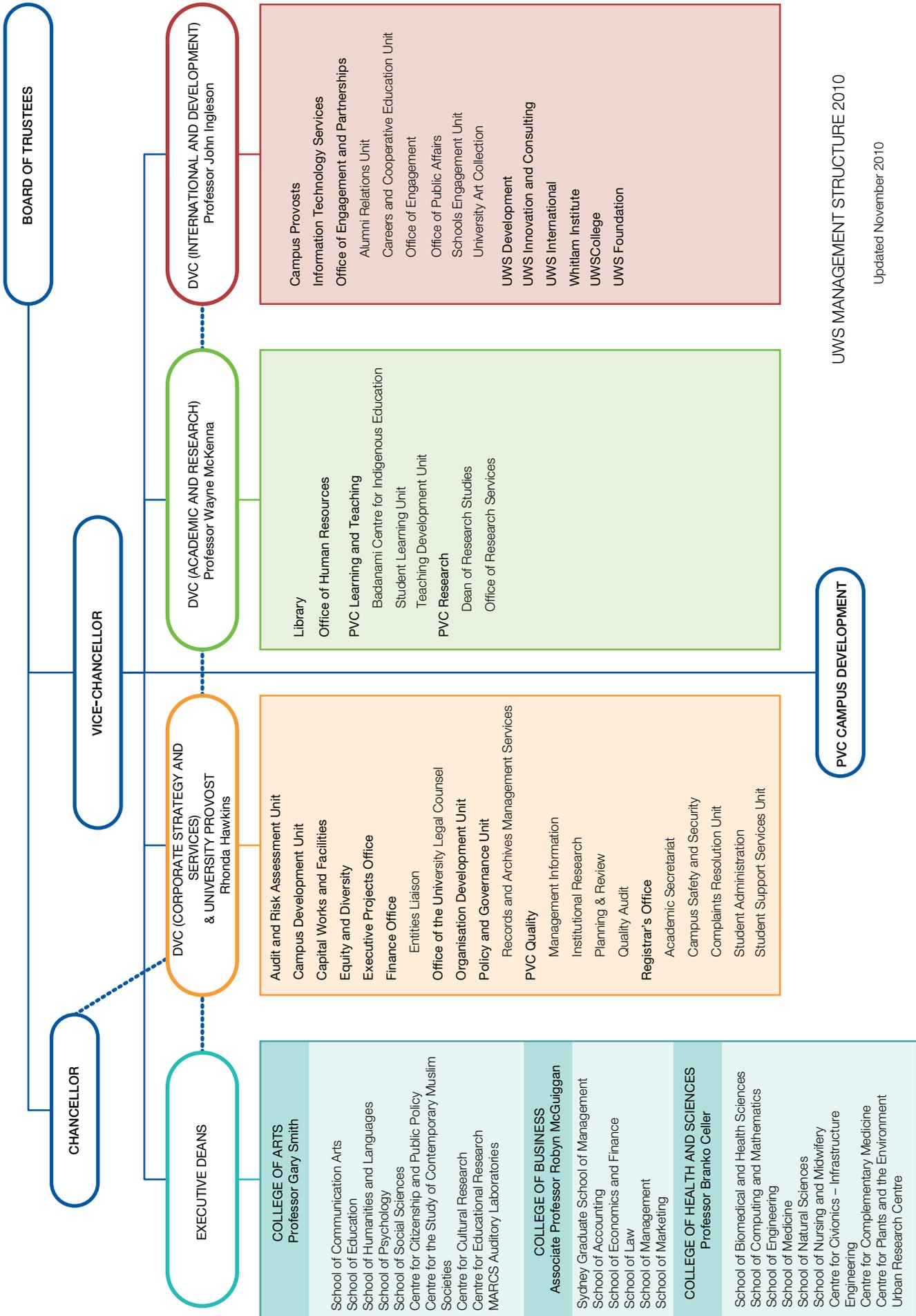
(Source: UAC Main Round)

UWS Governance Structure



Last Updated 22 March 2010

UWS Management Structure



UWS MANAGEMENT STRUCTURE 2010

Updated November 2010

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